International Journal of Social Learning
December 2023, Vol. 4 (1), 35-62
e-ISSN 2774-4426 and p-ISSN 2774-8359
DOI: https://doi.org/10.47134/ijsl.v4i1.187

Generative Learning Strategy is a Solution for Teaching Writing Skill

Ferri Susanto[1*]

[1]*Universitas Islam Negeri (UIN) Fatmawati Sukarno Bengkulu, Indonesia*

*e-mail: ferrisusanto@mail.uinfasbengkulu.ac.id

ABSTRACT

The purpose of this research was to determine the implementation of the Generative Learning strategy model as a solution for teaching text writing skills in English and to develop meaning construction, associations between stimulus and knowledge, beliefs and experiences in the new normal in the midst of the COVID-19 pandemic. This research discussedd the application of the Generative Learning Strategy Model which also aims to improve the ability to write texts for second semester students of the 2021/2022 academic year. This research was classroom action research that used 2 cycles. The research subjects consisted of 35 students, 25 female students and 10 male students. The instruments were developed by valid questionaires with significan 0,000 < 0,005 and reliability ststistic at the cronbach's Alpha 0,782 > 0,73 so the data were realiable. For supporting these data, this reaserach also used observation sheets, interviews and documentations. This research was carried out in two cycles which included planning, action, observation and reflection. Based on the written test, there was a better improvement from pre-assessment 68.60, cycle I 72.60 increased to 79.92 cycle II. The increase obtained from testing is 4.54 points. This shows that the Generative Learning Model strategy can improve the ability to write texts.

***Keywords*:**

Writing; Strategy; Generative Learning.

ABSTRAK

Tujuan dari penelitian ini adalah untuk mengetahui implementasi model strategi Generative Learning sebagai solusi pengajaran keterampilan menulis teks dalam bahasa Inggris dan untuk mengembangkan konstruksi makna, asosiasi antara stimulus dan pengetahuan, keyakinan dan pengalaman dalam keadaan normal baru di tengah situasi kenormalan baru pandemi covid-19. Penelitian ini membahas penerapan Model Strategi

Submitted: 2022-06-28; Accepted: 2023-11-26; Published: 2023-12-23
***Corresponding author:** ferrisusanto@mail.uinfasbengkulu.ac.id

Pembelajaran Generatif yang juga bertujuan untuk meningkatkan kemampuan menulis teks mahasiswa semester II tahun ajaran 2021/2022. Penelitian ini merupakan penelitian tindakan kelas yang menggunakan 2 siklus. Subyek penelitian terdiri dari 35 siswa, 25 siswa perempuan dan 10 siswa laki-laki. Instrumen yang dikembangkan berupa kuesioner yang valid dengan signifikansi 0,000 < 0,005 dan statistik reliabilitas pada cronbach's Alpha 0,782 > 0,73 sehingga data dapat dipercaya. Untuk mendukung data tersebut, penelitian ini juga menggunakan lembar observasi, wawancara dan dokumentasi. Penelitian ini dilaksanakan dalam dua siklus yang meliputi perencanaan, tindakan, observasi dan refleksi. Berdasarkan tes tertulis terjadi peningkatan yang lebih baik dari pra penilaian 68,60, siklus I 72,60 meningkat menjadi 79,92 siklus II. Peningkatan yang diperoleh dari pengujian sebesar 4,54 poin. Hal ini menunjukkan bahwa strategi Model Pembelajaran Generatif dapat meningkatkan kemampuan menulis teks.

***Keywords*:**

Menulis; Strategi; Pembelajaran Generatif.

1. Introduction

Skills in English are integrated into 4 skills, namely; listening, reading, speaking and writing. Writing as one of the four language skills is a skill that is considered quite difficult to understand, especially for foreign language learners. Writing is one of the productive skills that are closely related to work receptive skills.(Abdelhamid M. Ahmed, Xiao Zhang and et all, 2023) In contrast, higher-proficiency writers tended to use more complex and subtler means to indicate textual transitions. More detailed mastery and understanding should be possessed by students majoring in English, especially those who need to learn to write to prepare for their final academic assignment, thesis writing. Most students view that writing skills are only limited to completing the courses taken but need to be aware that writing is not only because of the need to generate and organize ideas using vocabulary, sentence, grammar, and paragraph organization choices but also to change ideas. The idea into a readable text (Richards & Renandya, 2002: 303).

In order to develop writing teaching to be more effective, especially in pandemic conditions which have a lot of impact on deadlocks in thinking and rigidity in expressing bright ideas in written form, lecturers must try hard and try various alternative teaching methods that are more helpful for students to develop thoughts that can be expressed in written form, lecturers must provide extra learning about the application of learning that is considered effective, for example the application of generative learning strategies as a solution to teach recount text writing skills to develop meaning construction, associations between stimuli and knowledge, beliefs and experiences in new normal in the middle of the COVID-19 pandemic. Lecturers should also pay attention to other skills that students need beforehand because teaching writing is complex. Appropriate and effective education

can realize optimal education Learning. Efforts made by lecturers to achieve success in the process of learning to write are not easy.

A lecturer often gets complaints in teaching English subjects, especially in language writing skills where many students still have poor grammar knowledge. If there is a writing assignment, students still have many grammatical errors. Therefore, students need a lot of input and notes from the lecturer, especially in pointing out grammatical errors. Based on the researcher's observations when he had writing skills lessons, there were problems in the process of teaching writing, especially the lack of precise writing learning strategies for that their writing activities still had many errors, especially in the thinking strategies of students who had difficulty expressing their ideas in writing, grammar, so that feedback from lecturers can help them to improve their thinking strategies in writing by applying generative learning. (Erin K. Reid,Yusra Ahmed and Milena A. Keller-Margulis, 2023) writing proficiency facilitates higher achievement in educational and professional endeavors, and attention control and overall reading skills are documented to result in better quality writing.

One of the important basic langguage skills is writing because of writing students are easy to remember what they learned. Based on several theories about writing skills, it can simply be concluded that writing is a way of communicating what is in the mind to develop the construction of meaning, associations between stimuli and knowledge, beliefs and experiences expressed in written form which is poured on a piece of paper or other areas to convey information, ideas and messages from the author and also includes meaningful use of vocabulary and word structure. Writing is also created by a set of symbols, and certain letters to represent words from a certain language so as to produce writing. Writing is a way of communicating to express one's feelings, ideas, and thoughts in written form. (Jill A. Boggs and Rosa M. Manchón, 2023) further argue that how learners were taught First Language writing and how the First Language educational culture/ society values writing can impact on how learners approach Second language writing tasks and accompanying feedback.

Writing is one way to provide information and explain something in written form so that it can be read and the meaning of the writing can be known.(Sarah J. McCarthey and Jiadi Zhang, 2023) the use of technology and diverse online platforms provided new opportunities for writing practices during the pandemic. However, online teaching of writing was not without technological and pedagogical challenges. Writing does not only require mastery of grammar but we also have to have good conceptual elements for writing skills. So, writing is an ability of ideas that are poured in the form of writing and creative ideas so that they can produce good writing, therefore to get good writing one must master a lot of vocabulary and understand the meaning of words. Then to find out the actual data, the researcher observed students majoring in English in semester 2 at the State Islamic University of Fatmawati Sukarno, Bengkulu.

From the results of direct observations in class, it can be concluded that many students have difficulty writing English due to several factors; the first problem is that many students find it difficult to develop their ideas into written form because of limited vocabulary mastery and correct sentence structure in English. Second, students often feel lost in the middle of writing or experience stagnation.

Third, many students do not know the components of the text, therefore students cannot complete their writing process from the first paragraph to the end, besides the paragraphs produced in written form do not have a correlation with each other. Then the lecturer's model in learning activities is dominated by the lecturer himself when teaching writing in class. In this way, the activities are dominated by the lecturer, and the lecturer provides a lot of instructions and exercises, it is rare for an interactive process between lecturers and students to occur.

The most common learning process that occurs today is "teaching for the test". That is, the lecturer will teach according to what will be tested later. The form and type of questions will lead to learning patterns. It seems that the forms and types of questions that are tested are rarely in the form of essays, but are more dominant in the form of multiple choices so that the development of students' thinking reasoning is not used to being expressed in written form. Isn't communication (oral and written) an important part of life? Isn't writing able to sharpen the coherence of thinking? These are all big questions for us. The following are significant weaknesses that will always exist in a 'beginner' category writer : It often happens to novice writers who still don't read. This kind of writer tends to have a passionate passion in the technique of writing books, but acts in speculation (read: bet on things that are not sure).

The lack of literature is a major problem for novice writers because what is written is based solely on experience and unexplained sources. The discussion widens provide a clear picture of what is meant by a broad discussion. In the technique of writing a book, novice writers are usually not very familiar with the storyline (for fiction writing) or the flow of ideas (for non-fiction writing), so adding unnecessary discussions. One issue was raised and had not been deepened; suddenly it had raised another issue. So it keeps repeating itself, so it looks like there are so many paths to take. When it comes to the ending, you even forget about the connection between the solution and all the problems that have been described. The point of view that is deeper in meaning is the point of view of the mind. Beginner writers usually look modest in their own writing. This modesty is good, but often out of place. This also often results in writing not having a special point of view, because the author 'plays it safe'. This weakness also causes most of the writings of novice writers to be monotonous. In fact, by taking many points of view, the colors in the contents of the book can be more diverse.

