THE USE OF GENERATIVE LEARNING MODEL TO IMPROVE STUDENTS' SKILL IN WRITING RECOUNT TEXT AT SENIOR HIGH SCHOOL 02 ARGAMAKMUR ACADEMIC YEAR (2019/2020)

THESIS

Submitted As A Partial Requirements For The Degree Of *Sarjana* In English Education Study Program

By:
Apiot Putri Azmi
SRN : 1516230184

FROGRAM STUDY OF ENGLISH EDUCATION

DEPARTMENT OF TADRIS

TARBIYAH AND TADRIS FACULTY

THE STATE INSTITUTE FOR ISLAMIC STADIES (IAIN) BENGKULU

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KEMENTRIAN AGAMA

INSTITUT AGAMA ISLAM NEGERI (IAIN) BENGKULU

FAKULTAS TARBIYAH DAN TADRIS

Alamat : Jl. Raden Fatah Pagar Dewa Bengkulu Tlp. (0736) 51171. 51276 Fax. 51171 Bengkulu

---

ADVISORS SHEET

Subject: Thesis Apiot Putri Azmi

NIM: 1516230184

To: The Dean of Islamic Education and Tadris Faculty

IAIN Bengkulu

In Bengkulu

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After reading througly and giving necessary advices, herewith, as the advisors, we start that the thesis of:

Name : Apiot Putri Azmi

NIM   : 1516230184

Title : The Use of Generative Learning Model to Improve Students' Skill in Writing Recount text Classroom Action Research at Tenth Grade of Senior Hight School 02 Argamakmur in Academic Year 2019/2020.

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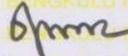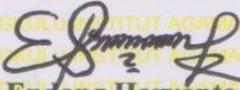
Wassalamu'alaikum Wr.Wb.

Bengkulu, ... 2020

First Advisor   Second Advisor

Dr.Syamsul Rizal, M.Pd   **Endang Haryanto, M.Pd**

NIP. 196901291999031001   NIDN: 2004058601

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) BENGKULU
FAKULTAS TARBIYAH DAN TADRIS
JURUSAN TADRIS
Alamat : Jl. Raden Fatah Pagar Dewa Telp (0736) 51276, Fax (0736) 5117 Bengkulu

RATIFICATION

This is certify the *Sarjana* thesis entitled *"The Use of Generative Learning Model to Improve Students' Sill in Writing Recount Text At SMA 02 Argamakmur"* by **Apiot Putri Azmi** has been approved by the Board of Thesis Examiners as the requirement for the degree of *Sarjana* in English Education Program.

Chairman
Dr. Zubaedi, M.Ag., M.Pd
NIP. 196903081996031005 : ....

Secretary
Ferj Susanto, M.Pd.
NIP.197512082014111001 : ....

Examiner I
Dr. H. Ali Akbar Jono, M.Pd.
NIP.197607112005012004 : ....

Examiner II
Dedi Efrizal, M.Pd.
NIDN. 2013129001 : ....

Bengkulu,   Januari 2020
Approved by the Dean of Islamic and Tadris Faculty
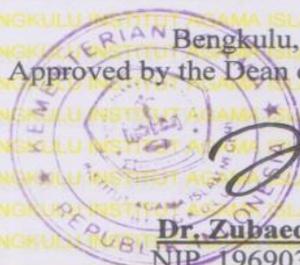
Dr. Zubaedi, M.Ag., M.Pd.
NIP. 19690308 199603 1 005

DEDICATION

Bismillahirrahmaanirrahiim

In the name of Allah, the most gracious and merciful. All praise and gratitude to Him who has given strength and patience to finish this thesis. Shalawat and salam to our prophet Muhammad SAW, his family and friends.

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MOTTO

"There is no limit of struggling."

SURAT PERNYATAAN

Surat yang bertanda tangan dibawah ini:

Nama : Apiot Putri Azmi

Tempat Tanggal Lahir : Karang Anyar 2 Bengkulu Utara, 16 July 1996

Fakultas : Tarbiyah Tadris

Program Studi : Pendidikan Bahasa Inggris

Nim : 1516230184

Dengan ini saya menyatakan:

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METERAI
TEMPEL
B9245AHF228256604
6000
ENAM RIBU RUPIAH

Apiot Putri Azmi
Nim.1516230184

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The Researcher realizes hat this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

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The Researcher

Apiot Putri Azmi

NIM: 1516230184

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ABSTRAK

Apiot Putri Azmi. 2020. The Use of Generative Learning Model to Improve Students' Skill in Writing Recount Text at Senior High School SMA 02 Argamakmur Academic Year 2019/2020. Skripsi. Program Studi Bahasa Inggris, Fakultas Tarbiyah dan Tadris, Institut Agama Islam Negeri IAIN Bengkulu

Pembimbing: 1. Dr. Syamsul Rizal, M.Pd, 2. Endang Haryanto, M.Pd

Kata kunci: Menulis, Text Recount, Strategi Generative Learning Model

Ada beberapa masalah yang dihadapi oleh siswa SMA 02 Argamakmur dalam menulis teks recount, 1) kosa kata kurang, 2) kurangnya motivasi, 3) strategi tidak sesuai. Tujuan dari penelitian ini adalah untuk mengetahui apakah menggunakan Generative Learning Model Strategi dapat meningkatkan penulisan teks recount siswa di kelas satu SMA 02 Argamakmur tahun ajaran 2019/2020. Penelitian ini membahas tentang penggunaan Strategi Generative Learning Model untuk meningkatkan penulisan teks recount siswa di kelas satu SMA 02 Argamakmur tahun ajaran 2019/2020.

Penelitian ini merupakan penelitian tidakan kelas. Subjek penelitian terdiri dari 23 siswa, 11 siswa laki-laki dan 12 siswa perempuan, instrument yang digunakan yaitu tes menulis, lembar observasi guru dan siswa, wawancara dan dokumetasi. Penelitian ini dilakukan dalam dua siklus yang meliputi rencana, tindakan, observasi dan refleksi.

Berdasarkan tes tertulis, nilai rata-ratanya meningkat dari 63,04 pada tes awal, 71,6 pada siklus satu dan 78,82 pada siklus dua. Ini menunjukan bahwa strategi Generative Learning Model bisa menigkatkan penulisan teks recount siswa.

ABSTRACT

Apiot Putri Azmi. 2020. The Use of Generative Learning Model to Improve Students' Skills in Writing Recount Text at Senior High School 02 Argamakmur Academic Year 2019/2020. Thesis. English Language Study Program, Faculty of Tarbiyah and Tadris, State Islamic Institute of Bengkulu.

Advisor: 1. Dr. Syamsul Rizal, M.Pd, 2. Endang Haryanto, M.Pd

Keywords: Writing, Text Recount, Generative Learning Model Strategy

There are several problems faced by SMA 02 Argamakmur students in writing recount texts, 1) many students have difficulty developing their ideas for writing because of lack of motivation and vocabulary, 2) students still have difficulty knowing the components of the recount text, 3) the strategies used in writing recount text is not appropriate so students cannot follow the learning process properly. The purpose of this research is to find out whether using Generative Learning Model Strategy can improve the writing of students' recount texts in the first grade of 02 Argamakmur High School in 2019/2020 school year. This study discusses the use of the Generative Learning Model Strategy to improve writing of recount text of students in the first grade of 02 Argamakmur High School in 2019/2020 school year.

This research is a classroom action research. The research subjects consisted of 23 students, 11 male students and 12 female students, the instruments used were writing tests, teacher and student observation sheets, interviews and documentation. This research was conducted in two cycles which included plan, action, observation and reflection.

Based on the written test, the average score increased from 63.04 in the initial test, 71.6 in cycle one and 78.82 in cycle two. This shows that the Generative Learning Model strategy can improve students' recount text writing.

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CHAPTER I

INTRODUCTION

A. Background Of The Study

Language is one important aspect for human comunication especially. In daily life, it is necessary to interact and is used as a tool of communication among the nations in al over the world. Language is used to express our message in spoken and written from.

As we know, there are many kinds of language in the world. They are grouped into several kinds: regional, national, and internasional language. One of internasional languages is english. People in this world almost know and use in to communicate with others, especially when they have diffrent language.

Internasional languag, is very important and has many interrelationship with various aspects of life owned by human being. Ability to speak english has become a necessity in a number of fields of science, jobs and professions. In learning englis, we have to mater four skill, namely: listening, speaking, writing, and reading.

One of the important basic langguage skills is writing because of writing students are easy to remember what they learned. [1] It can be concluded that writing is a way of communicating what is in the mind

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[1]Pindo Anjayani. ELT forum 2016. Error Analysis on the Use of Prepositions in Students Writing. *Journal of English language Teaching,* 5 (2) p:2

expressed on a piece of paper or other area to convey ideas and messages from the author and also includes the use of vocabulary and structure of the Same Source and structure of language. Writing is also created by particular set of symbol, and letter for representing the wordings of particular language.

Writing is one way of communication that is carried out to express one's feelings, ideas, and thoughts in written form. Hogue expalned writing is one way to provide information and explain something in written form so that it can be read and can find out the meaning of the writing. Whereas according to Heaton writing not only requires mastery of grammar but we also have to have a good conceptual element for writing skills.[2] So, writing is an ability of ideas that is applied in the form of writing and creative ideas so that it can produce good writing, therefore to get good writing must have a lot of mastering vocabulary.

Then, to find out the real data the researcher observed the tenth grade at SMA 02 Argamakmur Bengkulu Utara, Muhammad Mushlih was one of the students who studied at 02 Argamakmur High School, he was in the tenth grade of Science 5. In their class there were 32 students consisting of 20 women and 12 men. On Monday, March 25, 2019 in SMA 02 Argamakmur I conducted an interview with Mushlih by giving approximately six questions. From the interview it can be concluded that many students who have difficulty writing English are caused by several

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[2]Akhirotul Faizatin Nisa.2013.skripsi: "Improving Students' Writing Skill By Using Inquiry Technique" . UIN Raden Fatah Palembang (p.2).

factors, the first problem is students could not develop their idea im written from. Second, the students lose their idea in the middle of writing. Third, they do not know the componen of the text, because of that the students could not finish their writing process from the first paragraph until the end, besides the paragraph does not have correlation each other. Next the teacher strategy in learning activity is dominated by teacher, and interesting. In this way, the activity is dominated by teacher, and the teacher give many instruction and exercise, there is not interactive process btween teacher and students. Teacher do not exlain the component of the text clearly. In the end of learning, teacher give homework to the students and the students learning achievement are low. The bigger problem is that there are still many tenth graders who get the value of writing English under the Minimum Completion Criteria. In Argamakmur 02 High School the Minimum Completion Criteria (KKM) is 75 while there are still many students who get a score below the Minimum Completion Criteria according to interviews conducted incorrectly with students under the Minimum Completion Criteria (KKM) 73 down.

From the above problems researcher provided a metode that help students to be more easily write an essay in English that is using a generative learning model strategy. By using this generative learning model students can make an adaptation process when facing new stimuli and during the learning process students are also more involved and participating in learning so that they are required to be more active so

students are easier to understand what the teacher explains so that when the teacher explains in front of students must pay more attention to be able to make or imagine schematic ideas so that new ideas arise that can be combined with ideas or knowledge that they already have, so students are easier to make writing skills such as writing short story.

Hakim explained that Generative Learning Model is a learning pattern that uses the principle of education which is more likely to explain the rules that are learned more actively and attractively. In learning to use generative learning methods students not only memorize formulas or vocabulary only to do the exercises as usual, but students are required and accustomed to understanding concepts that builded their own understanding and students are required to be more active rather than passive.[3]

So it can be concluded that by using the method of generative learning models students was more interested because students are associated with meaningful learning where they have new knowledge that associated with the knowledge they already have. That is why students can be easier to write narrative text in English because teachers who are in charge as facilitators can explain the lesson well to students, and students can receive the lesson more actively. By applying the learning method the

[3] Sharfina, Abdul Hakim, and, Rini Safitri.2017. *Model Pembelajaran Generatife Terhadap Peningkatan Keterampilan Proses Sains Siswa*. Universitas Syiah Kuala Banda Aceh. Jurnal Pendidikan Sains Indonesia. P.2.

author hopes it was able to solve problems that exist with students at Senior High School 02 Argamakmur.

