THE USE OF GENERATIVE LEARNING STRATEGY TO IMPROVE STUDENTS' WRITING SKILL IN DESCRIPTIVE TEXT

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Abstract: The aim of this study is to determine whether or not there is an effect on the use of generative learning strategy to improve students' writing skill in descriptive texts at grade eight of SMP N 6 Tondano. This study involves 30 students consisting 15 students in experimental group and 15 students in control group. This study uses a quantitative research design which is a quasi-experimental research. Data collecting is done by giving a test to write a descriptive text with pre-test and post-test, by students' in two groups. The mean score of experimental group is 17.73 and control group was 9.6. Based on the result, it can be concluded that students' skill in writing descriptive texts using generative learning increases, but does not increase significantly because from the post-test results on experimental group there are no students' who are able to achieve score above the KKM. So, the researchers suggest that generative learning strategy should be replaced with other learning strategy.

Keywords: *Generative Learning, Writing, Descriptive text.*

INTRODUCTION

Nowadays there are many people when they who communicate using English. There are many reasons why English has become so famous and important to learn, one of which is that English has been used in the business world and also the things that affect mainstream American culture such music, speech, films, and novels has spreading throughout the world include Indonesia. We can see in our daily lives such as articles, journals, books are written in English. That is why English is very important to know and learn, especially at school (Wajong, Olii, Rombepajung, 2020). According to Maru and Pantas (2019), writing is one of the most important skills that must be developed in the language learning process. This skill is not only related to using language and talking about meaning or ideas, but also related to how to transfer it in written form. Writing is the most important thing for students because they can express their own opinions by boldly conveying them in written form. The ability to speak must be balanced with the ability to write which must be taught to students in class (Sanger, Palenkahu, and Bambulu. 2021:44-57).

White (1986:10) also states that writing is one of language skills that are very important for students because it can develop other language skills. Ideas, thoughts, feelings, opinions, benefits, arguments, information, or even experiences that students have be expressed through writing. With writing, the author wants to convey to the reader so that the reader knows that the author

wants to convey to the reader. Writing is a process of conveying ideas, information, knowledge, or experiences as well as sharing insights and knowledge information to others. Text is a type of writing. Text is an arrangement of words written, or printed in written form. Generally, a text has three main structural parts, namely topic sentence, supporting sentence, and concluding sentence. Furthermore the types of text such as narrative text, report, information, argumentation, exposition, descriptive, recount and explanation text.

Based on the curriculum 2013, descriptive text is one of types of text that must be studied by eight grades in junior high school. Students in studying descriptive text, the students are able to describe things such as people, animals, place and so on that they want to tell. The text is written by taking into several criteria like punctuation, grammar, and even sentence structure. So that students' essays can be maximal or good. (Girsang, M, A, Liando, N,V,F, Maru, M, G, 2020). Descriptive text is one of the text gives us detailed information about something related to the human senses that can be felt, seen and heard. In generally, descriptive text is a text that describes or tells us about something such as people, object, places, and animals. The purpose of descriptive text is to give us a brief overview of what the author has described specifically. A good description is a description that provides information to the reader as if the reader's attention (Oshima & Hogue 2007).

In learning English, there are four basic skills that must be mastered, namely: speaking, listening, writing and reading (Palenkahu, 2014). Some previous studies found that students have less interest in writing compared to other basic skills. Not because of the laziness of students' interesting in writing is very lacking, but students feel uninterested in writing texts because they have difficulty in developing their ideas. There are several things that affect the success of learning objectives in schools including curriculum, methods, materials, facilities, teachers, and students (Mogea 2019). Teachers should guide students to express themselves properly. In Indonesia students' level of understanding in the language is still at a low of mastery. (Maru, M.G, Nur, Lengkoan, 2020). In addition, teachers must also apply new teaching approaches, methods, and techniques that fit the new curriculum (Mogea, T. dkk. 2020). So that learning methods used by the teachers greatly affect student achievement in learning English.

Generative learning strategy is form of learning with educational principle that tends to usage rules that can be studied actively and interestingly (Hakim 2017). Learning usage generative learning strategy students are required not only to memorize formulas or vocabulary to solve practice questions given by the teacher as usual, but students are required to get used to understanding and be more active in the teaching and learning process. Based on the problem above, the writers can conclude that the usage of generative learning strategy for students would be more interesting that other learning strategies, especially writing descriptive text, because students would be more interested and open students' horizons prior knowledge or experiences that have been previously owned by students with new knowledge to be learn. The English teacher serves as a facilitator, explains the material well. Teachers also usage of learning strategy greatly influences students' writing skills, especially writing

a descriptive text. So, from the problem above, the researchers would like to know how "*The Use of Generative Learning Strategy to Improve Students' Writing Skill in Descriptive Text at Grade Eight of SMP Negeri 6 Tondano*".