Less Explanatory and tend to be Descriptive the difference between explanatory and descriptive is the essence contained in the main idea that is written. Explanation is an explanation that comes from clear references and is connected to the reality on the ground. Explanatory explanations always provide an example or two to the reader. While descriptive is an explanation that comes from a valid reference, but only stops at that moment. For example, descriptive is an explanation based on theory alone, so it will not provide case examples. Therefore, what distinguishes the two is the correlation of the reference with the reality on the ground. Beginner writers tend to be descriptive and not explanatory in solving problems. It is undeniable; this is caused by the scope of knowledge that is not so broad. Whereas quality writing is writing that bridges ideas/theories with the realities/practices that exist in the field non-verbally. By using the generative learning model method, (Hugo Scurto and Thomas Similowski, 2023) expands generative deep learning approaches not only as a tool for

designing human-computer interactions, but also as an effort to provoke open conversations with the practitioner community about current and speculative uses of Aartificaial Intentelegency technologies. (Lucas Kohnke,Benjamin Luke Moorhouse and Di Zou, 2023).

This qualitative interpretive study seeks to identify the digital competencies and pedagogical knowledge required to implement generative AI in education and provide guidance for the design of professional development programmes that address the challenges and concerns associated with adopting Artificaial Intelligency. it is hoped that students will be more interested in writing because students can relate it to meaningful learning where they have new knowledge that is linked to the knowledge they already have. It is hoped that students will find it easier to write recount texts in English because the lecturer who acts as a facilitator is also expected to be able to explain the lesson well to students, and students can receive lessons more actively. (Gustav Bøg Petersen, Valdemar Stenberdt and Richard E. Mayer., et all, 2023) adding collaborative generative activities to a Virtual Reality lesson was more effective at improving learning than adding individual generative activities.

These results are consistent with collaborative cognitive load theory and demonstrate the value of adding collaborative generative learning activities to immersive Vitul Reality lessons. Thomas D. Bot (2018) stated that the generative learning model is considered if students are asked to learn to be more active 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, creating, building and problem solving skills.(Julia T. Wilson and Patricia J. Bauer, 2023) contribute to our understanding of generative learning processes such as self-derivation. The results also offer insight into scaffolding misconception revision, particularly highlighting the benefit of directly exposing learners to corrective information. (Francisco José García-Peñalvo ,Faraón Llorens andFaraón Llorens, 2024) generative artificial intelligence is extremely powerful and improving at an accelerated pace, but it is based on large language models with a probabilistic basis, which means that they have no capacity for reasoning or comprehension and are therefore susceptible to containing errors that need to be contrasted. Based on the phenomena that occur, the researchers are interested in researching with the title " Generative learning: As a solution for teaching writing skills.

2. Methods

The research method used in this research aims to test, develop. Finding and creating new actions, so that if these actions are implemented in work, the work implementation process will be easier, faster, and the results will be more abundant and of better quality. This research used action research design has a very important and strategic role to improve the quality of learning if it is carried out properly and correctly. Thus, it is expected to produce quality research empirically, rationally and objectively. Kurt, L (1999) According to Kurt Lewin, the main concept of action research consists of four components, namely: (1) planning, (2) acting, (3) observing, and (4) reflecting. The relationship between the four components is seen as a cycle. Action Research Approach is a research method in which the researcher intervenes within and during research. It serves two purposes: first, it will bring about positive change and secondly knowledge and theory will be generated. Capobianco and

Lehman (2006) utilized action research to resolve the struggle they were having with involving all students in discussions during science classes. In addition to drawing on previous academic research to understand and respond to this problem, they discussed how they also gained information about solving this problem from conversations with colleagues.

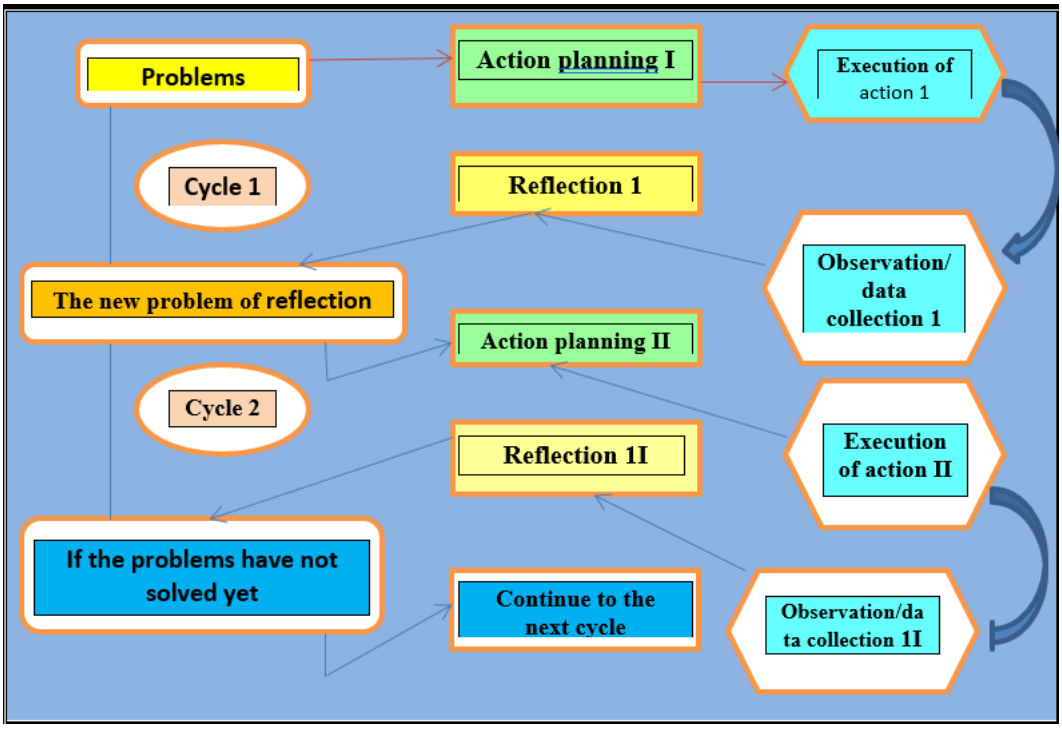


Figure 1. Classroom action research design

The research was second semester students of the Faculty of English Education, Fatmawati Sukarno State Islamic University, Bengkulu. Classroom action research is related to the problems faced by students when they write English paragraphs. Referring to the problems found by the researcher, he examines the causes of the problem and tries to find a solution to the problem. The solution to this problem is to provide a strategy model that can be used by lecturers so that students do not feel bored and are more motivated to learn to write. The analysis of the learning process was carried out based on the observations of the researcher. It was decided to do several cycles later in order to obtain the desired results. It is focused on the weakness of the previous cycle. The instruments are Teachers' and Students' Observation Checklist. Regarding the implementation of observations, Arikunto (2006) suggests that the best way to conduct observations is to use an observation checklist, an observation checklist is used to record student involvement in the teaching and learning process whether they are active or passive.

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			

No	Students' perparation	Yes	No	Note
2.	**Stuents' interest toward using Generative Learning Strategy and materials were given**			
	- Students paid attention to the explanation about how to write			
	- 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 writing text.			
	- Students get enthusiastic ideas writing a text by Generative Learning Strategy.			
	- Students active in teaching learning process and gave maximal answer, opinion or ideas i answer step.			

Interviews are applied to obtain supporting data first and directly on some of the information that has been carried out in the preliminary study, such as the results of the writing test before the action and students' writing problems. Interviews were conducted with students. In this case, a structured interview is used where the questionnaire is used as a guide during the interview.

Table 2. Interview List with English Lecturer

No	Questions	Responses
1	What strategies did you use in learning English?	
2	What teaching rules that you use in the classroom?	
3	Did you adjust the material in the lessom plan that you created?	
4	Do you have difficulties to teach english writing ?	
5	How are students's activities in the classroom?	
6	What is the English learning evaluating system?	
7	How do you overcome obstacles when you teach writing in the classroom?	

No	Questions	Responses
8	Do you often practice your students' writing ?	
9	How do you practice that understanding of writing ?	
10	How do you respond when your students have difficulty to understand the writing text?	
11	How are the results of students' training in writing Eglish?	
12	How is the follow up on students who score low?	

The written test is in the form of an essay to measure students' abilities because this test is general in nature. Students write so that they write stories, actions, activities or experiences in general and are not limited to anything else. Documentation is as an instrument in research. Researchers used cameras/vidio to get an overview of student activities when applying the Generative Learning strategy in the teaching and learning process to support research. Data Analysis Techniques analyzed using several steps according to the theory of Miles, Huberman and Saldana, namely analyzing data in three steps: data condensation (data condensation), data presentation (data display), and conclusion drawing or verification (conclusion drawing and verification). . Data condensation refers to selection, focusing, simplification, abstraction, and transformation.