B. Identification of the Problems

Based on classroom observations, there were a number of problems found at Junior Hight School number 02 Argamakmur Bengkulu Utara. Student related writing problems. First, problem is students could not develop their idea im written from. Second, the students lose their idea in the middle of writing. Third, they do not know the componen of the text, because of that the students could not finish their writing process from the first paragraph until the end, besides the paragraph does not have correlation each other. Next the teacher strategy in learning activity is dominated by teacher, and interesting. In this way, the activity is dominated by teacher, and the teacher give many instruction and exercise, there is not interactive process btween teacher and students. Teacher do not exlain the component of the text clearly. In the end of learning, teacher give homework to the students and the students learning achievement are low.

C. Limitation of The Research

Based on the above problems, the researcher limits the problem to the use of generative learning method to teach short recount text writing skills to students in the eleventh grade Argamakmur 02 Senior High School and focuses on methods that can be used to solve the above problems.

D. Research Question

Based on the background of study before, the question of the research can be formulated as follows:

1. How does the generative learning models improve the ability of tenth grade students in writing recount texts at 02 Argamakmur High School Academic Year 2019/2020?

E. Objective of the Research

This research aimed to improve the ability of students to write recount texts using the generative learning model in the tenth grade of senior high schools number 02 Argamakmur Bengkulu Utara.

F. Significance of the Research

The results of this study are expected to be used theoretically and practically:

1. Theoretically

   a. The results of this study are expected to broaden the teacher's skills in using learning strategies in the teaching process to improve students' writing skills in the classroom.

   b. As a reference for teachers who want to find out what strategies are right for the teaching and learning process in the classroom so students learn more actively rather than passively.

2. Practically

   a. The results of this study are suggested to be implemented to engage and participate students' actively during the learning

process so that students get new knowledge that combined with the knowledge they already have so that they can improve their English writing skills.

b. The use of generative learning strategies in writing can help students' be more motivated and interested in writing class English because this strategy makes students' be more active and not only focus on memorizing.

G. Definition of Key Terms

In order to clarify the key terms used in this study, some definitions are put forward.

1. Generative Learning model

In Senge's view, generative learning has to do with personal mastery, development of mental models, shared vision, team learning and systemic thinking. [4]But in this context, generative learning model are considered if students are asked to learn more actively in thinking, reasoning, guessing, and can find initial thoughts or ideas so that they can be combined with existing ideas and apply existing ideas into writing, copying skills , creating, building and solving problems.

1. Writing Skills

Writing is a process of communication among people to share information. Robert stated that writing is an efficient learning

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[4]Thomas D. Bot (Ph.D).2018. On The Effects of Generative Learning Strategy on Students' Understanding and Performance.*International Journal of Humanitiesand Social Science Invention (IJHSSI)*.P.52.

process which is utilized to communicate information, clarify thinking, and learn new concept and information. In the process of writing, a writer shares and clarifies her thoughts and feeling to the readers. Writing is also a process of communicating the writer"s idea to the reader in a written form.[5]

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[5] Nurhasanah. 2014 . Thesis *Iproving Students' Ability In Writing A Narrative Text By Using Round Table Strategy*. Bengkulu University. P.1.

CHAPTER II

LITERATURE REVIEW

A. Generative Learning

1. Generative Learning Model

Wittrock and Osborne were the first people to introduce generative learning models in the world, in 1985. The basis of the generative learning model is constructivism with the orientation-motivation syntax, disclosure of initial concepts, challenges, and restructuring of the concepts, applications, summaries, evaluations and reflections.[6] The essence or conclusion of generative learning is that students do not receive information passively, but students actually receive information actively constructing an interpretation of that information and then students must make conclusions. Through generative learning it was able to create a pleasant learning atmosphere for students, where participants can freely express their ideas, questions that may be in their minds, and problems, so that the teacher can create a learning atmosphere that more effective, and full of meaning so that children can receive lessons more easily.

The steps in generative learning can provide opportunities for students to be able to respond and solve problems freely, creatively, and more pleasantly. Students was shape their knowledge through interaction with the material they are learning or new experiences they have

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[6]Sani Rofiah Irwandani. 2015. Skripsi *Pengaruh Model Pembelajaran Generatif Terhadap Pemahan Konsep Fisika Pokok Bahasan Bunyi*. FTK IAIN Raden Intan Lampung. Jurnal Ilmiah Pendidikan Fisika Al-BiRuNi. P.3.

experienced so that the new knowledge they get can be combined with the experience that is already in themselves so students are easier to learn writing skills in English.[7]

Futhermore, generative learning is a learning model that emphasizes the active integration of new knowledge using the knowledge that had been owned by previous students. The new knowledge tested by using it in answering related problems or symptoms. If the new knowledge successfully answers the problem at hand, then the new knowledge stored in long-term memory. Long-term memory is a place where knowledge is stored permanently to be called again later, if you want to use it, long-term memory is part of the search system in the brain, as a place to store information for a long period of time.

For this reason teachers need to identify students' opinions about the lessons learned and students need to explore concepts from experiences and situations in daily life and the classroom environment must be comfortable and conducive so students can express their opinions without fear and ridicule from their friends. In this case, the teacher needs to create a pleasant classroom atmosphere for all students, because generative learning strategies are an explanation of how a student builds knowledge in his mind, such as building ideas about a phenomenon or building

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[7] Choiri.Muh.2016.Skripsi *Strategi Pembelajaran Generative Dalam Pengembangan Keterampilan Ibadah Siswa*. (STAIN) Kudus.P.2.

meaning for a term, and also developing strategies to arrive at on an explanation of the question of how and why.

a) **Generative Model Learning Element**

According to George Mason the generative learning model is divided into four important points, namely:[8]

1. Memory, students dig up information from existing knowledge by repeating the exercise, reviewing it with remembering tools.

2. Knowledge, students connect new knowledge with prior knowledge by deciphering, summarizing (explaining briefly), solving problems, and asking questions.

3. Organizing, students associate pre-existing knowledge in the form of new ideas and concepts into meaningful methods by analyzing key ideas, decomposing, categorizing, grouping and concept maps.

4. Expansion, students develop material to information that already exists in students' memories.

In principle the teacher should not only provide knowledge to students but students themselves must build knowledge in their own minds. The teacher plays a role in helping the learning process with teaching methods that make information more meaningful for students. Teacher assignments provide opportunities for students to find or apply their own ideas and invite students to be aware of and use their own

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[8] Yuli Amalia. 2013.Skripsi *Pengaruh Model Pembelajran Generative (Generative Learning).* UIN Jakarta .P.15.

strategies in learning. The generative learning model is a science learning approach that departs from the constructivism learning philosophy which is essentially that students construct their own scientific knowledge in a learning environment.

b) **Stages of Generative Learning**

According to Lingbiao there are four stages in generative learning in the main stages in generative learning which functionally have different functions, namely:[9]

1. stages of orientation and elicitation, where the teacher gives a general orientation and rationalizes the concepts to be implanted.

2. Stages of activity and interaction, where the teacher directs students' attention to important concepts.

3. Stages of assessment (assessment) and feedback, are stages of student learning evaluation to see the level of student mastery.

4. Stages of sistematisasi and extension, namely the teacher helps students build the fabric of concepts from concepts that have been studied so that the relationship between one concept with another concept becomes clearer.

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[9] Abdi Rinaldi.2008.Skripsi *Pengaruh Pembelajaran Konstruktivisme Dengan Strategi Generative Learning Terhadap Hasil Belajar Siswa.* UIN Syarif Hidayanatullah. P.28.

c) **Phases of Generative Learning Model**

Russel Tytler said that generative learning strategies consist of four phases, namely premilinmy phase, focusing, challenge, application.[10]

1. The first phase is determining how students 'views explain these views, and exploring students' preconceptions.

2. The focus phase sets the context and provides a concentration motivation, which is directed at the concepts students was learn.

3. The third phase is the challenge phase. In this phase the teacher functions

   as a facilitator in changing views, answers or concepts that are less accurate explanations towards more scientific answers or conceptions to be accepted by students.

4. Generative learning models end with the fourth phase, namely phase application. In this phase students try to solve problems easy and practical problems based on scientific concepts.

Of the three views above about the stages of generative learning shows that the teacher's job is to only help students achieve learning goals, namely the teacher must be more involved with the strategy and position himself as a facilitator for students rather than giving information and teaching. In terms of generative learning, freedom of initiative is seen as a

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[10]Nina Husna.2008. Skripsi *Penerapan Pembelajaran Generatif Untuk Meningkatkan Pemahaman Siswa Pada Larutan Penyangga.* Syarif Hidayatullah jakarta. P.27-28.

determinant of success because learning control is held by the students themselves. so the goal of Generative Learning determines the creation of understanding that demands creative and productive activities in real contexts.

d) The Role of the Teacher in Generative Learning Models

In generative learning models there are four main roles of teachers that must be considered in generative learning according to Tytler in Hidayati, namely:

1. Curiosity stimulator

   The teacher plays a role in arousing attention and motivating students to listen to the real goals of learning. Students' curiosity must be developed. For this reason, teachers must design activities that can surprise students to be motivated to learn.

2. Awaken and challenge students' ideas

   The teacher acts as a generator, encouragement, stimulates students to think critically in expressing arguments in conducting investigations.

3. As a guest speaker

   The teacher prepares to answer possible questions that asked by students and prepares adequate information both written and verbal or draws up plans to use props that support the teaching and learning process in the classroom.

4. As a senior co-investigator

   This term can be interpreted that students as investigators, teachers act as an investigative helper (co-investigato), because the teacher is more experienced than his students then the term senior co-investigator appears. The teacher acts as a model for students in asking questions, also designing a learning activity in the form of scientific discussion so that students' attitudes towards peers arise.

5. The teacher must create a relaxed and comfortable class so that students are brave and can convey what is in their minds and ideas that are in their knowledge.

e) Students' role in the classroom based on the generative learning model

In generative learning the role models of students in the classroom during the learning process are expected to meet the criteria below, there are

1. students are required to play an active rather passive role during the learning process.

2. Students are expected to find new thoughts so they can be combined with old knowledge.

3. Can convey existing ideas and dare to ask the questions they want to ask the teacher.

4. Students are more eager to take part in the learning process while in class so students are motivated.

B. Writing Skills

    a. The Analysis of Writing

Writing is one of the skills of the four existing language skills, namely listening, speaking, and reading. All of these skills have been taught by teachers from elementary school to high school to college level. In addition, at this time it has also been taught to playing group students, even though they only learn to write and say just one word. This shows that this aspect is very basic, where students start writing words and then arrange them into the final making sentences and paragraphs. Text writing is the ability of students to organize ideas from one paragraph to another paragraph and make efforts to connect ideas cohesively and cohesively and make sense so meaningful. Sometimes, many students write text, but not many of them are able to write text based on the structure and features of the correct text. Therefore, teachers are expected to be able to guide students when they learn to write, what else is to teach students writing skills in English.

    b. Definiton of Writing Skills

Writing is one of the basic skills in English, it is very important to better understand writing skills, because writing is different from other skills, writing involves several components in the language including (spelling, grammar, vocabulary and punctuation). The definition above is almost the same as 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 others . There are various ways to arrange sentences in writing.

