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THE EFFECTIVENESS OF AN ENRICHMENT PROGRAM BASED ON GENERATIVE LEARNING IN DEVELOPING ENGLISH NARRATIVE WRITING SKILLS AMONG SECONDARY SCHOOL STUDENTS IN THE KINGDOM OF SAUDI ARABIA

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Abstract: This study aimed to investigate the effectiveness of an enrichment program based on generative learning in developing English narrative writing skills among secondary school students in Saudi Arabia. A quasi-experimental design involving an experimental group and a control group, with pre- and post-testing, was employed. The sample consisted of 44 first-year secondary school students at Al-Zubair bin Al-Awwam Secondary School in the Hail Education District. The enrichment program was implemented over six weeks, with two sessions per week, and was based on five phases of generative learning: preparation, focus, challenge, application, and evaluation. The results showed that the experimental group's mean score increased from 29.0 on the pre-test to 69.4 on the post-test, whereas the control group's mean score increased from 35.4 to 43.0. The statistical results reported in the dissertation also indicated statistically significant differences between the two groups on the post-test. Black's modified gain ratio was 1.30 for the experimental group, compared with 0.26 for the control group. These findings suggest that the proposed enrichment program was effective in developing the narrative writing skills of students in the experimental group. However, the initial differences between the groups should be considered when interpreting the findings. The study recommends incorporating generative learning strategies into English language instruction and designing enrichment programs to develop students' narrative writing skills.
Keywords: Generative Learning, Enrichment Programs, Narrative Writing, English Language, Secondary School Students.

Introduction

English is considered one of the important languages for communication and knowledge exchange in the modern era, making the development of English language skills among learners one of the fundamental objectives of language education. Language learning is not limited to acquiring vocabulary, grammar, and linguistic structures; rather, it extends to the ability to use the language in a variety of communicative situations, understand and produce texts, and express ideas and experiences clearly and coherently. Achieving these objectives requires providing learners with educational experiences that help them move

from knowing linguistic elements to using them to construct meaning, thereby enhancing their ability to communicate in the target language across different contexts (Borich, 2013). Writing occupies an important position among language skills because it involves a range of interrelated cognitive and linguistic processes, including generating ideas, determining the purpose of writing, organizing content, selecting appropriate vocabulary and linguistic structures, formulating sentences and paragraphs, and reviewing and revising the text. Writing is not merely a matter of transferring ideas into written words; rather, it is a process that requires planning, organization, and continuous revision in order to produce a clear and coherent text that fulfills its intended purpose. Accordingly, developing English writing skills requires providing educational opportunities that enable students to practice the different stages of the writing process, help them organize and develop their ideas, and apply their linguistic knowledge in meaningful contexts (Abbott, 2008).

Language learners practice various forms of writing, among which narrative writing is particularly prominent. Narrative writing involves presenting events or experiences in an intelligible sequence through a text that includes elements such as characters, events, time, and setting, and may also involve dialogue, conflict, and resolution. It requires the ability to construct and connect events, develop characters, employ appropriate descriptive language and expressions, and maintain the logical sequence of ideas and overall coherence of the text. It also requires attention to the relationships among the components of a narrative and the manner in which they are presented, thereby enabling readers to follow the events and understand their meanings and implications (Bal, 2009).

In this context, the importance of instructional approaches that position learners as active participants in constructing their knowledge becomes evident. Such approaches help learners connect their prior experiences with new information, reorganize what they learn, and apply it in practical situations. Generative learning is one such approach, as it focuses on learners' cognitive activity during the learning process through information processing, meaning generation, and the establishment of connections between prior and new knowledge. Fiorella and Mayer (2015) presented a range of generative learning strategies that support comprehension, including summarizing, mapping, drawing, imagining, self-testing, self-explaining, teaching, and enacting. These strategies are important because they encourage learners to process content actively rather than merely receive or repeat it.

The principles of generative learning can be applied to teaching narrative writing in English, as they provide students with opportunities to retrieve their prior experiences, generate ideas related to the writing topic, organize these ideas into a logical sequence, and then transform them into written texts. They can also help students establish connections among the elements of a story, explain their linguistic choices, and review their texts in light of specified criteria. This approach is consistent with Agustina & Hidayat's (2023) emphasis on the importance of activities that require learners to generate meaning and actively process

information. It is also related to the focus of Al-Sharif's (2020) study, which examined the use of generative learning to develop English writing skills.

Several Arabic studies have examined the use of generative learning to develop writing skills among secondary school students. Al-Sharif (2020) investigated the effectiveness of using the Generative Learning Model in teaching English to develop creative writing skills among third-year secondary school students, whereas Basaffar (2017) examined a strategy based on generative learning to develop creative writing skills and awareness of the writing processes among gifted secondary school students. The focus of these two studies reflects research interest in the relationship between generative learning and the development of writing skills. However, creative writing and narrative writing are not identical concepts. Therefore, there is a need for a study that directly targets narrative writing skills in English and examines the effectiveness of an instructional program specifically designed to develop these skills (Belland, 2017).