RESEARCH METHODOLOGY

This research uses quantitative research design. The design of this study was quasi-experimental design. In this observe, researchers obtaine data using pre-test and post-test. The test asked students to write a descriptive textual content. In making the pre-test and post test, several treatments have been carried out otherwise to two classes, the experimental group and control group. Sugyono (2010) says that population is groups of subject used by the researcher to examine and draw conclusions. This research is carried out at SMP Negeri 6 Tondano. The subject is the students on the eighth grade in educational year 2021/2022. The populace on this research includes a number of students class VIII A and VIII B. The sample was taken in two classes VIII at 2nd of SMP Negeri 6 Tondano who are 30 college students.

Table 1.The Sample of Research

Class	Number
VIII A	15
VIII B	15

In collecting data, the researchers look at the results of the test. The test is given to write a descriptive text with pre-test and post-test, by dividing into two groups, namely: experiment group (VIIIA) and control group (VIIIB). Experimental group (VIIIA) is the class that gets the treatment, on pre test and given to students before getting treatment, and post test is given after getting treatment. While the control group (VIIIB) is comparison class. Data Analysis in this research, the students writing score are analyzed statistical scoring rubric from Hughes (2003:133). The mean score of both two groups have been calculated the means of the following:

$$Mx = \Sigma \frac{x}{N} \text{ and } My = \Sigma \frac{y}{N}$$

After the mean score received, comparing statistics way of locating usual deviation both two groups idea subsequent method:

1. Know that standard deviation of experimental group by following:

   $$\Sigma X^2 = \Sigma x^2 \frac{(\Sigma x)^2}{Nx}$$

2. Know that standard deviation of control group by following:

   $$\Sigma Y^2 = \Sigma y^2 \frac{(\Sigma y)^2}{Ny}$$

3. The final way is to find out significant of two both variables widespread deviation by following:

$$t = \frac{Mx - My}{\sqrt{\frac{\sum X^2 + \sum Y^2}{NX + NY - 2}\left[\frac{1}{NX} + \frac{1}{NY}\right]}}$$

(Arikunto, 2010:354)

FINDINGS AND DISCUSSION

Earlier than researchers giving treatment in teaching learning process, authors give pre-test for experimental and control group, followed by 30 students and divided into two groups. The results of the pre-test of two groups are observed.

Table 02 The Results Pre-test of Experimental Group (VIIIA).

Subject	Element's Score					Means
	C	O	V	L	M	
1	15	10	8	9	3	45
2	18	10	10	9	2	49
3	15	9	10	9	2	45

4	16	8	9	10	2	46
5	17	10	10	9	2	48
6	16	8	10	9	2	45
7	15	8	10	8	3	44
8	18	10	11	9	2	50
9	15	8	10	9	3	45
10	17	10	11	8	2	48
11	16	9	10	9	3	47
12	16	9	10	8	2	45
13	15	8	9	9	3	44
14	19	10	10	8	2	49
15	18	9	11	9	2	49
Total						699

Table 03 The Results Pre-test of Control Group (VIIIB)

Subject	Element's Score					Means
	C	O	V	L	M	
1	15	8	9	8	2	42
2	15	10	10	8	3	46
3	20	8	10	9	2	49
4	16	7	8	10	3	44
5	17	10	9	7	2	45
6	15	8	8	11	2	44
7	15	9	8	8	2	42
8	16	7	10	9	3	45
9	18	8	10	9	2	47
10	19	7	10	8	2	46
11	15	9	8	9	3	44
12	16	7	10	8	2	43
13	17	7	9	9	3	45
14	19	8	10	8	2	47
15	16	8	9	8	3	44
Total						673

After carried out the pre-test and giving some treatment the researcher was conducting a post test. The results of the students post test are follows:

Table 04 The Results Post-test of Experimental Group (VIIIA).