According to Keraf, narration is a form of discourse which is the main target of behavior that is woven and combined into an event that occurs in a unit of time or a form of discourse that attempts to describe very clearly the reader of an event. what happened. Recount text is text that has a social function to retell the experience of past events for the purpose of informing and entertaining.[11] Therefore the ability to write is important the verse below explains that:

Abu Hurairah *radhiallahu 'anhu* berkata,

مَا مِنْ أَصْحَابِ النَّبِيِّ صَلَّى اللهُ عَلَيْهِ وَسَلَّمَ أَحَدٌ أَكْثَرَ حَدِيثًا عَنْهُ مِنِّي، إِلَّا مَا كَانَ مِنْ عَ بْدِ اللَّهِ بْنِ عَمْرٍو، فَإِنَّهُ كَانَ يَكْتُبُ وَلاَ أَكْتُبُ

"Tidak ada seorang pun dari shahabat Nabi *Shallallahu 'Alaihi Wasallam* yang paling banyak (meriwayatkan) hadits dari Beliau (*Shallallahu 'Alaihi Wasallam*) selain aku, kecuali dari Abdullah bin Amr, karena ia dahulu menulis, sedangkan aku tidak menulis." (HR. Bukhari no.113).

c. **The Elements of Writing**

Mary and Water as cited in Setiawan state that writing is complex process since it is made of a large number of skills, not only

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[11]Saiful Said.2014.*Teaching Writing Skills In Improving The Students' Writing Skills By Using Generative Learning Model*.FKIP Unismuh Makassar. Jurnal Keguruan dan Ilmu Pendidikan.P.1.

one element that is used but also all of language elements need to be considered such as: spelling, grammar, diction, punctuation, etc.[12]

1. Spelling functions to clarify what we write so that readers can fully understand the contents of the writing that has been made and at the same time make the value of a writing meaningful.

2. Grammar is very important if we want to write in English because if we write with grammar the wrong person not understand what we write because grammar is one of the important elements in writing skills.

3. Diction or word selection is very important if we want to write because when we write in English we must be smart in choosing the words we used so that what we write is easily understood by people who read it.

4. Punctuation is something that must be considered when writing because if the punctuation used is good and correct it make it easy for the reader to understand what has been written. Punctuation marks that are often used in writing are points, commas, exclamation marks, question marks and so on.

So we can conclude from the four basic elements that writing is not an easy thing for us to do because there are many elements that we must pay attention to so that what we write can be understood and

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[12] Zaskia Permata Sari. 2014. *Thesis An Analysis Of Students' Errors In Writing Of Recount.* Universitas Lampung. P.2.

understood by people who read it. because by writing we also have to learn the four elements well.

d. The Purpose of Writing

According to Misra the purpose of writing there are four he said that "A writer is moved to write because it has certain goals, including the purpose of informing, educating, persuading and entertaining which can be accounted for before the public.[13]

1. Inform: The first and foremost purpose of writing is to inform everything that we know well in the form of facts, opinions, views of phenomena or events that have the purpose of giving knowledge to all who will read.

2. Educate: Educating is one of the goals of communication through writing. Because through writing, insight into one's knowledge will continue to grow.

3. Persuade: A writer usually does not only aim to inform something so that the reader becomes aware and understand what is being communicated. A writer must be able to persuade and convince readers by using persuasive language styles.

4. Entertainin: The function and purpose of entertaining in communication, not the monopoly of radio and television mass media, but print media can also play a role in entertaining the audience.

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[13] Misra. Peningkatan Kemampuan Menulis Pengumuman Melalui Metode Latihan Siswa. P.62

C. Recount Text

a. Definiton of Recount Text

According to Knapp Recount Text, it was basically written to make a report about the experience of a series of related events. rewritten stories to provide information and entertain people through the writings we make. The Recount text functions to tell someone what happened in the last mass. [14] Count is to say "what happened". Recount text has social functions. The purpose of social function is to retell an event in order to inform or entertain the reader. Retell a series of events and evaluate their significance in several ways. This is also to give the audience an idea of what happened and when it happened. The story tells the expression of attitudes and feelings, usually made by the narrator about the event so that readers can imagine what the author experienced in the past.

b. The Structure of Recount Texts

According to Anderson's theory in making recount texts there are important things that must be considered and we must know. [15]Recount text has three main parts (Generic Structure) below which these three sections explained:

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[14] Saragih Natanael dkk. 2014. *The Effectiveness of Using Recount Textto Improve Writing Skill For Grade III Students of Kalam Kudus Elementary School 2.* IOSR Journal Of Humanities And Social Science. P.2.

[15] Arina Muflikhati. 2013. Thesis *Improving Students' Writing Skills On Recount Texts Through The Use Of Dialogue Journal Writing Of The Tenth Grade Student.* UNY Yogyakarta. P.34.

a. Orientation: opening of the text, introduction to the topic of the text. This provides background information about who, what, where and when.

b. Events: Usually told in a series of paragraphs that retell events in the order in which they occur.

c. Reorientation: it is ifunctions asthe closing statement. This is a paragraph that contains the author's personal comments.

The text recount language feature is:

a. Use of proper nouns

b. Use of past forms

c. These are arranged in chronological order, using time connectors that indicate sequences of sequences or events, for example, then, then, after, in the meantime, they function as connectors.

d. Use of adjectives and adverbs for details

c. Writing Processes

According to Graves there are five stages in the writing process. Also, according to Tompkins (1994) these processes, which are the same processes that real writers apply during their writing, are recursive and not linear: which means that each writer through the use of this process can jump from one stage to another when they write.

1. Prewriting

    a. Students write on topics based on their own experiences. Students gather and organize ideas.

    b. Students define a topic sentence.

    c. Students write an outline for their writing.

2. Drafting

    a. Students write a rough draft.

    b. Students emphasize content rather than mechanics.

3. Revising

    a. Students reread their writings.

    b. Students share their writings with teacher.

    c. Students participate constructively in discussion about their writing with teacher.

    d. Students make changes in their compositions to reflect the reactions and comments of teacher. Also, students make substantive rather than only minor changes.

4. Editing

    a. Students proofread their own writings.

    b. Students increasingly identify and correct their own mechanical errors.

5. Publishing

    a. Students make the final copy of their writings.

    b. Students publish their writings in appropriate forms.

      c.   Students share their finished writings with the teacher.

d. The Roles of teacher in Writing

As we know, students benefit from the insruction and guidance that an able teacher provides. Teachers who are knowledgeable about content, teaching practies, and the craft of teaching, or what Shulman calls "pedagigical content knowledge," understand how to present and integrate new and existing information in a way that is meaningful and accessible for students.[16]

Helping students become self-sufficient, competent, and confident writers is a dauting task, but is it easier to accomplish by recognizing the key role that you play in the process. The role involves two major responsibilities are creating an enviorenment conducive to effective writing and recognizing how your own writing practices affect the writing in your classroom.[17]

Teacher's roles in the teaching and learning process of writing are:[18]

1) Motivator. When the srtudents work on the writing tasks, the teacher must motivate them by creating the nice learning atmosphere, presuading them of usefulness of the activity, and encouraging them to create as much as efforts to achieve the optimal result.

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[16] Shulman, in Vicki Uquhart and Monette MeLver, *Teaching writing in the Content AreaI* (USA: ASCD, 2005), p.58

[17] Vicki Urquhart and Monette MeLver, *Teaching writing in the Content AreaI* (USA: ASCD, 2005), p.58-59

[18] Harmer, *The Practice of Language Teaching,* p.261-262

2) Resource. When the students are going more exextended writing tasks, the teacher must be ready to supply information and language needed by the students. Besides, the teacher must also ensure the students that he or she was there to give them advice and suggestions in aconstructive and tactful way. For example, in the process approach, the teacher facilitaties the students' writing by providing input or stimulus.

3) Feedback provider. Being a feedback provider, a teacher shold respond positively to the content of the waht students have written. The feedback given to the students must be based on waht they students need at their level of studies.

As summary, teachers hold importance roles toward the students' success in learning writing so they have to be responsible in guiding and facilitating the students' writing by being good motivatirs, resource and feedback providers.

e. **Assessment Writing**

Dr.Richards responded to Hughes opinion, suggesting that judging writing involves three problems:[19]

1. Writing assignments must be assigned that correctly represent the various tasks that we expect students to do.

2. Tasks must produce writing that truly represents students' writing skills.

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[19] Prof. Jack C. Richards.2003. *Assessing Writing Skills.* Cambridge University Press**.**

3. Writing samples can be scored correctly.

  The ability to write or write is the ability to convey ideas in written form. A person can write if he has at least three abilities, namely an idea or adequate vocabulary content or vocabulary and has the ability to write sentences correctly, so at least three basic abilities must be possessed by a student. in addition to these three things a writing must have good cohesion and coherence.

D. Ideas or Content

  In writing ideas or ideas is very important because with the idea that will be written then someone will know what the purpose of the writing, who will read the writing and what the benefits of the writing. this is supported by having insight first through reading.

E. Adequate vocabulary

  Vocabulary is needed because sentences are composed of words, vocabulary mastery for students will make it easier to arrange sentences in accordance with the desired ideas. this is in accordance with the views of experts showing how important vocabulary mastery is before a person is able to become a successful writer.

F. Ability of sentence structure or grammar

  Composing sentences is not an easy thing so that the first sentence has a correlation between the next sentence, because if the

irregular sentence structure of the author's meaning is not conveyed because the reader has difficulty in connecting meaning.

D. Previous of Study

There many researchers who had conducted research that related with this study. One of them is research by Saiful Said (2014) in e-journal of english education study program, language and art education department teacher training and education faculty of Muhammadiyah University, Makasar under the title " Teaching Writing Skill In Improving The Students' Writing Skills By Using Generative Learning Model". The result of this research showed that the students' mean score for writing recount text improved from 67.66 (average) in he first cycle to 76,33 (good) in the second cycle. Based on the result of the data analysis, the writer took a conclusion that Generative Learning Model strategy is work well in improving students' ability in writing recount tex.

The second researcher, by Thomas D. Bot (2018) in Internasional Journal of Humanities and Social Science Inventioon, department of science and technology education, faculty of education, University of Jos, Plateau State Nigrea entitled " The Effect of Generative Learning Strategy on Students' Understanding Writing and Performance in Geometry in Lafia Metropolis, Nasarawa State, Nigeria". The result of this result research showed that the students' mean score for writing improved from 69,63 in the first cycle 79,90 in the second cycle. 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, especsially writing, with more fun.

The simililarities and differences between researcher and some related previous study above show that Generative Learning Strategy is a good strategy to impove student ability in writing skill. So that Generative Learning Strategy can be used in all stages of the writing process.

CHAPTER III

RESEARCH METHOD

A. Research Design

Classroom action research or CAR has a very important and strategic role to improve the quality of learning if implemented properly and correctly. Implemented correctly, meaning with CAR rules. CAR's efforts are expected to create a culture of learning among teachers. Class action research is part of action research, and action research is part of research in general. research is an investigation activity carried out according to the scientific method, scientific research is basically an attempt to find the truth of the acquisition of meaning about a study. Understanding meaning means understanding the nature of existence, facts and events as a causality.

According to Kemmis and Mc. Taggart action research is a form of collective self-inquiry carried out by participants in social situations to improve the rationality and justice of the social practices or education they do, and enhance their understanding of the practices and situations in which the practice is carried out. Whereas according to Wallace in Burns, action research is done by collecting data or information systematically about daily practices and analyzing them to be able to make decisions

about practices that should be done in the future.[20] There was a
visualization design arranged by Kemmis and Mc Targgart:

Figure 1: Classroom action research design
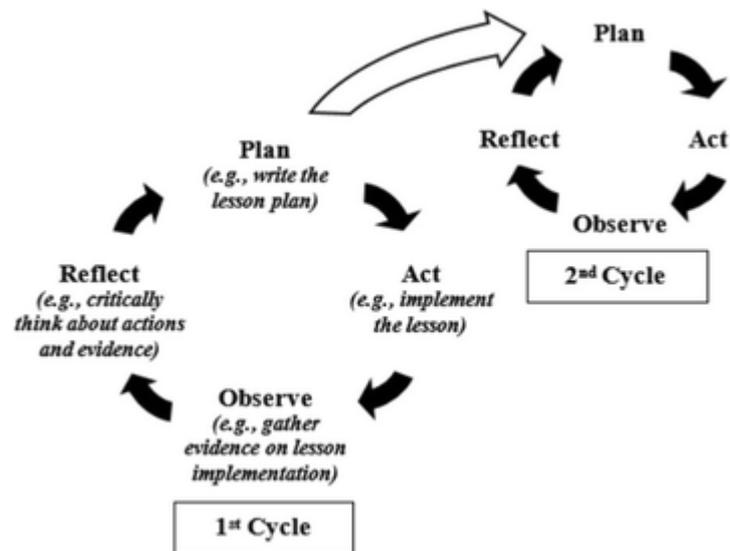
It can be concluded that classroom action research is an action
research aimed at improving the quality of classroom learning practices.
The main purpose of this class action research is to solve real problems
that occur in the classroom and improve the real activities of the teacher in
the development activities of his profession.