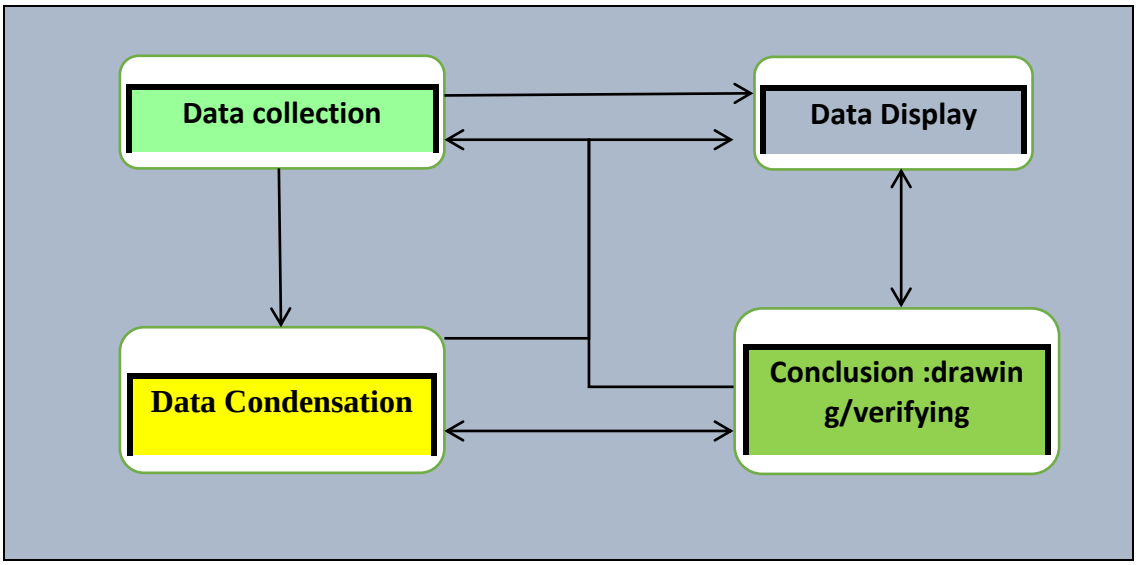


Figure 2. Data Analysis

The data analysis techniques include: Reduction of data. It is a process of selecting, focusing on simplification, abstraction, and transformation of rough data that emerges from written notes in the field. Data presentation is a collection of data arranged in the form of information and provides

the possibility of drawing conclusions and taking action. Verification of new findings that did not exist before. These findings can be in the form of a picture of an object or image that was previously dim or dark so that after research it becomes clear, it can be in the form of interactive or causal relationships, hypotheses, or theories. Qualitative data obtained by means of observation in the implementation of the action. Lecturers observe the implementation of actions on aspects of opening learning, core activities, and closing lessons. The instrument used in the observation is in the form of field notes. The sources of qualitative data are obtained from the results of observations and interviews that have been documented.

Quantitative data that uses numerical data as a tool to analyze information about what researchers want to know. The source of this data was obtained from the results of a written test which was assessed with five aspects, namely: 1) Matching the content with the title. 2) Good text structure. 3) Language aspect. 4) Grammatical accuracy, word choice, word writing, and correct use of punctuation. 5) The last neatness of writing. The scale scoring categories of writing test develop by Hughes as Follows;

Table 3. The Scale Scoring

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.
		VERY POOR: Does not communicate. No organization or not enough to evaluate.

Categories	Score	Criteria
	9-7	
	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.
Vocabulary		
	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.
	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.
Language Use		
	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.
	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.
Mechanic		
	3	

Categories	Score	Criteria
	2	FAIR TO POOR: Frequent errors of spelling. Punctuation. Capitalization. Paragraphing. Poor handwiting. Meaning confused or obscured. VERY POOR: No mastery of conventions. Dominated by errors of spelling. Ounctuation. Capitalization. Paragraphing. Handwriting illegible. Or not enought to evaluate.

Researchers used tests to measure students' writing skills which included content, organization, vocabulary, song usage, and mechanics. The researcher gave a score for each writing component 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 average of each writing element, the researcher formulates the results to get the total average score as follows:

$$\text{Mean of students' score} = \frac{\text{Total Score}}{\text{Number of students}} \times 100$$

Helmi, F (2011) satated that the total mean score, the researcher categories it into the following criterions :

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

Research Procedure, Kemmis and Mc Taggart (1992) suggest that action research develops through a spiral of self-reflection: a spiral of cycles of planning, action (implementing plans), observation (systematic), reflection. The planning level, instruments in the form of drama scenarios, techniques and instruments to observe and evaluate the teaching and learning process. The action plan

in the first cycle can be carried out as follows: 1) Establish a Learning Implementation Plan. 2) Prepare materials, make lessons, plan and design the steps in carrying out the action. 3) Prepare a list of student names and grades. 4) Prepare teaching aids to manage assignments and types of tests given to students. 5) Prepare class observation sheets (to find out the situation of the teaching and learning process when the method or technique or mode is applied. 6) Prepare for the exam. (To find out whether students' ability to write texts using the generative learning model increases or not).

The Action level, 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. The Observing level, rsearchers observed the teaching and learning process, student attitudes and student grades. All data at this stage is assisted by collaborators, data is collected using an observation checklist and field notes filled out by collaboration. In the nest stage, researchers teach students using the Generative Learning Model. Furthermore, researchers and lecturers (collaborators) evaluate the results. The Reflection level, At the end of the action, the researcher reflects on the problems that occurred during the implementation of the action. The data obtained in the first cycle is used as consideration for taking action in the second cycle so that it can be further improved from the first cycle, the researchers made the second cycle with different plans. While the evaluation in cycle II was used as material for preparing this class action research report.

3. Results and Discussion

This research is a classroom action research consisting of pre-assessment, cycle I, and cycle II. Before carrying out the first cycle, the researcher conducted a preliminary study (pre-assessment) to measure the students' ability in writing texts before being given a cycle. At the time the research was conducted, the situation in the classroom was still very less motivated and students lacked ideas in writing, it could be seen when many lecturers taught they did not focus on the teaching and learning process and during the practice of writing texts, many took a long time to write. The pre-assessment cycle will be held on March 8, 2021. The first cycle meeting will be held on March 12, 2021 and the last meeting will be held on June 2, 2021, for the second cycle meeting. This classroom action research was carried out in two cycles in addition to pre-assessment. Each cycle consists of steps, namely planning, action, observation, and reflection.

The implementation of each cycle is as follows: pre-assessment conditions, the researcher makes another observation to ensure that the English learning process is still the same as the pre-observation of English Tarbiyah students in the second semester at the 2021/2022 academic year. Therefore, before giving a pre-assessment test to students, there are several important things that need to be explained, namely: the process of learning to write English, students' learning habits in class, and students' basic skills in writing text skills. Wwhen the pre-assessment test has done, the problems that can be seen during the teaching and learning process are no reciprocity between lecturers and students so it can be concluded that students only look passive and not active. This problem is caused

when students are given writing test questions they are still confused about determining the main idea, the lack of vocabulary mastery by students is also one of their obstacles to writing texts.

Then the lecturers did not motivate students in the teaching and learning process because the lecturers used inappropriate strategies so that students became bored and unmotivated to take lessons. Conditions for Teaching English writing Researchers conducted another observation on March 14, 2021 to observe what activities were done by English lecturers in teaching writing. This pre-cycle research was conducted, there were several problems found in the classroom, especially the attitudes and strategies of the lecturers in the teaching and learning process. During the lecturers teaching, there were several problems found, especially the application of English writing strategies in the classroom. First, when opening the lesson, the lecturer immediately checks the student attendance list and continues the subject matter without reviewing the lessons learned at the previous meeting. Furthermore, many students do not understand if the lecturer explains the material quickly so that students cannot understand what the lecturer is teaching. Lecturers rarely give students the opportunity to ask questions. Then the lecturer only gave orders to write immediately. Study habits of students in class, lecturers only explain the material; it makes students look bored during learning.

Most of the students do not pay attention to the lecturers seriously even though their activities are limited by health protocols so that some only play with their respective gadgets. The results of this Cycle Pre-Assessment Test were held on March 12, 2019. Lecturers teach students without the Generative Learning Model strategy. The lecturer gives an explanation of how to write well. Then, the lecturer gives a piece of paper to the students and asks them to make a paragraph about their argument based on their experience. From the observations in this activity, the researcher found several facts that occurred in the classroom during the English writing lesson. The students could not develop and lost their ideas in the middle of writing. Then, they are not active by asking for exercises from the lecturer without understanding the core material. There are only half of the students who are active and enthusiastic about writing. After finishing writing, the lecturer asked to collect their writings. Most of them said that writing was very difficult, because they could not develop ideas and understand the components of the text. In addition, they have difficulty in translating Indonesian into English. After carrying out the test, the researcher checked the answer sheet and found the results. The test results can be seen in the following table:

Table 4. Percentage of students' score

No	Interval	Ferq	Percentage	Category
1	**81-100**	**5**	**14,28 %**	**Exellent**
2	**61-80**	**12**	**34,28%**	**Good**
3	**41-60**	**15**	**42,85 %**	**Fair**
4	**21-40**	**2**	**5,714 %**	**Less**
5	**0-20**	**1**	**2,857%**	**Poor**
Total		**35**	**100%**	

The complete results could be seen in following this table:

Table 5. Students' Score Per-Aspect of Scoring in Pre-Assessment

Composition	Content	Organization	Vocabulary	Language Use	Mechanic
Excellent	**5**	**4**	**4**	**3**	**2**
Percentage	**Students (14,285%)**	**Students (11,42%)**	**Students (11,42%)**	**Students (8,57%)**	**Students (5,71%)**
Good to Average	**2**	**8**	**15**	**7**	**12**
Percentage	**Students (8,68%)**	**Students (22,85%)**	**Students (42,85%)**	**Students (20 %)**	**Students (34,28)**
Fair to Poor	**15**	**18**	**8**	**19**	**18**
Percentage	**Students (42,85)**	**Students (51,42%)**	**Students (22,85%)**	**Students (54,28%)**	**Students (51,42)**
Very Poor	**13**	**5**	**3**	**6**	**3**
Percentage	**Students (37,14)**	**Students (14,28%)**	**Students (8,57%)**	**Students (17,14%)**	**Students (8,57%)**

Diagram: 2 The students' Mean Score Per-Aspect of Scoring in Pre-assessment

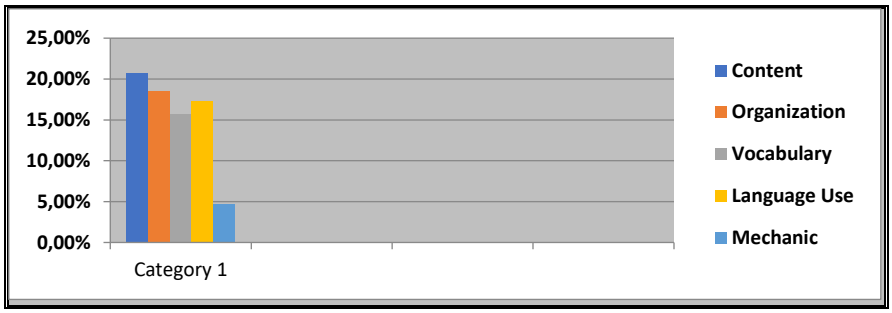


Diagram above describes the results of the pre-assessment in five components. Based on the graph above, the average score of students for content is in the moderate to poor category (20.74%). Then, the average score of students for the organizational aspect is sufficient to less (18.58%). Henceforth, the average value of the vocabulary aspect is good to average (15.73%). Furthermore, the aspect of language use is moderate to poor (17.26%). And lastly, the mechanical aspect is quite good (4.72%). Therefore, the calculation of the five components means that the students' pre-assessment results in writing recount texts is a moderate score. After the calculation, the researcher intends to use the Generative Learning Method.

The description of Cycle I, It is as a pre-assessment response. Four meetings were held, namely the meeting to teach students using the Generative Learning Model strategy, and the meeting for the first cycle test. This teaching technique, students must plan, act, observe, and reflect so that their writing results will be better. The first cycle will be held on March 12, 2021. Planning, researchers prepare learning designs, such as compiling lesson plans based on teaching materials, preparing learning resources for the teaching and learning process, such as material about texts, test evaluations, and observation checklists of researchers and students to find out how active students and students are in participating in the teaching and learning process.

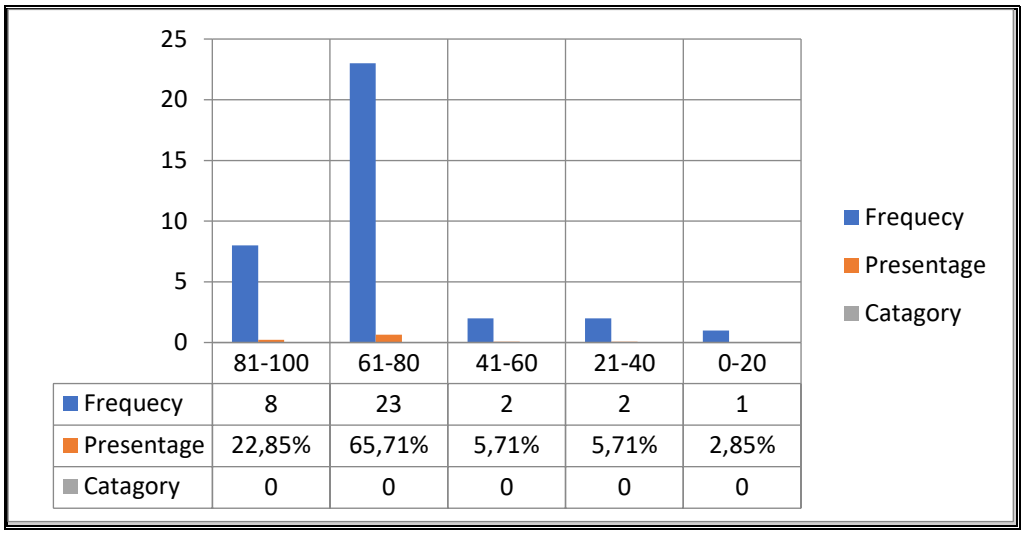
The implementation of Cycle I has empathy meetings, meetings 1-3 teach students the ability to use generative learning models, and the fourth meeting will be tested in cycle I. In Cycle I, the researcher performs the following procedures: **Pre-Learning** Activities, Lecturer prepares checks and informs the 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 than passive so that there must be reciprocal communication between lecturers and students. The researcher motivated the students by telling them about the importance of writing skills, before starting the lesson reintroducing the Generative Learning Model. **While learning** activities, the following is a teaching procedure or activity in teaching writing skills of Generative Learning Model strategies in describing a text. 1. Choose a topic (learning material) or what theme will be made into a text. 2. The lecturer provides examples of writing to train students through brief explanations in order to understand what needs to be done. 3. Students must know how to assess writing text correctly which is explained by lecturers and researchers. 4. Students are required to be more active during the learning process, so that communication occurs between lecturers and students. 5. Students try to do it themselves how to write correctly 6. Students present their writing in front of the class. 7. Students reflect on the process and evaluate the writings their writing so that they become better and meet the assessment criteria.

Post –Learning Activities, aat the end of the lesson, 1) The lecturer concludes the writing lesson, 2) The students express their opinion about the writing lesson. 3) Lecturers emphasize on students to study, read a lot of literature on writing material and practice writing a lot. After applying the Generative Learning Model in cycle I, the researcher conducted a test in Cycle I to determine student progress. The first cycle test was carried out on March 12, 2021. Acting, this step the researchers did to adjust the activities to the schedule that had been prepared in the lesson plan. Researchers provide examples of Generative Learning Methods. And discussing it after that the researcher asked the students to write two paragraphs in the Generative Learning Method based on the theme. Observing. The researcher observed the learning process by asking collaborators to assist him in monitoring the class situation and the students were enthusiastic about using the observation checklist. From the checklist of observations, researchers and collaborators found that the students' writing progress was still quite good. The result of the test can be seen on the following table:

Table 5. The Result of Percentage in Cycle I

No	Interval	Ferq	Percentage	Category
1	**81-100**	8	22,85%	Exellent
2	**61-80**	23	65,71%	Good
3	**41-60**	2	5,71%	Fair
4	**21-40**	2	5,71%	Less
5	**0-20**	1	2,85%	Poor
Total		**35**	35	100%

Diagram: 3



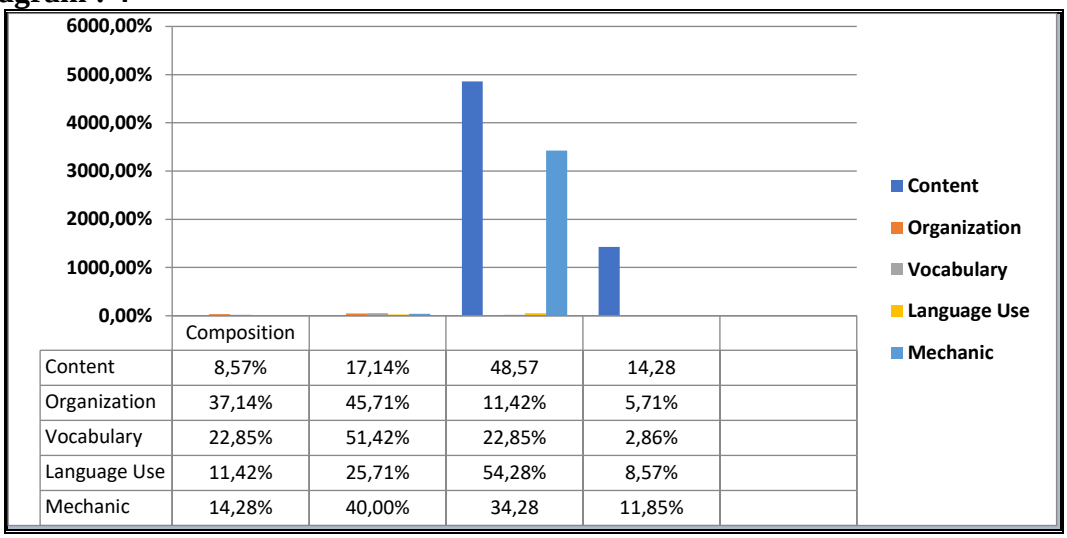
	81-100	61-80	41-60	21-40	0-20
Frequecy	8	23	2	2	1
Presentage	22,85%	65,71%	5,71%	5,71%	2,85%
Catagory	0	0	0	0	0

Diagram 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 22,85% excellent, 65,71% good, 5,71% fair, 5,71% les, and 2,85% poor. The calculation showed means scored that the student writing text using Generative Learning Method.