Subject	Element's Score					Means
	C	O	V	L	M	
1	20	13	14	14	3	64
2	21	13	15	12	2	63
3	20	14	13	14	3	64
4	22	15	15	14	3	69
5	21	13	14	12	3	63
6	20	14	12	13	3	62
7	21	13	14	14	3	65
8	22	13	15	14	3	67
9	19	13	14	12	2	60
10	21	14	13	13	3	64
11	20	14	12	11	2	59
12	21	15	13	14	2	65
13	20	13	14	13	3	63
14	22	16	14	14	3	69
15	21	15	15	14	3	68
Total						965

Table 05 The Results Post-test of Control Group (VIIIB)

Subject	Element's Score					Means
	C	O	V	L	M	
1	18	11	13	9	3	54
2	16	10	12	8	3	49
3	20	12	13	10	3	58
4	18	11	12	11	3	55
5	20	12	14	9	3	58
6	18	11	12	11	2	54
7	19	12	12	8	2	53
8	20	12	14	10	3	59
9	19	11	12	10	2	54
10	18	12	11	9	3	53
11	17	12	11	10	3	53
12	16	9	12	8	3	48
13	19	12	14	10	2	57
14	20	12	14	11	3	60
15	17	11	12	9	3	52
Total						817

After tabulated the scores above, the researchers calculate the means score and coefficient the both two tests. It turns into crucial to know that the deviation of pre test and post test the person scores of each subject. The deviation scores both two groups are tabulated as:

Table 06 Computation means score of Experimental group (VIIIA).

Subject	Pre test	Post test	(x)	(x^2)
1	45	64	19	361
2	49	63	14	196
3	45	64	19	361
4	46	69	23	529
5	48	63	15	225
6	45	62	17	289
7	44	65	21	441
8	50	67	17	289
9	45	60	15	225
10	48	64	16	256
11	47	59	12	441
12	45	65	20	400
13	44	63	19	361
14	49	69	20	400
15	49	68	19	361
Total	699	965	266	5135

Table 07 Computation means score of Control Group (VIIIB).

Subject	Pre test	Post test	(y)	(y^2)
1	42	54	12	144
2	46	49	3	9
3	49	58	9	81
4	44	55	11	121
5	45	58	13	169
6	44	54	10	100
7	42	53	11	121
8	45	59	14	196
9	47	54	7	49
10	46	53	7	49
11	44	53	9	81
12	43	48	5	25
13	45	57	12	144
14	47	60	13	169
15	44	52	8	64
Total	673	817	144	1522

The Computation and Analysis Mean Score of Two Groups

Upon getting deviation the pre test and post test scores from experimental group and control group, the writers begin to calculate the average score of the two groups. It could be formulated as:

The average score of experimental group:

$$Mx = \Sigma\frac{x}{N}$$

$$= \frac{266}{15}$$

$$Mx = 17.73$$

Reputable deviation of experimental group:

$$\Sigma X^2 = \Sigma x^2 - \frac{(\Sigma x)^2}{Nx}$$

$$= 5135 - \frac{(266)^2}{15}$$

$$= 5135 - \frac{70756}{15}$$

$$\Sigma X^2 = 5135 - 4717.06$$

$$\Sigma X^2 = 417.94$$

The average score of control group:

$$My = \Sigma\frac{y}{N}$$

$$= \frac{144}{15}$$

$$My = 9.6$$

Reputable deviation of control group:

$$\Sigma Y^2 = \Sigma y^2 - \frac{(\Sigma y)^2}{Ny}$$

$$= 1522 - \frac{(144)^2}{15}$$

$$= 1522 - \frac{20736}{15}$$

$$= 1522 - 1382{,}4$$

$$\Sigma Y^2 = 139.6$$

$$\text{So, } t = \frac{Mx - My}{\sqrt{\frac{\sum X^2 + \sum Y^2}{NX + NY - 2}\left[\frac{1}{NX} + \frac{1}{NY}\right]}}$$

$$t = \frac{17{,}73 - 9{,}6}{\sqrt{\frac{417{,}94 + 139{,}6}{(15+15)-2}\left[\frac{1}{15} + \frac{1}{15}\right]}}$$

$$t = \frac{8{,}13}{\sqrt{\frac{557{,}54}{(30)-2}[0{,}13]}}$$

$$t = \frac{8{,}13}{\sqrt{\frac{557{,}54}{(28)-2}[0{,}13]}}$$

$$t = \frac{8{,}13}{\sqrt{2{,}588}}$$

$$t = \frac{8{,}13}{1{,}608}$$

$$t = 5.055$$

After calculating the data using t-test formula, the results is 5.055. The critical values of the t-test compared to the t-table with degrees of freedom df (Nx+ Ny-2)= (15+15-2)= 28. The degrees of freedom 28 is at the interval competence 0.05 (95%) is 2.048 and 0.01 (99%) is 2.763.