B. **Research Setting**

The research subject was 02 Argamakmur High School. They are
the second semester students who are in class X who were chosen by the
researchers because he taught at the same school. In the 2013 curriculum
writing recount texts is a subject that is included in English subjects in
eleventh grade. Therefore Classroom action research deals with the

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[20] DR. Kunandar.2012. *Langkah-langkah Penelitian Tindakan Kelas Sebagai Pengembangan Profesi Guru.* Jakarta Rajawali Pers. PT RajaGrafinfo Persada. Hal: 41-44.

problems faced by students when they write in English. Referring to the problem found by the researcher, he examined the cause of the problem and tried to find a solution to the problem. The solution to the problem is to provide a strategy model that can be used by the teacher so that students do not feel bored and are more motivated to learn to write. Researchers make lesson plans and teach using lesson plans that are made. Analysis of the learning process is carried out based on observations of researchers. It was decided to do several cycles later so that the desired results were obtained. It is focused on the weaknesses of the previous cycle.

C. Instruments

The instruments of the research are presented as the following.

a) Teachers' and Students' Observation Checklist

In line observation, Arikunto suggested that the best way for doing observation is by using observation checklist, The observation checklist was used to record the students' involments the teaching and learning process wheter they were active or passive. In this research, the english teacher did direct observation in the classroom to know the students' participation when they were taught reading narrative text by the researcher using carousel brainstorming strategy. On the other hand, observation was done by English teacher to observe and note all of things happened in the classroom during the teaching and learning process. The indicator of active students could be seen asking questions and answering question, paying attention during lesson,

using generative learning strategy in their prereading , proofread their partner's draft, and reading recount text. The observation checklist was enclosed in Appendix.

Table 1: Teachers' observation Cheeklist and Field Notes

No	Students' perparation	Yes	No	Note
1.	The students prepare them selves to learn and prepare all the things is need learning activity			
2.	**Stuents' interest toward using Generative Learning Strategy and material give**			
	- Students paid attention to the explanation about recount text.			
	- Students' pay attention the explainaition about the steps of using Generative Learning Strategy.			
	- Studnets' give show their interes toward using Generative Learning Strategy and the material is given.			
	- The students' give comments or ideas toward the material is give.			
3	**Students' attitude toward using Generative Learning Strategy**			
	- Students' give participation during read a recount text.			
	- Students get enthusiastic ideas writing a recount text by Generative Learning Strategy.			
	- Students active in teaching learning process and gave maximal answer, opinion or ideas i answer step.			

b) Interview

Interview is a dialogue conducted by the interviewer to get information from someone who interviewed[21]. In this classroom action research, interviews are applied to obtain the first supporting data and hands on some of the information that has been done in the preliminary

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[21] Suhaimi, Arikunto, *Prosedure Penelitian Suatu Pendekatan Praktik,* p.155

study, such as the results of the writing test before the actions and problems of writing students. Interviews were conducted with students. In this case, a structured interview is used where the questionnaire is used as a guide during the interview. The interview table can be seen in appendix.

Table 2: Interview list with english teacher

No	Question
1	What method did you use in learning English?
2	What curiculum do you use in SMA 02 Argamakmur?
3	Did you adjust the material in the lessom plan that you created?
4	Do you have difficulty teaching?
5	How are students activities in the classroom?
6	What is the English learning evaluating system?
7	How do you overcome obstacles in the classroom?
8	Do you often practice your students' writing ?
9	How do you practice that understanding?
10	How do you respond when your students have difficulty understanding the text?
11	How are the result of student training in Eglish?
12	How is the follow up on students who score low?

c) Writing Test

The test used for this writing skill researcher used a written test. In the free description the student's answer is not limited depending on the student's ability because this essay test is general. why do researchers choose a written test? because students write recount texts so that they write stories, actions, activities or experiences in general and not limited to anything.

Table 3: Blueprint of Writing Test

No	Basic Competence	Indicator	Sructure Test
1.	Mengungkapkan makna teks esei berbentuk recount text.	Menggunakan tulisan, tanda baca, dan struktur teks yang benar.	Essay
2.	Menulis esei sesuai degan tema yang telah diberikan pada setiap test yang diberikan.	-menggunakan kalimat simple past tense. -grammar yang baik dan benar. -struktur teks sesuai dengan recount text.	Essay

d) Documentation

Documentation was one of the instrument of the research. The researcher used camera to get the picture about student activity while implementation of Generative Learning Model strategy in teaching and learning process to support the research.

Table 4: Documentation

No.	Documentation of Activities
1.	The teacher greet and prepare the students learn
2.	Teacher explain defination and generic structure recount text
3.	Students pay atatention to the explaination about Generatif Learning Model technique
4.	Teacher explain recont text using Generatif Learning Model technique
5.	Students discussion about the material

D. Data Collecting Technique

For collecting the data, the researcher used four instruments, they were writing test, teacher and students' observation cheklist interview and documentation.

a) Writing Test

The first technique was writing test. Test was an importantpart evry teaching and learning experience. Test is a set of questions that is used to measure the skill knowledge, intellegence and talent of an individual of a group. Test is a tool or procedure that uses to know or to know or measure thing, by using a method or rules had been given.[22]

The researcher for collecting data used writing test. It was very useful to know the students achievement in understanding material which given by the teacher. In this research, the researcher got data by giving pre test, and post test in reflecting every cycle. A pre test was given before the students got some activities of writing text in recount text. Post test was used during the cycle to measure the students' understanding. In this research, researcher was given pre test of writing recount text with a topic holiday.

A post test was given after students get some activities of writing recount text in recount text from. It was used to measure the students' achievement after being taught. In order to know.

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[22] Suhaimi Arikunto. 2002. *Dasar-Dasar Evaluasi Pendidikan* (Jakarta: Bumi Aksara. 2002).p.53

b) Documentation

The technique was document. It supported the researcher in from some photos while implementing Generative Learning Model strategy in writing recount text. The purpose of this technique was to show the activities that do by the students during teaching and learning process.

E. **Data Analysis Technique**

Miles and Huberman said findings from qualitative research had "undeniable quality". Words, especially when arranged in the form of stories or events, have a more real, vivid and meaningful impression, often far more convincing to the reader, other researchers, policy makers, practitioners than pages full of numbers .

There is also a Data Analysis Technique which is analyzed using several steps according to Miles, Huberman and Saldana's theory which is analyzing data in three steps: condensation data (data condensation), presenting data (data display), and drawing conclusions or verification (conclusion drawing and verification). Data condensation refers to selecting, focusing, simplifying, abstracting, and transforming. In more detail, the steps according to Miles, Huberman and Salda's theory applied as follows:

Figure 2: Data Analysis according Miles and Huberman (source:

sugiono, 2005)
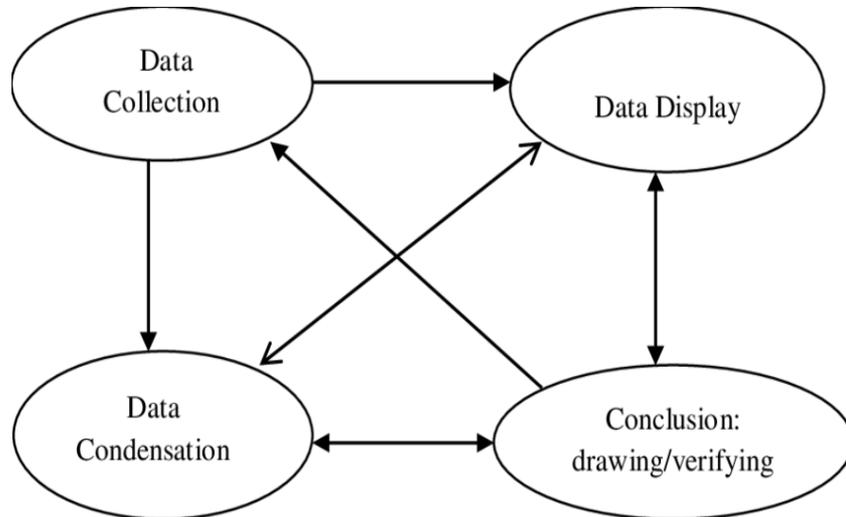
Miles and Hubermen revealed that activities in the analysis of qualitative data is done interactively and runs continuously at each stage so that research to complete. The data analysis techniques include:

1. Reduction Of Data

   Once the data collection is complete and then perform data reduction, namely the electoral process, the concentration of attention on simplification, abstraction, and transformation rough data that emerged from the written records on the field.

   On the reduction step, writers choose and simplify data from a notes field. Field note that many simplified, abbreviated, summarized, and selected in accordance with a predetermined problem. This data reduction process, the author does repetition to avoid confusion, only the data related to the principal problems are selected, while others issued from the process of analysis.

2. The presentation of the data

   Presentation of data that is a set of data arranged information that gives the possibility of withdrawal of conclusions and taking action. The data has authors choose through the reduction of, the author presented in the form of the writing or the words systematic narrative, so it's easy to be concluded.

3. Verification (the conclusions),

   Verify that is the new findings previously had never existed. The findings could be a description of an object or picture previously still dimly lit or dark so that after researched it became clear, can be either interactive or causal relationships, hypothesis, or theory.

   In this study the data obtained were analyzed using a comparative descriptive technique, namely analysis that describes the comparison of the learning process in conditions during the first cycle, in this first cycle researchers use a scoring system that uses tables in which the table has several indicators that must be met by students in write recount text properly to achieve a high score according to their abilities. In this first cycle researchers see the abilities of each student so that later researchers can find out what are the obstacles in the process of learning their writing skills. After giving a wrriten test all data was grouped so that later it can be seen what percentage meets the standard and what percentage is still below the standard. after grouping the data we can provide an evaluation of whether the assessment is appropriate or not with what is expected by

using the rating system in the table. aspects of the recount text review can be seen in the appendix.

The research gave writing test to the students to analyza their scores on content, organization, vocabulary, laguage use, and mechanic. In giving scores to the students, the researcher follwed the scale scoring categories of writing test develop by Hughes as follows:[23]

The data of the research was qualitative and supported by quantitative data. The qualitative data were obtained through observation and interview related to teaching and learning process of writing class.Then, quantitative data were obtained through test.

1. **Qualitative Data**

The qualitative data in this research were attained by observbation in implementation of the action. The teacher observed the implementation of the actions in the aspect of opening the lesson, main activites, and closing the lesson. The instruments used in the observation was in a form of a field note. The observer took a note related to questions on what the doer had done in implementing the action.

a) Observation

The observation was conducted to discover valuable information related to the teaching and learning process. The information here was related to the students' involvement during the lesson, the

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[23] Fenyda Anggraini, "*using role, audience, format,, and topic (RAFT) strategy to improve studenrs' writing hartatory exposition text at second grade of SMAN 10 kota bengkulu in acdemic year 2015/2016*" p. 43-46.

students' understanding of the given materials, the techniques and method used by the teacher, and also the media used in teaching and learning process.This observation focused on students, namely student motivation, enthusiasm of students in writing recount text, activeness of students in following the learning process, initiative of students to express opinions of ideas or ideas they knew. at this observation the researcher prepares a list sheet that was marked with a checklist. besides that the researcher also prepares paper or small notes that are not in the list of uses to record things that are not in the list.

b) Interview

The researcher interviewed the students and the teacher before, during, and after the action. The interview was used to collect the data by using personal contact with students and the teacher to know the progress or improvement of students' writing ability. The researcher interviews students and teachers before, during, and after the action. Interviews are used to collect data using personal contacts with students and teachers to find out progress or increase students' writing skills. The interview's jam is also used to find out what difficulties or obstacles are experienced by students during the learning process. Interviews were conducted with students who had good, sufficient, and less test scores so that the data obtained was complete because it was represented by each student. Thus the

teacher can find out whether students who have high scores have good or not motivations and vice versa, so that the teacher can assess students' activeness from the results of interviews.