Table 6. The Result of Students' Score Per-Aspect of Scoring in Cycle I

Composition	**Content**	**Organization**	**Vocabulary**	**Language Use**	**Mechanic**
Excellent	**3**	**13**	**8**	**4**	**5**
Percentage	**Students (8,57%)**	**Students (37,14%)**	**Students (22,85%)**	**Students (11,42%)**	**Students (14,28%)**
Good to Average	**6**	**16**	**18**	**9**	**14**
Percentage	**Students (17,14%)**	**Students (45,71%)**	**Students (51,42%)**	**Students (25,71 %)**	**Students (40,00%)**
Fair to Poor	**21**	**4**	**8**	**19**	**12**
Percentage	**Students (48,57)**	**Students (11,42%)**	**Students (22,85%)**	**Students (54,28%)**	**Students (34,28)**
Very Poor	**5**	**2**	**1**	**3**	**4**
Percentage	**Students (14,28)**	**Students (5,71%)**	**Students (2,85%)**	**Students (8,57%)**	**Students (11,85%)**

Diagram : 4



	Composition				
Content	8,57%	17,14%	48,57	14,28	
Organization	37,14%	45,71%	11,42%	5,71%	
Vocabulary	22,85%	51,42%	22,85%	2,86%	
Language Use	11,42%	25,71%	54,28%	8,57%	
Mechanic	14,28%	40,00%	34,28	11,85%	

From the table above we can conlude that first, for the content aspect 3 students 8,57% was excellent to very good, 6 students 17,14% were good average, 21 students 48,57% were fair to poor, and 5 students 14,28% was very poor category. Second, in organization aspect 13 students 37,14% were excellent to very good, 16 students 45,71% were good to average, 4 students 11,42 were fair to poor, and 2 students 5,71% were very to poor. Third, for the vocabulary aspect, 8 students 22,85% were excellent to very good, 18 students 51,42% were good to average, 8 students 22,85% were fair to poor, and 1 students 2,85% was very to poor. Fourth, 4 students 11,42% were excellent to very good, 9 students 25,71% were good to average, 19 students 54,28% were fair to poor, and 3 students 8,57% was very poor category for language use category. Moreover in mechanic aspect, 5 students 14,28% were excellent to very good, 14 students 40% were good to average, 12 students 34,28% were fair to poor, and 4 students 11,85% were very poor category.

Diagram 5: the students' mean score pre-aspect of scoring in cycle I

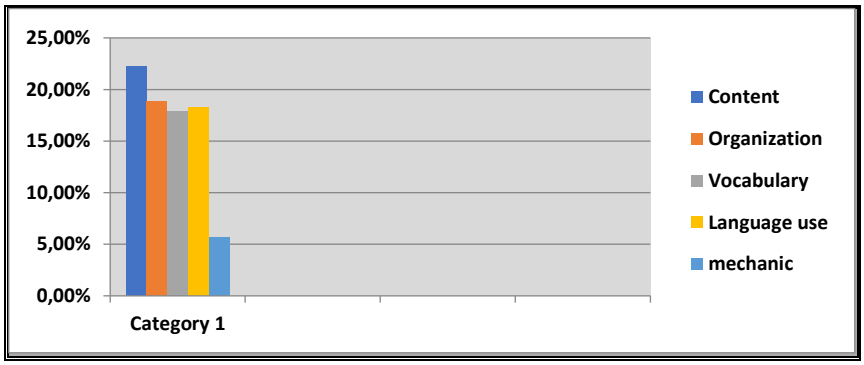
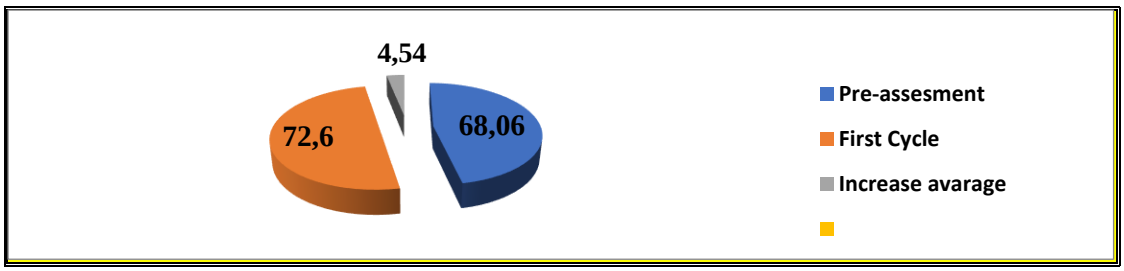


Diagram above exlpains that the result of cycle I in five components given the student score were not so far so bad their writing the reader to stay away from corupption. Based on the chart above, the students' mean score for content was almost good to average (22,30%). Then the students' mean score for organization aspect was good to average (18,87). For the next, the mean score of vocabulary

aspect was good to average (17,91). Furthermore, the language use aspect was fair to poor (18,32). And the last, mechanic aspect was fair to poor (5,65).

Diagram: 6 The students' mean score in pre-assessment and cycle I



From the graph above, there is a better improvement than the average pre-assessment score of 68.06 and the average score of the students' writing test in the first cycle of 72.60. The increase obtained from testing is 4.54 points. This means that the ability to write text has not increased. Furthermore, the results of the observation checklist are quite good and still need to be improved in the next cycle. Furthermore, the result of the observation cheklist was fair and still need to be improved on the next cycle. Rreflecting on students' writing progress using the Generative Learning Method, the researcher considers this method to be quite effective for those who are applying it in class for the first time. This can be seen in the results of the first cycle which are better than the results of the pre-assessment. Student progress and good things during the first cycle were: Student achievement in writing objects using the Generative Learning Model strategy in the first cycle increased even though their average score still needed to be improved. The average value of students in the first cycle is (72.60) which is included in the "Medium" category. Compared to the pre-assessment test, the average score of the students was (68.06) which was included in the (Medium) category.

The Description of Cycle II is carried out based on the results of cycle I. If the results of observations state that the quality is still low, then other measures are needed for the next cycle mode, some quality improvement. Cycle II was carried out on June 2, 2021. The steps taken by researchers in cycle II were: researchers compiled lesson plans based on each material, improved teaching strategies, prepared teaching aids, and prepared observation sheets. Implementation of Cycle II, in cycle I there are four meetings to be held, meetings 1-3 teach students the ability to write using a generative learning model strategy, and the fourth meeting is tried out in cycle I. In cycle I the researcher performs the teaching procedure as follows: Pre-Learning Activities, the lecturer checks student attendance, informs students about the objectives of teaching and learning and they must understand the objectives of the Generative Learning Model because this generative learning strategy requires them to be more active and not passive so there must be reciprocal communication between lecturers and students. The lecturer motivates students to write English texts and tells them about the importance of writing skills, especially in writing paragraphs. Before starting the lesson the lecturer reintroduced the students to the Generative Learning Model.

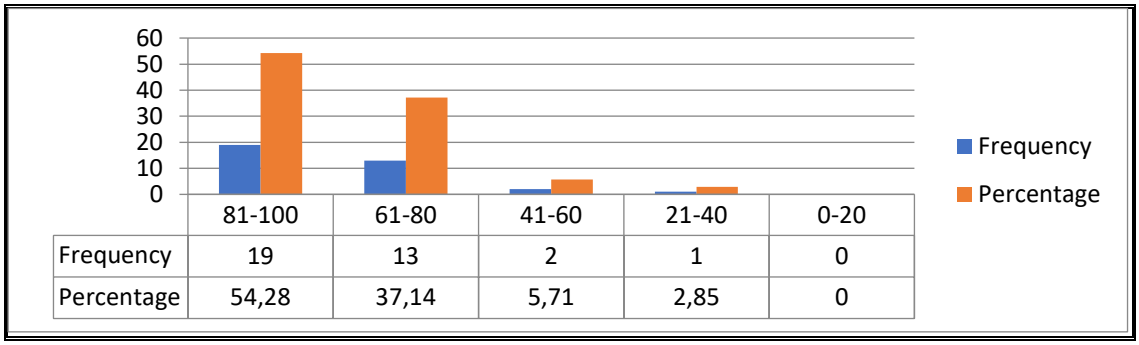
Activities While Learning. are teaching procedures or activities in teaching writing skills of Generative Learning Model strategies in describing writing texts 1) Choose a topic or theme to be written as a text. 2) The lecturer provides an example of writing a text by training students through brief explanations so that they understand what needs to be done. 3) Students should know how to assess the writing of the text correctly and will be explained by the lecturer. 4) Students are required to be more active during the learning process, so that communication occurs between lecturers and students. 5) Students do their own writing of the text with the theme given by the lecturer. 6) Students present their written text in front of the class. 7) Students reflect on the process and evaluate their writing so that it becomes better and meets the criteria for good writing assessment.