Chang (2018) also examined a proposed enrichment program based on the Theory of Meaning for developing narrative writing skills among secondary school students. This study is related to the current research in terms of its focus on narrative writing and the targeted educational group, while differing in the theoretical foundation underlying the program. Collectively, these studies provide a relevant research background for the topic of the current study. However, identifying the similarities and differences between these studies and the current study should be based on the nature of the samples, instruments, procedures, and findings reported in each study, without assuming that they are identical merely because they share an interest in developing writing skills.

Enrichment programs represent an approach through which learning experiences can be organized to develop specific skills through clearly defined objectives, graduated activities, and practical applications. In the field of narrative writing, an enrichment program can provide students with additional opportunities to practice generating ideas, constructing characters and events, organizing paragraphs, using appropriate vocabulary and expressions, and reviewing and improving their texts. Activities can also be organized into successive stages that move students from preparation for writing to text production and evaluation. This approach is consistent with studies that have addressed enrichment programs for developing narrative writing, including the study by Hattie & Timperley (2007), which examined an enrichment program based on the Theory of Meaning in this field.

Accordingly, the current study seeks to investigate the effectiveness of an enrichment program based on the Generative Learning Model in developing English narrative writing skills among secondary school students in the Kingdom of Saudi Arabia. The program is based on five stages: preparation, focusing, challenge, application, and evaluation, thereby providing an organized framework for educational activities related to narrative writing skills. The incorporation of generative learning into the program is based on the importance of learners'

active participation in generating meaning and processing information, whereas its effectiveness is assessed through the study's procedures and instruments rather than through theoretical assumptions alone.

Based on the foregoing, the study seeks to provide empirical findings on the use of the Generative Learning Model to develop English narrative writing skills and to draw on these findings to improve instructional practices related to writing instruction. The significance of the study stems from its focus on specific writing skills, its integration of these skills into an organized enrichment program, and its examination of changes in students' performance through a pretest and posttest and by comparing the experimental group with the control group. The study also provides an opportunity to discuss the extent to which its findings are consistent with previous relevant studies, while taking into consideration differences in contexts, samples, and research procedures.

Research Problem and Question

Developing English writing skills is an important aspect of language education because it requires the ability to generate ideas, organize them, and formulate them into coherent texts. This is particularly important in narrative writing, which entails sequencing events, developing characters, employing appropriate vocabulary and linguistic structures, and establishing coherence among the different parts of a text. Accordingly, developing these skills requires systematic instructional practices that help students move from knowing grammatical rules and vocabulary to applying them in producing clear and coherent narrative texts.

Previous studies have examined the use of the Generative Learning Model to develop writing and language skills. Al-Sharif (2020) investigated the effectiveness of using this model in teaching English to develop creative writing skills among third-year secondary school students. Similarly, Mahmoud (2018) examined a strategy based on generative learning to develop creative writing skills and awareness of the writing processes among gifted secondary school students. The focus of these studies indicates a connection between generative learning and writing instruction. However, there remains a need to investigate its effectiveness in developing narrative writing skills in English through a specific enrichment program and within an educational context suited to the characteristics of the targeted students.

Accordingly, the problem addressed by the current study lies in the need to investigate the effectiveness of an enrichment program based on the Generative Learning Model in developing English narrative writing skills among secondary school students in the Kingdom of Saudi Arabia. To address this problem, the study involved identifying the targeted skills, designing the enrichment program in accordance with the stages of generative learning, and then investigating its effectiveness by comparing the performance of the experimental and

control groups on a narrative writing skills test. The study was conducted with first-year secondary school students, as will be explained in the section on the study's delimitations and procedures. In light of the research problem, the current study seeks to answer the following main question:

-What is the effectiveness of an enrichment program based on the Generative Learning Model in developing English narrative writing skills among first-year secondary school students in the Kingdom of Saudi Arabia?

Research Objectives

The current study aims to investigate the effectiveness of an enrichment program based on the Generative Learning Model in developing English narrative writing skills among secondary school students in the Kingdom of Saudi Arabia. This aim is pursued in light of educational orientations that emphasize the importance of learners' participation in knowledge construction and application in practical situations, as well as the importance of strategies that support active information processing and meaning generation. The main objective is further divided into the following objectives:

1. To identify the English narrative writing skills appropriate for first-year secondary school students.
2. To develop an enrichment program based on the Generative Learning Model to develop students' English narrative writing skills.
3. To determine the effectiveness of the enrichment program in developing English narrative writing skills by comparing the performance of students in the experimental and control groups on the pretest and posttest.