The interview guide was used to guide researchers to get responses from teachers and students about the use of drawing series to improve recount writing skills in research. The researcher interviews the students before, during, and after applying the action to observe the improvement in the writing class.

c) Documentation

Documentation is the collection of data by researchers by collecting documents from trusted sources who know about sources such as photos or images that was taken during the research process, can also be documentation in the form of interviews, notes during research and things that are considered important for become documentation so that research becomes more accurate.

2. Quantitative Data

Quantitative research is a process of finding knowledge that uses numerical data as a tool to analyze information about what researchers want to know. [24] Therefore in quantitative research a test was given to students so that we can know whether or not an objective is being achieved in this study.

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[24] Kasiram.2008.*Pengertian dan Penjelasan penelitian Kuantitatif Lengkap*. Statistikian.

a) Test

Test are conducted to measure the results obtained by students after the activity of giving the test. The test is given early to identify students' shortcomings or weaknesses in writing, stories and at the end of each cycle to find out the increase in results obtained by students. As for the aspects assessed for the written free essay test the task of students is to write a recount text, so students must have these five aspects in order to get a good score after the test, namely:

d) match the content with the title.

e) good text structure.

f) language aspects.

g) grammar accuracy, word choice, word writing, and the use of correct punctuation.

h) and the last neatness of writing.

The test that was used for this writing skill the researcher use a written test. in the free description the student's answer is not limited depending on the student's ability because this essay test is general. why do researchers choose a written test? because students write recount texts so that they write stories, actions, activities or experiences in general and not limited to anything.

The test researcher gave writing test to the students to analayze their scores on content, organization, vocabulary, language use, and mechanic. In giving scores to the students, the researcher followed the

scale scoring categories of writing test develop by Hughes as Follows:[25]

Table 5 :Scoring Guidance

Categories	Score	Criteria
Content	30 – 27	EXCELLENT TO VERY GOOD: knowledge, substantive, thorough development of thesis, relevant to assigned topic.
	26-22	GOOD TO AVERAGE: Some knowledge of subject. Adequate range, limited development, of thesis. Mostly relevant to topic, but lacks detail.
	21-17	FAIR TO POOR: Limited knowledge of subject. Little substance, inadequate development of topic.
	16-13	VERY POOR: Does not show knowledge of subject. noun-substantive, non pertinent, ot not enought to evaluate
Organization	20-18	EXCELLENT TO VERY GOOD: Fluent expression. Ideas cleary stated/supported. Succicnt. Well organized. Logical sequencing. Cohesive.
	17-14	GOOD TO AVARAGE: Somewhat choppy. Loosely organized but main ideas stand out. Limited support. Logical but incomplete sequencing.
	13-10	FAIR-TO POOR: Non-fluent. Ideas confused or disconnected. Lacks logical sequencing development.
	9-7	VERY POOR: Does not communicate. No organization or not enough to evaluate.
Vocabulary	20-18	EXCELLENT TO VERY GOOD: Sophisticated range. Effective word/idiom choice and uage. Word from mastery. Appropriate register.
	17-14	GOOD TO AVARAGE: Adequate range. Occasiona errors of word/idiom from, choice, usage, but meaning not obscured.

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[25] Arthur Hughes, *Testing for Language Teacher, second Edition,* (United Kingdom: Cambridge University Press, 2005), p.104

	13-10	FAIR TO POOR: Limited range. Frequent errors of word/idiom, from, choice, usage. Meaning confused or obscured.
	9-7	VERY POOR: Essentially translation. Little knowledge of english vocabulary, idioms, word from. Or not enought to evaluate.
Language Use	25-22	EXCELLENT TO VERY GOOD: Effective complex constructions. Few errors of argreement, tense, number, word, order/function, articles, pronouns, prepositions.
	21-18	GOOD TO AVARAGE: Effective but simple constructions. Minor problems in complex constructions. Several errors of agreement, tense, number, word order/function, srticles, pronouns but meaning seldom obscured.
	17-11	FAIR TO POOR: Major problems in simple/complex constructions. Requent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions, and/or fragments, runons, deletions. Meaning confused or obscured.
	10-5	VERY POOR: Virtually no mastery of sentence construction rules. Dominated b errors. Does not communicate. Or not enough to evaluate.
Mechanic	5	EXCELLENT TO VERY GOOD: Demonstrates mastery of conventions, few errors of spelling,. Punctuation. Capitalization. Paragraphing.
	4	GOOD TO AVARAGE: Occasional errors of spelling. Punctuation. Capitalization. Paragraping. Meaning. Not obscured.
	3	FAIR TO POOR: Frequent errors of spelling. Punctuation. Capitalization. Paragraphing. Poor handwiting. Meaning confused or obscured.
	2	VERY POOR: No mastery of conventions. Dominated by errors of spelling. Ounctuation. Capitalization. Paragraphing. Handwriting illegible. Or not enought to evaluate.

The data gained was numeric and analyzed by using statistical computation. This data was used to know the average of student' mark and

student' mastery learning in order to know their achievement. After conducting the test, the researcher gave score to the writing test papers of the students'. The sesearcher used test to measure the writing ability covering content, organization, vocabulary, laguage use, and mechanic. In giving score of writing test the processess the result of the students' test. The writer gave score for each component of writing as follows:

a. Content: the lowest score is 13 and the highest score is 30

b. Organization: the lowest score is 7 and the highest score is 20

c. Vocabulary: the lowest score is 7 and the highest score is 20

d. Language Use: the lowest score is 5 and the highest score is 25

e. Mechanic: the lowest score is 2 and the highest score is 5

After getting the mean of each elements of writing, the serearcher formulated the result to get the total mean score as follow:

Total Score

Mean of students' score = -------------------------- X 100

Number of students

After gwtting the total mean score, the researcher categories it into the following criterions[26]:

a. The percentage 81%-100% is a (Exellent)

b. The percentage 61%-80% is a b (Good)

c. The percentage 41%-60% is a c (Fair)

d. The percentage 21%-40% is a d (Less)

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[26] Farid helmi, "*Improving Students' Skill in Writing Recount Text By Using A Personal (A Classroom Action Research With the Tenth Graders of MASS Proto Pekalongan in The Academic Year of 2011/2012)*", p.42.

e. The percentage 81%-20% is a e (Poor)

Based on data above, it was used to determine where mistake that students almost do. This scoring occurs from pre-cycle up second cycle.

F. Research Procedure

Kemmis and Mc Taggart suggest that action research develops through the self-reflective spiral: a spiral of cycles of planning, acting (implementing plans), observing (systematically), reflecting.[27] Based on that concept, the researcher involved two cycles in this study and each cycle consisted of two sessions in which it included planning, action, observation, and reflection. The first pre-assessment test well the conducted before the researcher start cycle 1. It was done to find out the problem where lies the difficulty students in vocabulary comprehension, with this test researchers were able to deploy an instruction that must be done to improve students ability in writing recount text.

1. Planning

The researcher also prepared the instruments such as drama scenario, technique and the instrument to observe and evaluate the teaching and learning process.

Action plan in cycle I

In the action plan phase of this first cycle the activities was carried out as follows:

1) Prescribe the Learning Implementation Plan (RPP).

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[27] Anne burns. Doing *Action Research in English Language Teaching* (Routledge New York and Londan. 2010) P.19

2) Prepare materials, make lessons, plan and design steps in carrying out actions.

3) Prepare a list of student names and scores.

4) Prepare teaching aids arrange assignments and what kind of tests was given to students.

5) Prepare sheets for classroom observation (to find out the situation of the teaching-learning process when methods or techniques or modes are applied.

6) Prepare for the test. (to find out whether students' ability to write recount texts using generative learning models increases or not).

2. **Action**

In this stage, the researcher tookan action. In this action, the students are supported and developed in their changed-behavior and responses. The activities carried out at this stage are preparing everything needed to carry out classroom action research, namely the readiness of the teacher as a researcher, students as the subject of material research and learning media in more detail these activities are

- prepare a mature learning device.

- creating a pleasant classroom atmosphere.

- motivate students to take learning seriously but are not forced to explain the learning objectives.

- manage the class well so students do not feel discriminated.

- students work on tasks according to the instructions given.

- all activities are carried out during regular face-to-face learning.

3. Observing

In this stage, the researcher observed teaching learning process, the students' attitude and the students' score. All of data in this stage helped by the collaborator, the data was collected by using observation cheklist and field notes witch filled by the collaboration. The nest stage, the researcher taught the students by using Generative Learning Model. Furthermore, the reseacher and the teacher (collaborator) evaluated the result.

4. Reflection

The researcher was angry at the evaluation. At the end of the action, the researcher reflects on the problem that occurred during the implementation of the action. The data obtained in the first cycle is used as material for consideration to take action in the second cycle so that it can be more improved from the first cycle the researcher make the second cycle with a plan that can be different. While the evaluation in cycle II was used as material for the preparation of this class action research report.

G. Indicator of Success

1. Increasing students 'ability to write recount texts using generative learning model techniques so that the value of students' writing skills increases according to KKM (Minimum Completion Criteria).

2. This Classroom Action Research succeed if the use of generative learning model techniques can improve students' ability to write recount texts in argamakmur 02 high school with test scores averaging 75 and above. Then if 85% of students have met the KKM it means increasing well.

3. The teaching and learning process in improving student writing can be effective and can motivate and increase students' confidence in learning English, especially writing recount texts in English.

CHAPTER IV

RESULT AND DISCUSSION

A. Result of The Study

This reasearch was conducted by using a classroom action reseacrh. The research consisted of pre-assesment, cycle I, and cycle II. Before implementing the cycle I, the researcher did the preliminary research (pre-assment) to measure the students' ability in writing recount text before they were given cycle.

When the research done the situation in the classroom is still very lacking motivation and students' lacks ideas in writing it can be seen when many teachers are not keen to teach them to follow the teaching and learning process and when writing recount text practice they do not have many ideas to put in the writing It was conducted on August 05 ,2019. The meeting of cyle I did held on August 12 , 2019 and last on September 02 , 2019 do the meeting of cycle II.

The researcher observed the situation of the classroom before conducting the research. Researcher also shared with Mrs. Erna Wahyuni, S.Pd as the English teacher of second grade students of SMAN 02 Argamakmur Bengkulu Utara. This classroom action research was conducted into two cycles besides the pre-assessment. Each cycle consists of your steps: they were planning, acting, observing, and reflecting. The implementations of each cycle were as follow:

1. The description of Pre-Assessment Condition

In describing the pre-assessment conditions, the researcher made another observation to ensure that the process of teaching English was still the same as the pre-observation of class X students of the Natural Sciences program at SMAN 02 Argamakmur in the academic year 2018/2019. Therefore, before giving a pre-assessment test to students, there are some important things to explain, namely: the process of teaching English at SMAN 02 Argamakmur, students 'learning habits in class, and students' basic skills in recount text writing abilities.

Furthermore, when the pre-assessment test has been carried out, the problems that can be seen when the teaching and learning process takes place there is no reciprocity between the teacher and students so it can be concluded that students only look passively inactive. This problem is caused by students when given questions for the recount text writing test who are still confused about determining the main idea, the lack of vocabulary mastered by students is also one of the obstacles for them to write recount text. This is also because the teacher lacks motivation for children in the teaching and learning process because the teacher uses the wrong strategy so that makes students become bored and not motivated to take lessons.

a. Teaching English Condition

Researcher made another observation on August 12 th , 2019 to observe what activities were carried out by the English teacher in

teaching English in class. The researcher observe the tenth grade of Natural Sciences 5. In their class because students are the subject of this researcher's analysis.