To determine which significant hypothesis testing can be accepted and which are rejected, theses criteria are applied:

H_0 is accepted if t-test $\geq t_{(0,01db)}$

H_a is rejected if t-test $\leq t_{(0,01db)}$

Furthermore, A comparison between the t-test formulas with the t-table where the test result is 5.055. It is known that t-table of "t" shows a t-test of 5.055 > t-table of 2.408 (95%). This means that the t-test is greater than the t-table, this hypothesis is accepted. Or in the other words, the use of generative learning strategy increased, but does not increase significantly because from the post-test results of students' in the experimental group there are no students who are able to do very high grades and predicates above KKM that has been set by the education unit of SMP Negeri 6 Tondano.

This study has found that students have different abilities in understanding descriptive text writing material. The use of generative learning strategy in class VIII SMP Negeri 6 Tondano is measured based on descriptive text assessment indicators, namely: content, organization, vocabulary, language, and mechanic. Judging from the content aspect, it has not been seen that the pouring of students' ideas and ideas transports the nature, picture, and the real characteristics of an object. In this case, students' essays do not meet the requirements of descriptive text, which are using a picture of an object or event so that the reader seems to see or feel something that is being told. In addition, the grammar structure used has not fully used the appropriate tenses in writing descriptive text.

The phenomenon that occurs in learning to write descriptive text through generative learning strategy for class VIII SMP Negeri 6 Tondano that the atmosphere of learning to write descriptive text has not experienced a significant change. Less effective, efficient and enjoyable learning occurs for students' especially when applying generative learning strategy in experimental group. This can be seen when the teaching and learning process in the experimental group uses a generative learning strategy, specifically students write a descriptive text with various obstacles faced, among others, student seen to find it difficult to

create ideas and were enthusiastic in the teaching and learning process. According to them, it is difficulty in determining the theme and then developing it into a descriptive text.

The problems experienced by students in the experimental group in writing descriptive texts certainly have a negative impact on the final results obtained. With the results of the post-test experimental group, there are 14 students who are able get a score of 60 above. And there is 1 student who gets a score 60 below. Thus, it can be concluded that students' ability to write descriptive texts thought generative learning strategy for class VIII SMP Negeri 6 Tondano can be categorized as increasing, but not significant because there are no students who has been able to achieve scores in the very high category or above from the KKM in the KKM determined by the education unit.

This reality is actually contrary to the theory by Wittrock and Obstorne (1985) that has been described in the literature review section that generative learning strategy are intended so that students are active, independent and responsible which allows the creation of expected learning. Mean while, from the description of the activities, it is expected that there will be changes in two important aspects in the learning activities. The first aspect is the aspect of learning outcomes, namely changes in students' behaviour and competence in students' who are better. The second aspect is the aspect of the learning process, namely a number of intellectual and emotional experiences, in students'.

For this reason, for the sake of creating an effective, efficient and enjoyable teaching and learning process for students, as well as to improve students' writing descriptive text skills, on the contrary, generative learning strategy are replaced with other strategies.

CONCLUSION

Based on the result of the research that has been carried out, it can be concluded that the ability to write descriptive texts through generative learning strategy for class VIII SMP Negeri 6 Tondano is categorized to increased, but did not increase significantly. This is stated based on the data from the t-test. The t-test shows that t-value of 5.055 is greater than the t-table of 2.084, meaning that H_a (Alternative Hypothesis) is accepted and H_0 (Zero Hypothesis) is rejected. There is a significant difference in the achievement of class VIII A (Experimental group) using generative learning strategy and class VIII B (Control group) being taught without using generative learning strategy. The mean score of the experimental group is 17.73 and the mean score of control group is 9.6. This shows that the experimental group gets a higher score than the control group. The data mean that the level of students' ability in writing descriptive text using the generative learning strategy increases.

The researchers give some suggestions about this research. First, learning to write descriptive text should be further improved by always providing training to students in writing by paying attention to aspects of content, organization, vocabulary, grammar, and mechanics. Second, teacher should apply other learning strategy that is considered capable of bringing about changes in students learning outcomes, specifically in descriptive text learning so hat students' abilities can increase. Third, students increase their passion and mastery of theory and actively practice writing in the form of descriptive text so that their

abilities can increase. The last, for the next researcher, it is hoped that they will examine the same thing in depth with various research designs so that they can find the true role of generative learning strategy in learning to write descriptive text.

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