Significance of the Study

Theoretical Significance

The theoretical significance of the study stems from its examination of the relationship between the Generative Learning Model and the development of English narrative writing skills. In this way, it contributes to expanding knowledge concerning the use of instructional approaches that encourage learners to process information and generate meaning while learning to write. The study is also connected to previous research addressing generative learning and the development of creative writing, while extending this line of inquiry by focusing on narrative writing skills as a specific area of learning and assessment. The study has additional theoretical significance because it examines an enrichment program targeting English narrative writing skills in light of the requirements of these skills, particularly event organization and coherence among the elements of a text. This provides an opportunity to investigate the potential applications of the Generative Learning Model in a context that

intersects with the interest in developing narrative writing among secondary school students, while acknowledging differences in the theoretical foundations of the respective programs.

Practical Significance

The practical significance of the study lies in the potential use of the proposed enrichment program to plan structured instructional activities aimed at developing English narrative writing skills. The program provides students with opportunities to generate ideas, organize them, formulate them into coherent texts, and revise those texts. The study's findings may also benefit English language teachers, curriculum developers, and educational program designers when developing activities that respond to students' writing needs, provided that the characteristics of the target population and the conditions of implementation are taken into account when transferring the experience to other contexts. The study may provide a foundation for researchers conducting subsequent investigations into the effectiveness of enrichment programs or other instructional strategies for developing narrative writing, or for examining the effectiveness of the program with different samples and at other educational levels. These potential benefits remain dependent on the actual findings of the study and the extent to which the educational contexts in which the proposed programs are implemented are similar.

Study Delimitations

The findings of the study and the extent to which they may be utilized are determined in light of the following delimitations:

1. **Subject Delimitation:** The study was limited to investigating the effectiveness of an enrichment program based on the Generative Learning Model in developing English narrative writing skills, according to the skills identified by the study and the measurement instrument used.
2. **Human Delimitation:** The study was limited to a sample of 44 first-year secondary school students, divided into experimental and control groups.
3. **Geographical Delimitation:** The study was conducted at Al-Zubair ibn Al-Awwam Secondary School, affiliated with the Education Administration in the Hail Region of the Kingdom of Saudi Arabia.
4. **Temporal Delimitation:** The enrichment program was implemented over six weeks, at a rate of two sessions per week.
5. **Procedural Delimitation:** The findings were associated with the quasi-experimental method employed, the procedures for implementing the program, the English narrative writing skills test, and the characteristics of the sample participants. Therefore, these delimitations should be considered when interpreting the findings or generalizing them to other educational contexts.

Definition of Terms

1. Enrichment Program: Operationally, an enrichment program is defined in the current study as a set of organized educational activities and exercises developed in accordance with the Generative Learning Model, with the aim of developing English narrative writing skills among first-year secondary school students. The program was implemented over six weeks, at a rate of two sessions per week, through five stages: preparation, focusing, challenge, application, and evaluation. In the current study, the term refers to the program received by the experimental group, the effectiveness of which is measured through changes in students' performance on the English narrative writing skills test, in comparison with the performance of the control group and in accordance with the study procedures.

2. Generative Learning : Generative learning refers to an instructional approach that focuses on learners' active processing of information, connecting new knowledge with prior knowledge, and generating meaning through cognitive activities such as summarizing, explaining, organizing, and applying information. Fiorella and Mayer (2015) presented several generative learning strategies that help learners construct understanding through active participation in processing content. Operationally, generative learning is defined in the current study as the model on which the enrichment program was designed. The model consists of five stages: preparation, focusing, challenge, application, and evaluation, with the aim of helping students develop their English narrative writing skills.

3. Narrative Writing Skills: Narrative writing involves producing a text that presents events or experiences in an intelligible sequence and relies on organizing and connecting narrative elements in a manner that helps readers follow and understand the events (Abbott, 2008; Bal, 2009). Operationally, narrative writing skills are defined in the current study as the skills that the enrichment program aims to develop among first-year secondary school students and that are measured by the English narrative writing skills test developed for the purposes of the study. Students' performance levels in these skills are determined according to their scores on the test, which has a total score of 80 points.

4. Effectiveness of the Enrichment Program: The effectiveness of the enrichment program in the current study refers to the extent to which the program based on the Generative Learning Model contributes to developing English narrative writing skills among students in the experimental group, as determined by the findings derived from the statistical comparison of the performance of the experimental and control groups, while taking pretest results into account when interpreting the differences.

Theoretical Framework and Previous Studies

Section One: Generative Learning

The Concept of Generative Learning

Generative learning is an educational approach that emphasizes the learner's active role in constructing knowledge by processing information and connecting it to prior knowledge and experiences, rather than merely receiving and memorizing information. This approach is based on the premise that meaningful learning requires learners to organize and interpret information and generate connections among its elements, thereby developing an understanding that can be applied in new situations. Lee & Grabowski (2008) present a range of generative learning strategies that support this process by engaging learners in cognitive activities that go beyond repetition and direct retrieval.