When this pre-cycle research was conducted, there were a number of problems that were found in the classroom, especially the attitudes and strategies of the teacher in the teaching-learning process. While teachers teach, there are some problems that are found mainly in the way of teaching English teachers in class. First, when opening a lesson, the teacher immediately checks the student attendance list and asks students to open their English textbooks to continue the subject matter without reviewing the lessons learned at the previous meeting. Although the activity of reviewing the lessons learned is one of the important activities to help students remember the material that has been taught and its relationship with the next material.

Furthermore, many students do not understand if the teacher explained the material quickly so that the students cannot understand what the teacher taught, and the teacher immediately continued the explanation to the other material. The teacher does not give students the opportunity to ask whether they understand or not with the material being taught. He immediately asked students to do the exercises in an English textbook and collect them when the lesson was over. So students do not have good motivation to do the process of learning to write in the classroom.

In closing activities, the teacher takes the students' assignments and corrected them at home and will be distributed to students at the next meeting. So as such, students do not know the mistakes they made in assignments because they were not discussed by the participants.

b. Students' Learning Habit

Since the teachers's way in teaching process only expalined the material, it made students look bored during learning. Most of the students did not pay serious attention to the teacher. They did other activities in learning. Some of them were chatting with their peers, some were even busy playing with their gadgets. Their learning motivation was low. This was seen when the teacher asked them for writing it well as a result, only about 1-2 students really want to learn and are able to get good results, the rest only come to school to play with their friends and not taking the lessons seriously.

c. The Result of Pre-Assessment Test

Pre –assessment meeting was conducted at the beginning of the research. The purpose of this meeting is to determine the ability of students to write student recount texts whether they are good or not. This cycle was conducted on August 12 , 2019.

In this cycle, the teacher taught students' without Generative Learning Model strategy. Teacher gave explanation about the definition, generic structure, and gramatical features of recount text. Teacher explained to the students about how to make a recount text by

gave them some examples of recount text. Then, teacher gave a piece of paper to the students and asked them to make a paragraph about their argument base on the topic.

In this case the teacher asked the students develop their idea in writing from of recount text. From the observation in this activity, the researcher found some facts happened in the classroom during in English lesson. In teaching learning process, the students could not develop and lose their ideas in the middle of writing. Then, they were not being active by asking to the exercise from the teacher without understand the point of the materials. There were only half of the students who were active and enthusiastic.

After finishing the writing, the teacher asked to collect their writing. Most of them said that writing was very difficult, because they could not develop the idea and understand the componen of the text. Besides that, they experienced diffulties in translating Indonesian into English. After implementing the test, the researcher examined the answer sheet and finds the result. The result test can be seen in the following table:

Table 6: The Category and Percentage of students' score:

No	Interval	Ferq	Percentage	Category
1	81-100	2	8,70%	Exellent
2	61-80	8	34,78%	Good
3	41-60	12	52,17%	Fair
4	21-40	1	4,35%	Less
5	0-20	-	0,00%	Poor
Total		23	100%	

From the result of the table above, there was only 2 students got excellent (8,70%), 8 students got good mark (34,78%), 12 students got fair mark (52,17%), and 1 students got less mark (4,35%). The average of students' score of preliminary test was 63,04. Based on the achievement above, the average of students' score in pre-cycle was still fair and not satisfactory yet. The researcher was aware that most the students still had difficulties to write a recount text. Most of them could not develop their idea well. Morever, the result of students writing recount text based on hughes in five component score. The complete result could be seen in following this table.

Table 7 : the Result of Students' Score Per-Aspect of Scoring in

Pre-Assessment

Composition	Content	Organization	Vocabulary	Language Use	Mechanic
Excellent	0 student (0,00%)	3 student (13,04%)	4 student (17,39%)	0 student (0,00%)	2 student (8,69%)
Good to Average	2 Student (8,68%)	7 student (30,43%)	9 student (39,13%)	7 student (30,43%)	12 student (52,17)
Fair to Poor	11 student (47,82)	13 student (56,52%)	8 student (34,78%)	13 student (56,52%)	8 student (34,78)
Very Poor	10 student (43,47)	0 student (0,00%)	2 student (8,69%)	3 student (13,04%)	1 student (4,35%)

Based on the table above, first for the content aspect 0 students 0,00% was excellent to very good, 2 students (8,68%) were good average, 11 students (47,82%) were fair to poor, and 10 students (43,47%) were

very poor category. Second, in organization aspect, 3 students (13,04%) were excellent to very good, 7 students (30,43%) were good to average, 13 students (56,52%) were fair to poor, and 0 students (0,00%) were very poor category. Third, for the vocabulary aspect, 4 students (17,39%) were excellent to very good, 9 students (39,13%) were good to average, 8 students (34,78%) were fair to poor, and 2 students (8,69%) were very poor category. Fourth, for the language use aspect, 0 sudents (0,00%) were excellent to very good, 7 students (30,43%) were good to average, 13 students (56,52%) were fair to poor, and 3 students (13,04%) were very poor category. Moreover in mechanic aspect, 2 students (8,69%) were excellent to very good, 12 students (52,17%) were good to average, 8 students (34,78%) were fair to poor, and 1 stuends (4,35%) were very to poor category for language use aspect. Furthermore the students mean score based on the composition profile scoring guide could be seen on the chart below:
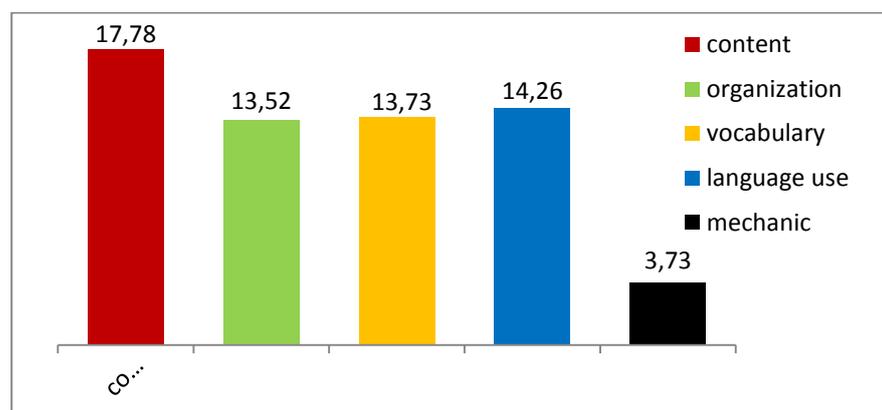

Chart I: The students' Mean Score Per-Aspect of Scoring in Pre-assessment

The chart above expalins the result of pre-assessment in five components. Based on the chart above, the students' mean score for content was fair to poor category (17,78%). Then, the students' mean score for organization aspect was fair to poor (13,52%). For the next, the mean score of vocabulary aspect was good to average (13,73%). Furthermore, the language use aspect was fair to poor (14,26%). And the last, mechanic aspect was good to average (3,73%). Therefore, the calculation of five components that it means the results pre-assessment of the student in writing recount text was fair score. After calculating it, the researcher intended to use *Generative Learning Method*.

2. The Description of Cycle I

Cycle I was conducted as a pre-assessment response. It was conducted in four meetings. There is a meeting to teach students using the Generative Learning Model strategy, and one meeting is for a cycle I test. In this teaching technique, students must plan, act, observe, and reflect. So that the results of their writing for the better. The first cycle was conducted on August 12 ,2019.

a. Planning

In planning step, he researcher prepared the teaching learning design, such as, arranging lesson plan based on teaching material. The researcher prepared the teaching learning process resources, such as the materials about recount text, test evaluation, and teachers' and students' observation ceklist in order to know

teachers' and students' activeness in joining teaching learning process.

b. The Implementation of Cycle I

In cycle I there were four meetings, meetings 1-3 taught students the ability to write using generative learning model strategies, and the fourth meeting would be tested in cycle I. In cycle I, researcher conducted teaching procedures such as the following explanation:

Pre-Learning Activities

At the beginning activity, the teacher prepared the students and checked their attendance. Therefore, in this stage, the researcher followed the activities:

Arrange students to sit in their chairs and check the presence of students in class. Trying to tell students in advance the purpose of teaching and learning. In this case, they must understand the purpose of the Generative Learning Model because this generative learning strategy requires students to be more active rather than passive so there must be mutual communication between teacher and students. Motivate students in learning English, especially the ability to write recount texts. The researcher motivates students by telling them about the importance of writing skills, especially in

writing a story in the recount text. Before starting the lesson introduce students back to the Generative Learning Model.

While-Learning Activities

While-Learning Activities can be said as core activities. These are the teaching procedures or the activities in teaching speaking ability of *Generative Learning Model* strategy in desciring recount text.

1. Choose a topic (learning material) or what theme will be made into a recount text.

2. The teacher gives examples of writing recount text to train students through a brief explanation so that they understand what needs to be done.

3. Students must know how to judge writing recount texts correctly which was explained by the teacher and researcher.

4. Students are required to be more active when the learning process takes place, so that communication occurs between the teacher and students.

5. Students try to do the exercises themselves in a notebook with a theme given by the teacher.

6. The students presented they writing recount text in front of classroom.

7. Students reflect on the process and evaluate the writing they write in order to be better and meet the criteria for writing assessment well.

Post –Learning Activities

At the last part of the lesson, the activities were:

1) The teacher helped the students to make conclusion of the lesson.

2) The students expressed their feeling about the lesson.

3) The teacher asked the students to learn more about the learning material at home and did more practice.

After implementing *Generative Learning Model* in cycle I, the researcher conducted Cycle I test for investigating students progrees. The cycle I test was conducted on August 12th ,2019.

c. Acting

In this step, the researcher conducted activies according to the schedule that was arranged in lesson plan. As acting teacher began the class by giving some explanations about writing recount text. Then, the researcher gave the example of Generative Learning Method. And discussed it. After that the researcher asked students to make a paragraph of recount text in Generative Learning Method from based on he theme.

d. Observing

In this stage the researcher observed the learning process by asking the collaborator to help her in monitoring the class situation and students enthusiastic using observation checklist (in appendix). From the observation cheklist itselft the researcher and collaborator found that the progress of the students' writing were still fair. Some of them were not interesting with writing material. In other side, the reseacher and collaborator saw some students showing the improvement of their writing recount text.

Then, the result in five components of score in content, organization, vocabulary, language use, and mechanic. This had occurred and there were the students have changed in writing as slowly. The result of the test can be seen on the following table:

Table 8 : The Result of Percentage in Cycle I

No	Interval	Ferq	Percentage	Category
1	81-100	6	26,08%	Exellent
2	61-80	15	65,21%	Good
3	41-60	2	8,69%	Fair
4	21-40	-	0,00%	Less
5	0-20	-	0,00%	Poor
Total		23	100%	

From the result of the table above, it showed the score where five components at content, organization, vocabulary, language use, and mechanic taht the student writing recont text by using Generaive

Learning Method strategy in the first cycle consist of 26,08% excellent, 65,21% good, 8,69% fair, 0,00% les, and 0,00% poor. The calculation showed means scored that the student writing recount text using Generative Learning Method. Some student got were good and also there students got fair. Students started to understand how to make a recount text.