Post –Learning Activities At the end of the lesson, the activities are: 1) the lecturer concludes the lesson. 2) Students express their feelings about the lesson. 3) The lecturer asks students to study the learning materials at home and practice more. After applying the Generative Learning Model in cycle I, the researcher conducted a test in Cycle I to determine student progress. Cycle I test will be held on March 12, 2021. Acting, in this step teaching scenario that has been planned by the researcher is carried out. The teaching and learning process in this cycle is: 1. the researcher explains the material even though it has been explained the previous day. 2. Researchers provide brainstorming by asking students about their experiences 3. The researcher gives the text to the students. 4. The researcher gave several questions to the students related to the writing of the text. 5. Students answer the question. 6. The researcher asked the students to check some unknown vocabulary. 7. The researcher explains about the grammatical points used in writing the text. 8. The researcher asked the students to write a text in the Generative Learning Model. 9. The researcher asked the students to give their arguments in the Generative Learning Model. 10. Researchers provide assistance to students if they have difficulty. Observing, like the previous meeting, at this stage the researcher also observed the learning process assisted by the English lecturer as a collaborator. Researchers and collaborators saw students showing an increase in their interest in writing. Then, produce five components in content, vocabulary, organization, language use, and mechanics. This happens and there are some students who have difficulty writing. The result of the test can be seen on the following table:

Table 7 : The Result of Percentage in Cycle II

No	Interval	Ferq	Percentage	Category
1	**81-100**	19	54,28%	Exellent
2	**61-80**	13	37,14%	Good
3	**41-60**	2	5,71%	Fair
4	**21-40**	1	2,85%	Less
5	**0-20**	0	000%	Poor
Total		**35**	35	100%

Diagram: 7 Percentage in Cycle II



	81-100	61-80	41-60	21-40	0-20
Frequency	19	13	2	1	0
Percentage	54,28	37,14	5,71	2,85	0

Based on the diagram above shows a score where the five components on content, organization, vocabulary, language use, and mechanics that students write texts using the Generative Learning Model strategy in cycle II consist of 54.52% very good, 37.14% good, 5.71% sufficient, 2,85% less, and 0.00% less. The calculation results show the mean score that students write texts using the Generative Learning Model strategy. There are students who get very good, good grades, and there are also students who get the god fair predicate. It can be concluded that in the second cycle the students were in the very good category that students understand how to write.

Table 8. The Result of Students' Score Per-Aspect of Scoring in Cycle II

Composition	**Content**	**Organization**	**Vocabulary**	**Language Use**	**Mechanic**
Excellent	**6**	**11**	**8**	**4**	**13**
Percentage	**Students (17,14%)**	**Students (31,42%)**	**Students (22,85%)**	**Students (11,42%)**	**Students (37,14%)**
Good to Average	**11**	**22**	**18**	**17**	**16**
Percentage	**Students (31,42%)**	**Students (62,85%)**	**Students (51,42%)**	**Students (48,57%)**	**Students (45,71%)**
Fair to Poor	**17**	**1**	**8**	**11**	**5**
Percentage	**Students (48,57%)**	**Students (2,85%)**	**Students (22,85%)**	**Students (31,42%)**	**Students (14,28)**
Very Poor	**1**	**1**	**1**	**3**	**1**
Percentage	**Students (2,85%)**	**Students (2,85%)**	**Students (2,85%)**	**Students (8,57%)**	**Students (2,85%)**

Based on the table above, first for the content aspect, 6 students 17.14% very good , 11 students 31.42% good moderate, 17 students 48.57% moderate to poor, 2.85% students categorized very bad. Second, in the organizational aspect, 11 students 31.42% very good to very good, 22 students 62.85% quite good, 1 student 2.85% moderate to poor, and 1 student 2.85% very poor category. Third, for the vocabulary aspect, 8 students 22.85% very good to very good, 18 students 51.42% good enough for the average, 8 students 22.85% moderate to poor, and 1 student 2.85% for very poor category. . Fourth, for the aspect of language use, 4 students 11.42% very good to very good, 17 students 48.57% quite good, 11 students 31.42% moderate to poor, and 3 students 8.57% moderate each category is not good . Meanwhile, in the mechanical aspect, 13 students were 37.14% very good to very good, 16 students were 45.71% moderate to good, 5 students were 14.28% moderate to poor, and 1 student

was 2.85% in the very poor category. Furthermore, the average score of students based on the composition profile assessment guide can be seen in the graph below:

Diagram 8: the Students' Mean score Per-Aspect of Scoring in Cycle II

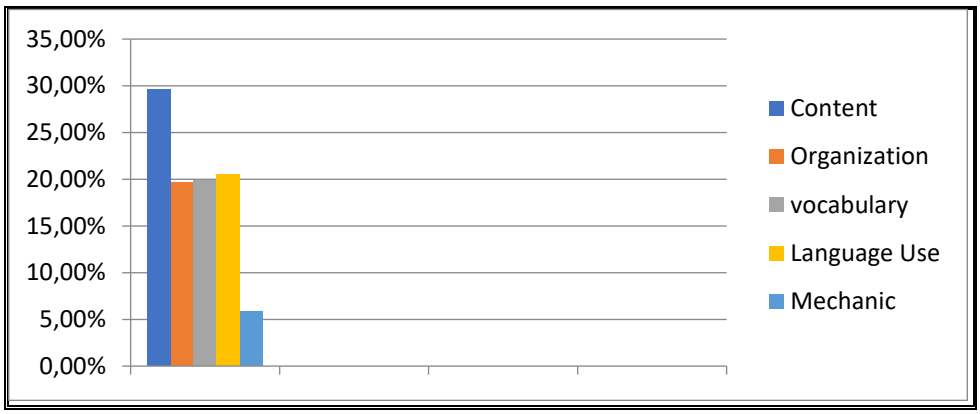
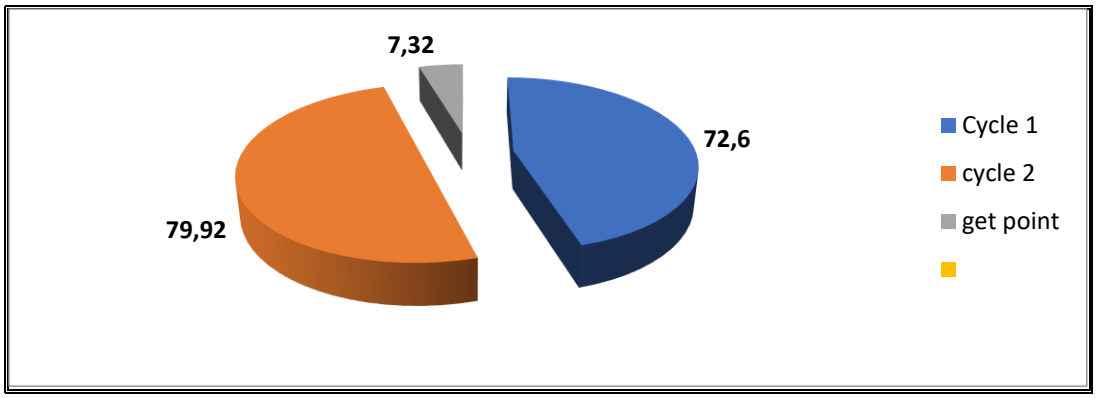


Diagram above explains that the result of cycle II in five components give the student score were not so far so bad their writing to persuade the reader about education. Based on the chart above, the students' mean score for content was go to average category (29,63). Then the students' mean score for organization aspect was good to average (19,63). For the next, the mean score of the vocabulary aspect was good to average (19,81). Furthermore, the language use aspect was good to average (20,52). And the last, mechanic aspect was good to average (5,08). Therefore, the conclusion of five components that it means the result pre-assessment of the students in writing recount text was good score. The diagram below will illustrate the students mean score improvement from cycle I and cycle II.

Diagram : 9 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 (72,6) and mean score of students' writing recount text in cycle II (79,92). The improvement got from test was 7,3 2 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. Reflection, based on the data above, the researcher, and the researcher found that almost students showed improvement in

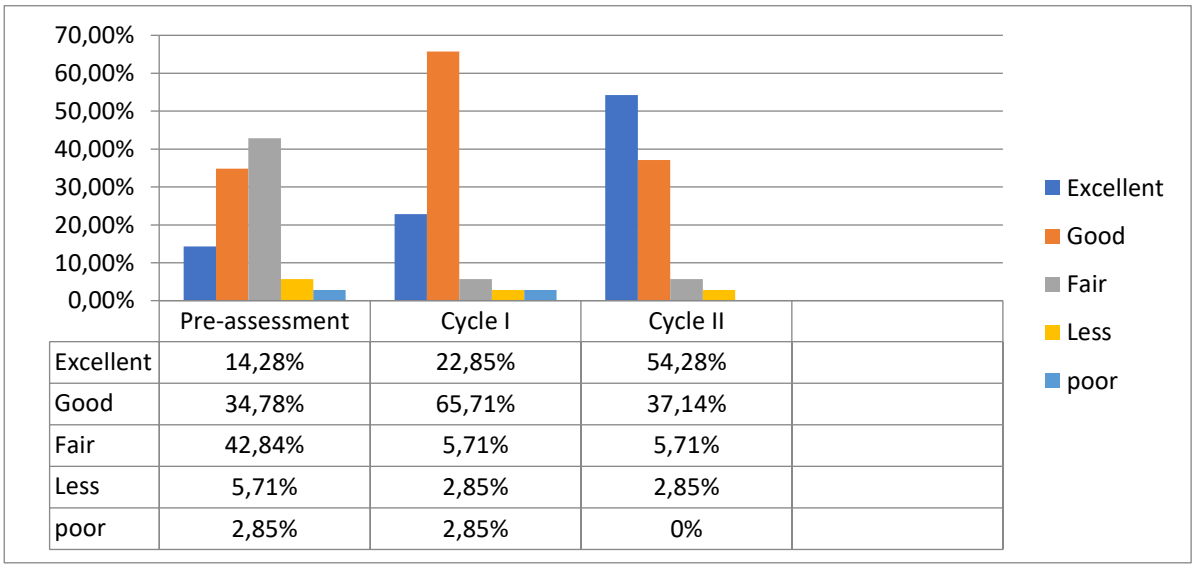
writing texts. That is, researchers have obtained indicators of success based on the previous chapter. The researcher found that the results of this study had answered the research question, namely the Generative Learning Model strategy to improve the ability to write texts. The test results can be seen in the following table:

Table 9. The percentage of students' writing recount text in each cycle

Cycle	excellent	Good	Fair	Less	Poor
Pre-Assessment	**5 students (14,28%)**	**12 students (34,78%)**	**15 students (42,85%)**	**2 students (5,71%)**	**1students (2,85%)**
Cycle I	**8 students (22,85%)**	**23 students (65,71%)**	**2 Students (5,71%)**	**1 students (2,85%)**	**1students (2,85%)**
Cycle II	**19 students (54,28%)**	**13 students (37,14%)**	**2 students (5,71%)**	**1 students (2,85%)**	**0 student (0,00%)**

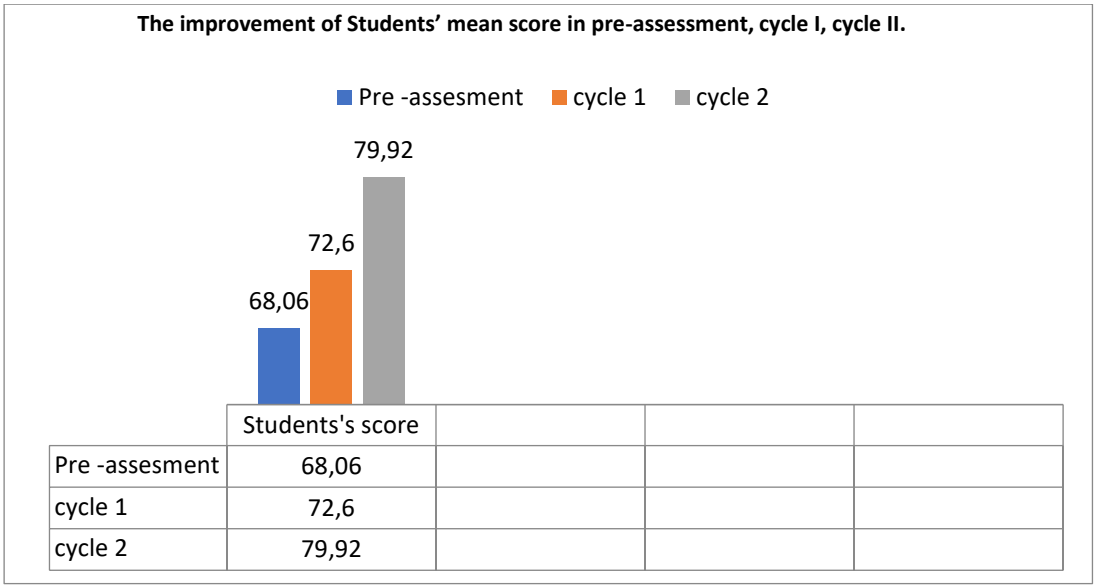
The result of the students score had improvement in writing test. First, the pre-assessment calculated that student got fair consist of 5 students 14,28% excellent. 12 students 34,78% good, 15 students 42,85 % fair, 2 students 5,71% less, and 1 student 2,85% poor. Second, the cycle 1 calculated that students got good category but have not good yet, in consist of 8 students 22,85% excellent, 23 students 65,71% good, 2 students 5,71% fair, 1 student 2,85% less, and 1 student 2,85% poor. Third, the cycle II calculated that student got good category base on indicator of success, it consist of 19 students 54,28% excellent, 13 students 37,14% good, 2 students 5,71% fair, 1 student 2,85% less, and 0 students 0,00% poor. These treatment s in each cycles had improved to the students in writing text by using Generative Learning Model strategy. It could be seen clearly in the following chart:

Diagram 10. The students' score in writing text in pre-assessment, cycle I and cycle II



	Pre-assessment	Cycle I	Cycle II	
Excellent	14,28%	22,85%	54,28%	
Good	34,78%	65,71%	37,14%	
Fair	42,84%	5,71%	5,71%	
Less	5,71%	2,85%	2,85%	
poor	2,85%	2,85%	0%	

Diagram 11. The improvement of Students' mean score in pre-assessment, cycle I, cycle II.



	Students's score			
Pre -assesment	68,06			
cycle 1	72,6			
cycle 2	79,92			

From the graph above, there is a better increase in the average score of pre-assessment (68.06), cycle I (72.6) and the average score of writing recount text of students in cycle II (79.92). This means that the use of the Generative Learning Model strategy to improve text writing skills works well for second semester students at the Faculty of English Tarbiyah, Fatmawati University, Sukarno, Bengkulu, for the 2021-2022 academic year.

Discussion

The results of this study indicate that there is a significant increase in students' text writing skills. The mean score of students in the first cycle was 72.60 which increased to 79.92 in the second cycle. The increase occurred in each cycle although it was not so big an increase but there was a significant increase using the Generative Learning Model Strategy so that students could be more active and not passive who only received learning from the lecturer but students could interact and communicate reciprocally. The generative learning strategy model is learning that uses educational principles that tend to explain the rules that are learned more actively and interestingly. In the generative learning method, students memorize tenses and vocabulary formulas and do writing exercises, but students not only learn and get used to understanding concepts that will build their own understanding but so that students can be more active. Generative learning strategy is more interesting and make students more active and can increase their motivation to learn to write texts more actively.(Jieh-Sheng Lee, 2023) generative language models are promising for assisting human writing in various domains. This manuscript aims to build generative language models in the patent domain and evaluate model performance from a human-centric perspective.

In fact, this study concludes that the use of the Generative Learning Model Strategy is more effective in increasing writing motivation for students. It used by researchers is a good technique in learning to write texts, which can foster their interest and enthusiasm while learning to write texts.

They study actively and are very interested in continuing to learn to write texts. By using this strategy, students are able to develop memory (recall), where remembering is part of the activity in the generative learning model which involves students recalling information from old memories. Aims to learn information based on facts. Techniques for remembering (recall) include repetition, exercise, review and memorization. Then students must be able to combine (integrate) because combining is part of the activity in the generative learning model which requires students to combine new knowledge with previous knowledge. Integration aims to transform information into a form that is easier for students to remember. Likewise, the knowledge management system must be good, where processing (organization) is part of the activities in the generative learning model which involves students connecting previous knowledge with new ideas and concepts in a systematic way. The techniques used in idea organization are: analysis of key ideas, outlining, categorization, clustering, and concept mapping. Good processing can certainly improve students' ability to carry out elaboration, which is part of the activities in the generative learning model which requires students to connect new material with information or ideas that students already have. Elaboration aims to add ideas to new information. The methods used in elaboration are: making mental pictures or physical diagrams, free writing, sentence elaboration, visual displays, slides, and wall magazines. This can be seen from the gradual increase in their percentage results.

4. Conclusion

The results of the study concluded that the use of the Generative learning model strategy could improve the students' ability to write texts. This learning can reduce the problems faced by students, such as not being able to develop their ideas so it is difficult to write texts well, and not knowing what text components are contained in the text to be written. Then it can also be caused by a lack of student motivation, there is also an inappropriate strategy used by lecturers when teaching writing texts. Teaching writing texts using generative learning strategies can make it easier for students to communicate and ask questions to the lecturer, so that students are more active and motivated. This can be seen in the average score of students in pre-assessment cycle I, cycle II where in pre-assessment 68.60, cycle I 72.60 increased to 79.92 cycle II.

Therefore it is feasible to apply in learning to write texts at the Faculty of Tarbiyah English Language, The State Islamic University famawati Sukarno Bengkulu. By using a generative learning strategy, you will be able to provide benefits for the development of writing learning, including: students can explore the knowledge that students already have, as a basis for combining it with new knowledge. Regenerate students' memory, from what was previously embedded in their minds. Provide opportunities for students to combine their thinking with new knowledge. Between students' abilities and new knowledge, mutual contamination can be synchronized. Create or discover new concepts in the field of knowledge.

Acknowledgements

The authors would like to thank the support provided by Fatmawati Sukarno Bengkulu State Islamic University and the authors would also like to thank the Faculty of English Tarbiyah for its support and participation. The authors are very grateful and give sincere appreciation to all reviewers who have contributed their expertise and time to review my manuscript, to assess and evaluate articles submitted for consideration in the publication process; to be accepted in the journal publishing process. The authors would like to take this opportunity to thank you for your efforts and expertise as a reviewer. We also really appreciate our dedication to helping us publish our research articles

5. References

Abdelhamid M. Ahmed, Xiao Zhang and et all (2023) 'Transition markers in Qatari university students' argumentative writing: A cross-linguistic analysis of L1 Arabic and L2 English', *AMPERSAND : AElsevier*, 10. Available at: https://www.sciencedirect.com/science/article/pii/S2215039023000024.

Anderson, T. (2008). The Theory and Practice of Online Learning. Second Edition. AU Press Canada. Athabasca University.

Ann, Browne. (2007). Teaching and Learning Communication, Language an Literacy, London:PaulChapman Publishing.