Table 9 : the Result of Students' Score Per-Aspect of Scoring in Cycle I

Composit ion	Content	Organiza tion	Vocabular y	Language Use	Mechanic
Excellent	1 student (4,35%)	8 student (34,78%)	6 student (26,08 %)	1 student (4,35%)	3 Students (13,04%)
Good to Average	3 student (13,0%)	10 student (43,47%)	12 student (52,17%)	6 student (26,08%)	9 student (39,13%)
Fair to Poor	18 student (78,2%)	4 student (17,39%)	5 student (21,73 %)	16 student (69,56%)	11 student (47,82%)
Very Poor	1 student (4,35%)	1 student (4,35%)	0 student (0,00%)	0 student (0,00%)	0 student (0,00%)

From the table above we can conlude that first, for the content aspect 1 students 4,53% was excellent to very good, 3 students 13,04% were good average, 18 students 18,26% were fair to poor, and 1 students 4,35% was very poor category. Second, in organization aspect 8 students 34,78% were excellent to very good, 10 students 43,47% were good to average, 4 students 17,39 were fair to poor, and 1 students 4,35% were very to poor. Third, for the vocabulary aspect, 6 students 26,08% were excellent to very good, 12 students 52,17% were good to

average, 5 students 21,73% were fair to poor, and 0 students 0,00% was very to poor. Fourth, 1 students 4,35% were excellent to very good, 6 students 26,08% were good to average, 26 students 69,56% were fair to poor, and 0 students 0,00% was very poor category for language use category. Moreover in mechanic aspect, 3 students 13,04% were excellent to very good, 9 students 39,13% were good to average, 11 students 47,28% were fair to poor, and 0 students 0,00% were very poor category. Furthermore, the students mean score on the composition profile scoring guide could be seen on the chart below:
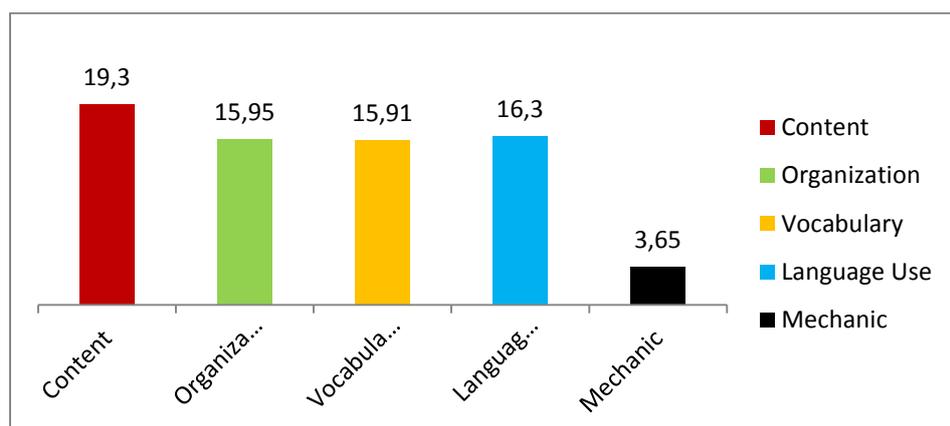

Chart 2: the students' mean score pre-aspect of scoring in cycle I

The chart above exlpains that the result of cycle I in five components given the student score were not so far so bad their writing the reader to stay away from corupption. Based on the chart above, the students' mean score for content was almost good to average (19,30). Then the students' mean score for organization aspect was good to average (15,95). For the next, the mean score of vocabulary aspect was good to average (15,91). Furthermore, the language use aspect was fair to poor

(16,3). And the last, mechanic aspect was fair to poor (3,65). There for, the calculation of five components that it means the results of cycle I of the student in writing recount text was fair score. Improvement from pre-assessment and cycle I:
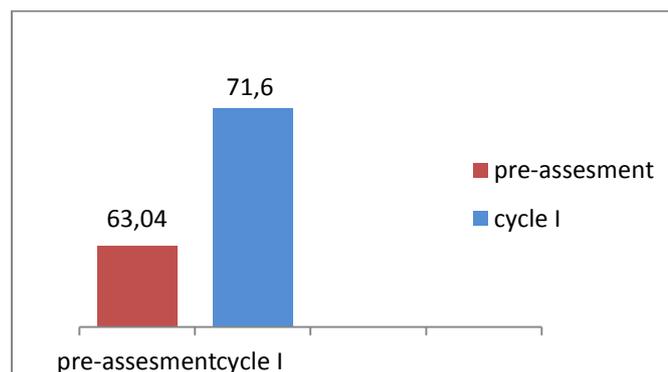

Chart 3: The students' mean score in pre-assessment and cycle I

From the chart above, tehere was a better imporovement from then mean score of pre-assessment 63,04 and mean score of students' writing recount text test in cycle I 71,6. The improvement got from test was 8,56 point. It means that had not improved the ability in writing recount text yet. Furthermore, the result of the observation cheklist was fair and still need to be improved on the next cycle.

e. **Reflection**

In reflecting, the students' progress of writing by using Generative Learning Method , the researcher marked that this method was quite effective for them for the firts time it applied in the class. It can be seeb on the result of cycle I, which is better that

the result of pre-assessment. Thus, the researcher would get a better result in the next cycle.

The students progress and good things during cycle I was: The students' achievement in writing recount text objects by using *Generative Learning Model strategy* in cycle I improved althought their average score still nedeed more improvement. The students' average acore in cycle I was (71,6) that the include into "Moderate" category. Comparing to the pre-assesment test, the students' average score was (63,4) that include into (Moderate) category.

3. **The Description of Cycle II**

The cycle II was done based on the result of cycle I. If the reslut from observation tells that the quality was still low, so it needed another acyion in oerder to the next cycle mode some improvement of the quality. Cycle II was done on September 02th , 2019. The steps that were done by the researcher in the cycle II were:

a. **Planning**

In the palnning, researcher arranging lesson plan based on the eaching material, improving the teaching strategy, preparing the teaching aid, and preparing the sheet of observation (see appendix).

b. **The implementation of Cycle II**

In cycle I there were four meetings to be held, meetings 1-3 were teach students the ability to write using the generative learning model strategy, and the fourth meeting were tested in cycle I. In cycle I, the

researcher conducted teaching procedures as the following explanation:

Pre-Learning Activities

At the beginning activity, the teacher prepared the students and checked their attendance. Therefore, in this stage, the researcher followed the activities:

Arrange students to sit in their chairs and check the presence of students in class. Trying to tell students in advance the purpose of teaching and learning. In this case, they must understand the purpose of the Generative Learning Model because this generative learning strategy requires students to be more active rather than passive so there must be mutual communication between teacher and students. Motivate students in learning English, especially the ability to write recount texts. The researcher motivates students by telling them about the importance of writing skills, especially in writing a story in the recount text. Before starting the lesson introduce students back to the Generative Learning Model.

While-Learning Activities

While-Learning Activities can be said as core activities. These are the teaching procedures or the activities in teaching speaking ability of *Generative Learning Model* strategy in desciring recount text.

1) Choose a topic (learning material) or what theme will be made into a recount text.

2) The teacher gives examples of writing recount text to train students through a brief explanation so that they understand what needs to be done.

3) Students must know how to judge writing recount texts correctly which will be explained by the teacher and researcher.

4) Students are required to be more active when the learning process takes place, so that communication occurs between the teacher and students.

5) Students try to do the exercises themselves in a notebook with a theme given by the teacher.

6) The students presented they writing recount text in front of classroom.

7) Students reflect on the process and evaluate the writing they write in order to be better and meet the criteria for writing assessment well.

Post –Learning Activities

At the last part of the lesson, the activities were:

1) The teacher helped the students to make conclusion of the lesson.

2) The students expressed their feeling about the lesson.

3) The teacher asked the students to learn more about the learning material at home and did more practice.

After implementing *Generative Learning Model* in cycle I, the researcher conducted Cycle I test for investigating students progrees. The cycle I test was conducted on August 12th,2019.

c. **Acting**

In this step was done the taching scenario that had been planned by the researcher. The theme in this cycle was corruption. The teaching learning process of this cycle was:

1. The researcher explained about the material, althought it had been explained on the day before.

2. The researcher gave brainstorming by asking students about their experience when they were getting holiday.

3. The researcher gave students the text.

4. The researcher gave some questions to students related to the text.

5. Students answered the question.

6. The researcher asked students to checked some vocabularies the do not know.

7. The researcher expalined about the grammatical points used in the text.

8. The researcher asked students to wrote their recount text in Generative Learning Model.

9. The researcher asked students to give their argument in Generative Learning Model from.

10. The researcher gave some helps to students if they got difficulty.

d. Observing

As the previous meeting, in this stage the researcher also observed the learning process that was helped by the English teacher as the collaborator. The researcher and collaborator saw students showed that improvement in their interesting of writing (observation cheklist in appendix). Then, the result in five component in content, vocabulary, organization, language use, and mechanic. This had accured and there were the stduent have cahanged in writing slowly. The result of the test can be seen on the following table:

Table 10 : The Result of Percentage in Cycle II

No	Interval	Ferq	Percentage	Category
1	81-100	13	56,52%	Exellent
2	61-80	9	39,13%	Good
3	41-60	1	4,35%	Fair
4	21-40	-	0,00%	Less
5	0-20	-	0,00%	Poor
Total		23	100%	

From the result of the table above, it showed the score where five components at the content, organtzation, vacbulary, language use,

and mechanic that the student writing recount text by using Generative Learning Model strategy in the second cycle consist of 56,52% excellent, 39,13% good, 4,35% fair, 0,00% less, and 0,00% poor. The calculation showed means scored that the student writing recount text using Generative Learning Model strategy. Some student got excellent, good, and also there were students god fair. We can conclude that, in cycle II the students were excellent category. It means that, srudents understood how to write a recount text.

Table 11 : the Result of Students' Score Per-Aspect of Scoring in Cycle II

Composition	Content	Organization	Vocabulary	Language Use	Mechanic
Excellent	3 student (13,04)	7 student (30,43%)	7 student (30,43%)	3 student (13,04%)	8 student (34,78%)
Good to Average	6 student (26,08)	15 student (65,21%)	15 student (65,21%)	13 student (56,52%)	9 student (39,13%)
Fair to Poor	14 student (60,86)	1 student (4,35%)	1 student (4,35%)	7 student (30,43%)	6 student (26,08%)
Very Poor	0 student (0,00%)	0 student (0,00%)	0 student (0,00%)	0 student (0,00%)	0 student (0,00%)

Based on the table above, first for the contents aspect 3 students 14,04% excellent to very good, 6 students 26,08% were good to average, 14 students 60,86% were fair to poor, o students 0,00% were very poor category. Second, in organization aspects 7 students 30,43% were

excellent to very good, 15 students 65,21% were good to average, 1 students 4,35% were fair to poor, and 0 students 0,00% were very to poor category. Thrid, for the vocabulary aspect, 7 students 30,43% were excellent to very good, 15 students 65,21% were good to average, 1 students 4,35% were fair to poor, and 0 students 0,00% were very to poor category.

Fourth, for he language use aspect, 3 students 13,04% were excellent to very good, 13 students 56,52% were good to average, 7 students 30,43% were fair to poor, and 0 students 0,00% were very poor category. Moreover in mechanic aspect, 8 students 34,78% were excellent to very good, 9 students 39,13% were good to average, 6 students 26,08% were fair to poor, and 0 students 0,00% were very to poor category. Furthermore, the students mean score based on the composition profile scoring guide could be seen on the chart below:
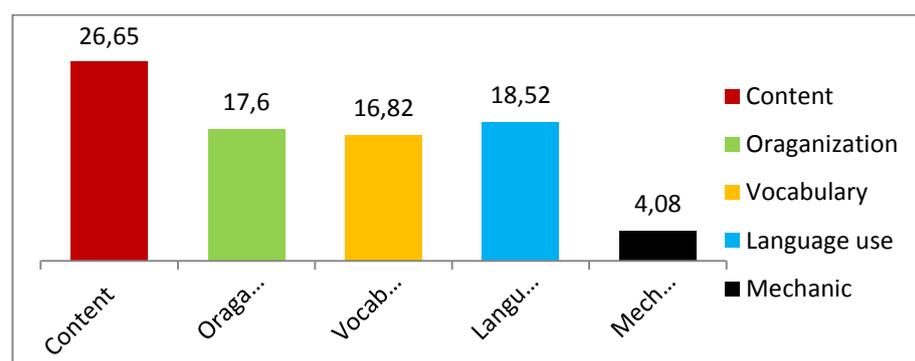

Chart 4: the Students' Mean score Per-Aspect of Scoring in Cycle II

The chart above explains that the result of cycle II in five components give the student score were not so far so bad their writing to

persuade the reader about education. Based on the chart above, the students' mean score for content was go to average category (26,65). Then the students' mean score for organization aspect was good to average (17,6). For the next, the mean score of the vocabulary aspect was good to average (16,82). Furthermore, the language use aspect was good to average (18,52). And the last, mechanic aspect was good to average (4,08). Therefore, the conclusion of five components that it means the result pre-assessment of the students in writing recount text was good score. The chart below will illustrate the students mean score improvement from cycle I and cycle II.
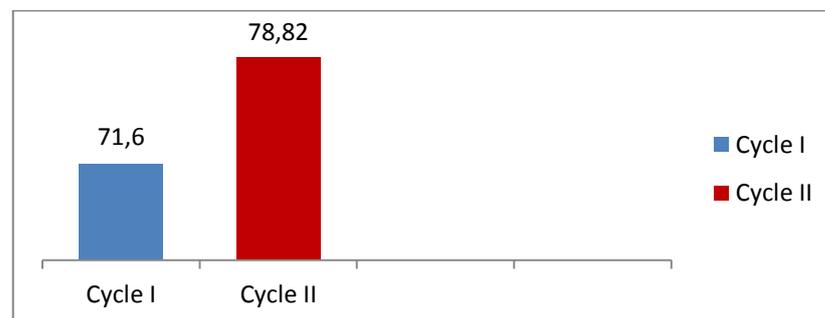

78,82

71,6

■ Cycle I
■ Cycle II

Cycle I   Cycle II

Chart 5: the students' men score in cycle I and cycle II

From the chart above, there was a better improvement from the mean score of cycle I (71,6) and mean score of students' writing recount text in cycle II (78,82). The improvement got from test was 7,22 point. It means that had improved the ability in writing recount text. Furthermore, the result of the observation cheklist was good and the research could ended in this cycle.

e. **Reflection**

Based on the data above, the researcher, the researcher found that almost the students showed improvement in writing recount text. It means that, the researcher had gotten indicator of success based on he last chapter. So that this researcher has done**.**

Based on the data above, the researcher found that the result of this research have been answered the research question, that was Generative Learning Model strategy improve students' writing Recount Text. The result of the test can be seen on the following table:

Table 12 : The percentage of students' writing recount text in each cycle.

Cycle	excellent	Good	Fair	Less	Poor
Pre-Assessment	2 students (8,70%)	8 students (34,78%)	12 students (52,17%)	1 Students (4,35%)	0 Students (0,00%)
Cycle I	6 students (26,08%)	15 students (65,21%)	2 Students (8,69%)	0 students (0,00%)	0 students (0,00%)
Cycle II	13 Students (56,52%)	9 Students (39,13%)	1 Students (34,5%)	0 students (0,00%)	0 students (0,00%)

Based on the table above, the result of the students score had improvement in writing test. First, the pre-assessment calculated that student got fair consist of 2 students 8,70% excellent. 8 students 34,78% good, 12 students 52,17% fair, 1 students 4,35% less, and 0 students 0,00% poor. Second, the cycle 1 calculated that student got

good category but have not good yet, in consist of 6 students 26,08% excellent, 15 students 65,21% good, 2 students 8,69% fair, o students 0,00% less, and 0 students 0,00% poor. Third, the cycle II calculated that student got good category base on indicator of success, it consist of 13 students 56,52% excellent, 9 students 39,13% good, 1 students 34,5% fair, 0 students 0,00% less, and 0 students 0,00% poor. These meant that, the treatment in each cycles had improved to the students in writing recount text by using Generative Learning Model strategy. It could be seen clearly in the following chart:
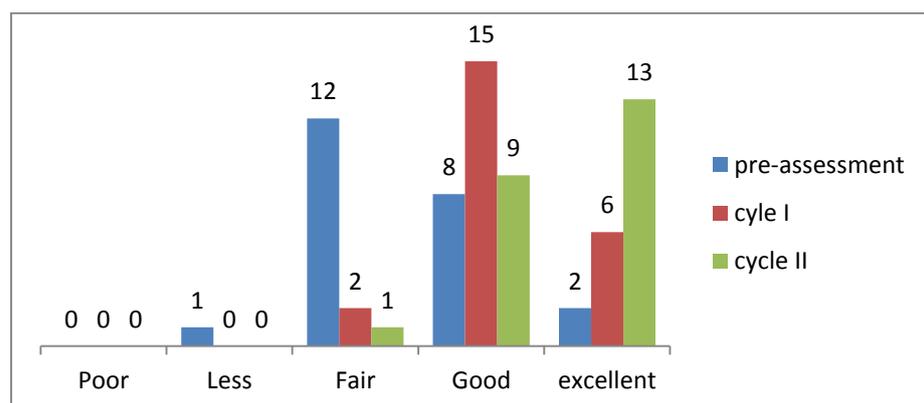

Chart 6: The students' score in writing recount text in pre-assessment, cycle I and cycle II

From the chart, it can be seen that there were significant improvement between the result of pre-assessment, cycle I, and cycle II. Based on the test result there where 0 students 0,00% got poor pre-assessment, cycle I, and cycle II. Then, 1 students 34,5% students got less in pre-assessment, cycle I, and cycle II, 0 or 0,00% cycle I, cycle II. Furthermore, there were 12 students 52,17% students got fair in pre-assessment, in cycle I it decreased to 2 or 8,69% students and 1 or

34,5% students in cycle II. To the next, there were 8 or 34,78% students got good category in pre-assessment, improved to 15 0r 65,21% in cycle I and 9 or 39,13% in cycle II. Finally, there were 2 or 8,70% student got excellent in pre-assessment, improved to 6 or 26,08% students in cycle I and 13 or 56,52% in cycle II.

In summary, the researcher conclude that he researcher should be ended in cycle II since the result of writing recount text test in cycle II was satisfied and could fulfill the indicator. Furthermore, the improvement of each aspect of composition profile scoring guide, they were content, organization, vocabulary, language use, and mechanic aspects in every cycle will be illustraed in chart below:
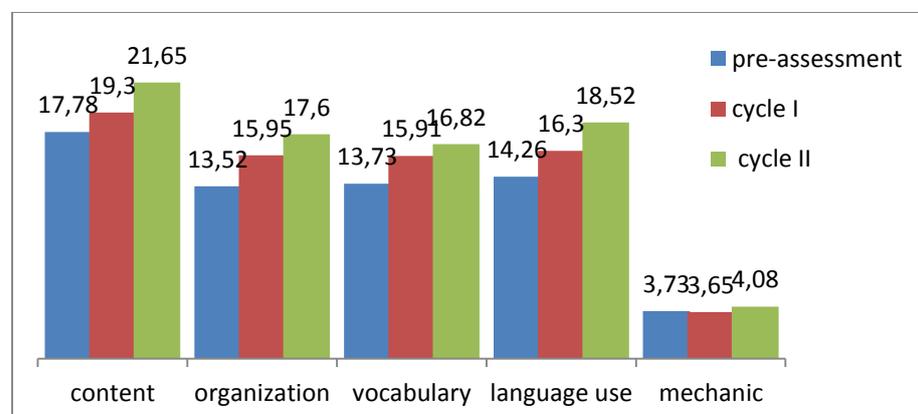

Chart 7: Improvement of Students' Mean Score of Scoring in Pre-Assessment, Cycle I, and Cycle II

From the chart above, it could be seen that there were better improvement from the mean score of aspects based on the composition profile scoring guide. Firstly, the mean score of content aspect increased from 17,78% in pre-assessment and 19,3% in cycle I to 21,65% in cycle II. Secondly, the mean score od organization aspect

increased from 13,52% in pre-assessment, 15,95% in cycle I and 17,6%
in cycle II. Thirdly, the mean score of vocabulary aspect increased from
13,73% in pre-assessment, 15,91% in cycle I and 16,82% in cycle II.
Fourthly, the mean score of vocabulary aspect increased from 14,26%
in pre-assessment, 16,3% in cycle I and 18,52% in cycle II. And the last
mean score of vocabulary aspect increased from 3,73% in pre-
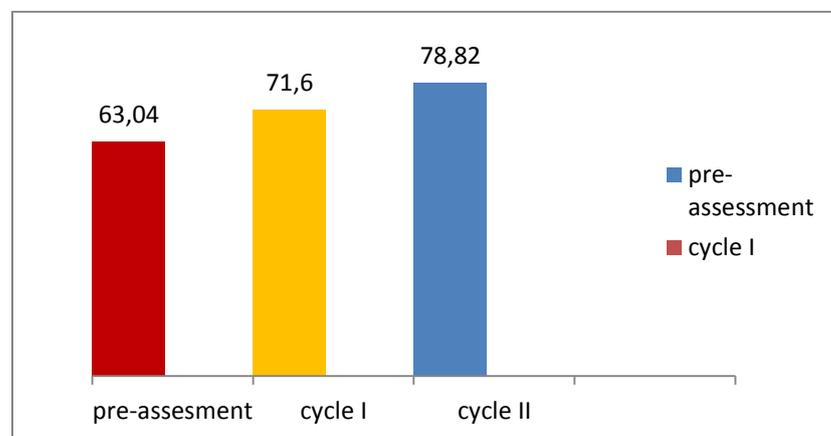assessment, 3,65% in cycle I and 4,08% in cycle II.

Table 8: The improvement of Students' mean score in pre-assessment,

cycle I, cycle II

From the chart above, there were a better improvement the mean
score od pre-assessment (63,04), cycle I (71,6) and mean score of
students' writing recount text cycle II (78,82). It means that, using
Generative Learning Model strategy to improve writing recount text is
work well at tenth grade students of SMAN 02 Argamakmur kota
Bengkulu Utara.

B. Discussion

The result of this research was compared to some theories and idea that explained in chapter II. The improvement of students' writing recount text was significant. The students mean score in cycle I that 71,6 increase into 78,82 in cycle II.

Based on the improvement of each cycle, using Generative Leraning Model Strategy improved students' writing recount text. The result of this research similiar with some previous studies. Based on improving each cycle, using the Generative Learning Model Strategy increases students' rewriting texts. The results of this study the results of this study have succeeded in increasing the ability to write recount texts in students because with this learning strategy students can be more active when learning is not passive and only accept learning from the teacher but students and teachers can communicate reciprocally so as to produce a learning process with more conducive.

Hakim explained that Generative Learning Model is a learning pattern that uses the principle of education which is more likely to explain the rules that are learned more actively and attractively. In learning to use generative learning methods students not only memorize formulas or vocabulary only to do the 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 rather than passive.[28]

Furthermore, learning strategies that are more interesting and make students more active can increase student motivation in learning. Finally, from the discussion above, the researcher conclude that using Generative Learning Model Strategy was effective to improve writing Recount Text and make student fun and easy to develop their idea.

Finally the Generative Learning Model used by researchers is a good technique in teaching and learning of students' writing, especially in recount text. The students sow their interesr and enthusiasm while studying. They learn actively and are highly motivated to continue to learn writing recount text. It can be seen from the gradual increase in their percentage results.

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[28] Ibid p.4

CHAPTER V

CONCLUSION AND SSEUGESTIONS

A. Conclusion

In this research, researcher concluded that the use of Generative Learning methods can improve students' recount writing texts. This can reduce the problems faced by students, such as not being able to develop their ideas so that it is difficult to write well, and do not know what text components are in the recount text. this can also be caused by a lack of motivation for students from the teacher, but the wrong strategy used by the teacher when teaching can also cause problems for students when the learning process takes place. Teaching writing recount texts using generative learning strategies can make students easy to communicate and ask questions to the teacher, so students are more active and motivated in their learning process.

It can be seen on students' mean score of pre-assessment, cyle I , cyle II, where in pre-assessment 63,04, cycle I 71,6, improved to 78,82 cycle II Therefore, it wa appoppriate to be applied in teaching writing recount text at SMA 02 Argamakmur Bengkulu Utara.

B. Suggestions

From the conclusion above, there were some suggestions that are proposed by the researcher:

1. To English teacher, may consider to use Generative Learning Strategy in writing recount text, because it can develop students' idea and make them easy to write down it.

2. The English teacher must be able to know the problems of the students in teaching learning prosses and must be able to solve the problem by choosing appopriate method in teaching learning prosess. The teacher can use Generative Learning Strategy in writing, especially in writing recount text. So that students can easy to write, active and could be more motivated.

3. For students, using Generative Leaning Method Strategy as a learning method hepls students easy to develop their ideas in writing   especially recount text.

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