Arikunto, S. (2006) prosedur Penelitian : Suatu Pendekatan Praktik, Edisi Revisi VI, Jakarta : PT Rineka Cipta.

Arsmstrong, Thomas. 2005. Kecerdasan Jamak dalam Membaca dan Menulis. Terjemahan oleh Dyah Widya Prabaningrum. 2014. Jakarta Barat: Indeks.

Atkinson, R. C., & Shiffrin, R. M. (1968). *Human memory: a proposed system and its control processes.* The Psychology of Learning and Motivation, 2, 89–195.

Ausubel, D. P. (1960). The use of advance organizers in the learning and retention of meaningful verbal material. Journal of Education and Psychology, 51, 267–272. doi:10.1037/h0046669.

Baharudin dan Wahyuni, S. N. (2010). Teori Belajar dan Pembelajaran. Jogjakarta: Ar-Ruz Media.

Bartlett, F. C. (1932). Remembering: a study in experimental and social psycho*logy*. Cambridge, England:Cambridge University Press.

Bransford, J. D., & Franks, J. J. (1971). The abstraction of linguistic ideas. Cognitive Psychology, 2, 331–350. doi:10.1016/0010-0285(71)90019-3.

Brown, H. G. (2001). Teaching by Principles: Interactive Approach to Language Pedagogy. New York : San Francisco State University.

Brown, H. G. (2004). Language Assessment : Principles and Classroom Pratices. New York : Longman.

Brown, H Douglas.(2007). Prinsip Pembelajaran dan Pengajaran Bahasa. Jakarta : Pearson Education, Inc.

Capobianco, B., & Lehman, J. (2006). Integrating technology to foster inquiry in an elementary science methods course: An action research study of one teacher educator's initiatives in a PT3 project. Journal of Computers in Mathematics and Science Teaching, 25, 123-146.

Erin K. Reid,Yusra Ahmed and Milena A. Keller-Margulis (2023) 'Contributions of attentional control, hyperactivity-impulsivity, and reading skills to performance on a fourth-grade state writing test', *Journal of School Psychology*, 99.

Farrel, L . (2019). "What is Generative Learnin" Cognota , https://cognota.com/blog/what-is-generative-learning/.

Farid helmi. (2011)"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.

Fiorella, L., & Mayer, R. E. (2015). Learning as a generative activity. Cambridge University Press.

Fiorella, L., & Mayer, R. E. (2016). Eight ways to promote generative learning. Educational Psychology Review, 28(4), 717-741.

Francisco José García-Peñalvo ,Faraón Llorens andFaraón Llorens (2024) 'The new reality of education in the face of advances in generative artificial intelligence', *RIED Revista Iberoamericana de Educación a Distancia* [Preprint].

Ghaith, G. (2002). Teaching Writing. Retrieved from http://www.nadasisland.com/ghaith-writing.html on 17th January 2013.

Gustav Bøg Petersen, Valdemar Stenberdt and Richard E. Mayer., et all (2023) 'Collaborative generative learning activities in immersive virtual reality increase learning', *Computers & Education*, 207.

Grabowski, B. L. (2004). Generative learning contributions to the design of instruction and learning. In D. H. Jonassen, & M. P. Driscoll (Eds.), Handbook of research for educational communications and technology: A project of the Association for Educational Communications and Technology (AECT Se-ries) (2nd ed., pp. 719-743). Manwah, NJ: Lawrence Erlbaum Associates.

Grouws, D.A., & Cebulla, K.J. (2000)."Improving student achievement in mathematics.International Academy of Education."International Bureau of Eduation. Diakses pada 2/6/2015.

(http://www.ibe.unesco.org/publications/EducationalPracticesSeriesPdf/prac04e.pdf).

Hugo Scurto and Thomas Similowski (2023) 'Probing Respiratory Care With Generative Deep Learning', *Proceedings of the ACM on Human-Computer Interaction 7(CSCW2):1-34* [Preprint]. Available at: https://doi.org/DOI:10.1145/3610099.

Harmer, Jeremy. (2004). How to Teach Writing. England: Longman.

Hoffman, M. (2000). Empathy and Moral Development: Implication For Caring and Justice. Cambridge: Cambridge University Press.

Hughes, A. 1989. Testing for Language Teacher. New York: Cambridge University Press.

Hammer, J (2001). The practice of English LanguageTeaching thid edition.United Kingdom : Pearson Education Limited.

Hogue, A, (1996). First Step in Academic Writing, Longman: Wesley Publishing Company.

J.B. Heaton, (2019). Writing English Language test. Longman Group UK Limited,. England.

Jonassen, D. H. (1985). Generative learning vs. mathemagenic control of text processing. In D. H. Jonassen (Ed.), Technology of text: Vol.2. Principles for structuring, designing, and displaying text (Vol. 2, pp. 9-45). Englewood Cliffs, NJ: Educational Technology publications.

Jonassen, D. H. (1988). Integrating learning strategies into courseware to facilitate deeper processing. In D. H. Jonassen (Ed.), Instructional designs for microcomputer courseware (pp. 151-182). Hillsdale, NJ: Erlbaum.

Jieh-Sheng Lee (2023) 'Evaluating generative patent language models', *World Patent Information*, 72.

Jill A. Boggs and Rosa M. Manchón (2023) 'Feedback literacy in writing research and teaching: Advancing L2 WCF research agendas', *Assessing Writing*, 58. Available at: https://www.sciencedirect.com/science/article/pii/S1075293523000946.

Julia T. Wilson and Patricia J. Bauer (2023) 'Generative processes and knowledge revision', *Learning and Motivation*, 84.

Katona, G. (1940). Organizing and memorizing. New York, NY: Columbia University Press.

Kate Grenville,(2021). Writing from Start to Finish: A Six-Step Guide, (Sydney: Allen &Unwin.

Kish, M.H.Z. (2008). Generative Learning Model To Teach Adult Learners Digital. Imagery International Journal of Online Pedagogy and Course Design.

Key Hylad. (2003) First Language Writing,Cambridge: university press.

Kemmis S dan Mc.Taggart. (1992). The Action Research Planner . Victoria: Deakrin University.

Lewin, K., & Gold, M. E. (1999). *Group decision and social change.*

Lewin, K. (1946). *Action research and minority problems,* in: G.W. Lewin (Ed) (1948) Resolving Social conflict. Harper & Row.

Lucas Kohnke,Benjamin Luke Moorhouse and Di Zou (2023) 'Exploring generative artificial intelligence preparedness among university language instructors: A case study', *Computers and Education: Artificial Intelligence*, 5.

Sarah J. McCarthey and Jiadi Zhang (2023) 'Revisiting teaching preparation and practices for writing in Singapore', *Teaching and Teacher Education*, 135. Available at: https://www.sciencedirect.com/science/article/abs/pii/S0742051X23003256.

Mason, D., Williams, G., & Cranmer, S. (2009). Employability skills initiatives in higher education: what effects do they have on graduate labour market outcomes?. Education Economics, 17, 1, 1-30.

McMahan, Elizabeth.(1996). Literature and Writing Process.New Jersey: Prentice Hall.

Miller, R Keith.(2006). Motives for Writing. New York: McGraw- Hill Company.

Nunan, D. (2003). Practical English language teaching; first edition. New York, Mc graw hill.

Nunan, D.(1991). Language Teaching Methodology. USA: Prentice Hall.

Osborne, R. & Wittrock, M. (1985).”The Generative Leaning Model and It’s Implication for Science Education”, dalam Bell, B.F.(1993). Children’s Science, Constructivism and Learning in Science. Victoria: Deakin University.

Osborne, R. & Wittrock, M. (1983). Learning science: A generative process. Science Education. 67(4): 489-508.

Pannen, Paulina, dkk. (2001). Kontruktivisme dalam Pembelajaran. Jakarta: Depdiknas.

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

Piaget, J. (1926). The language and thought of the child. London: Kegan Paul, Trench, Trubner and Company.

Raimes, A (1983). Techniques in teaching writing. New York: Oxford University. Press.

Richard, J, C and Willy A, R. (2002). Methodology in Language Teaching: An Anthology of Current Practice. Cambridge University.

Richard, Jack C. (2001). Curriculum Development in Language Teaching. Cambridge University Press.

Rivers, W. M. (1981). Teaching Foreign language skill. United State of America: The University of Chicago.

Russel. Tytler, (1996). Children’s Construction Of Explanation In Science Australia: Deakin University Melbourne.

Shoimin, Aris. (2014). ***68*** Model Pembelajaran Inovatif dalam Kurikulum 2013. Yogyakarta: ArRuzz Media.

Sarah J. McCarthey and Jiadi Zhang (2023) ‘Revisiting teaching preparation and practices for writing in Singapore’, *Teaching and Teacher Education*, 135. Available at: https://www.sciencedirect.com/science/article/abs/pii/S0742051X23003256.

Scott, G., Leritz, L. E., & Mumford, M. D. (2004). The Effectiveness of Creativity Training: A Quantitative Review. Creativity Research Journal, 16(4), 361-388.

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

Tytler. (1996). “Constructivism & Conceptual Change in View of Learning in Science”. Dalam Khazanah Pengajaran IPA, 1 (3), 4-20.

Ur, Penny. (1991). A Course in Language Teaching. English Teaching Forum. Vol.XXV No: 56.Cambridge: Cambridge University Press.