Generative learning highlights the importance of activities that encourage learners to reformulate what they learn, explain it in their own words, and organize its components into a coherent structure. Summarizing, drawing concept maps, self-explaining, generating examples, and learning through explanation are all activities that can help learners construct meaning and demonstrate their understanding of the content. Rahimi & Zhang (2020) emphasize that the value of these strategies lies in the active cognitive processing they require, rather than merely in performing the activity itself. The activity should serve the specific learning objective.

Foundations of Generative Learning

Generative learning is associated with the idea that learners do not acquire knowledge automatically; rather, they construct their understanding through the interaction between new information and their existing knowledge. This process requires selecting important information, organizing it, and establishing connections between it and the learner's existing cognitive structure. Accordingly, instructional activities should provide genuine opportunities for processing, interpretation, and application rather than being limited to presenting content or asking learners to repeat it (Rahmawati & Latifah, 2019).

Guiding learners as they engage in generative activities is also important. Tasks should be clear, aligned with learning objectives, and appropriate to learners' levels. An activity that asks students to explain, organize, or apply an idea can contribute to developing understanding when appropriate instructions and clear performance criteria are provided. However, if an activity lacks guidance or is not connected to the targeted skill, it may fail to achieve its intended educational purpose. Therefore, generative learning strategies should be designed to suit the nature of the content and the objectives to be achieved (Selvaraj & Aziz, 2020).

Generative Learning Strategies

Various generative learning strategies can be employed in educational settings, including summarizing, mapping, drawing, imagining, self-testing, self-explaining, learning through explanation, and hands-on performance. These strategies enable learners to process content in different ways. Summarizing helps them identify main ideas, while mapping enables them to organize information and demonstrate relationships among its elements. Self-explanation helps clarify meaning, and explaining information to others contributes to reconstructing and expressing knowledge in an understandable form. Tang & Ng (2021) emphasize that the choice of strategy should be related to the nature of the learning task and the intended objective.

In teaching narrative writing in English, these strategies can be employed by asking students to generate ideas for short stories, organize their ideas in outlines, draw the sequence of events, explain characters' motivations, and then write and revise their texts. Students can also exchange their writing and provide feedback on the sequence of events, clarity of meaning, and accuracy of language structures. These applications represent an educational use of generative learning principles in the context of writing. However, the activities should be designed to suit the targeted writing skills and students' proficiency levels (Wasser, 2021).

Stages of Generative Learning in the Enrichment Program

The enrichment program in the present study adopted five stages: preparation, focusing, challenge, application, and evaluation. These stages were organized to guide students through a sequence of activities designed to develop narrative writing skills in English. The sequence begins with activating prior knowledge and preparing students for the task, proceeds through generating and organizing ideas and addressing writing challenges, and concludes with producing and evaluating the text. These stages constitute an operational organization of the program used in the study and are not necessarily a universally adopted classification of all generative learning models (Alharbi, & Alghamdi, 2022).

The preparation stage involves activating students' prior knowledge and familiarizing them with the writing topic through questions, pictures, or short situations related to the story's subject. The focusing stage directs students' attention to the main idea, narrative elements, and targeted skills, helping them identify the ideas they will develop. This is consistent with the general principle of generative learning, which emphasizes connecting new content with prior knowledge and selecting important information for processing (Alrefaei & Almuhaimeed, 2024).

During the challenge stage, students are assigned tasks that require them to develop their narrative ideas and address problems encountered in constructing a story, such as arranging events, choosing appropriate expressions, or devising a logical ending. The

application stage allows them to use what they have learned to write a narrative text in English by organizing events, connecting paragraphs, and revising their wording. This approach is consistent with generative learning strategies that encourage learners to produce representations of knowledge and apply them rather than merely receive information (Anita, 2020).

The evaluation stage is devoted to reviewing written texts and determining the extent to which the targeted skills have been achieved through clear criteria addressing event organization, textual coherence, vocabulary use, and appropriate language structures. This stage may include feedback, correction, and rewriting, helping students identify their strengths and areas requiring improvement. In this context, evaluation serves as a means of assessing students' performance and guiding their learning. The effectiveness of the program, however, should be determined using the actual measurement data collected in the study, rather than assuming that implementing these stages necessarily leads to improvement (Calkins, 2020).

The Relationship between Generative Learning and the Development of Narrative Writing

The relationship between generative learning and narrative writing is evident in the fact that both require active processes for organizing ideas, establishing connections among them, and producing coherent meaning. When students are asked to generate story ideas, sequence events, develop characters, and then express their ideas in English, they draw on prior knowledge and reorganize it into a written text. Generative strategies can support this process through planning, interpretation, organization, and application, while recognizing that their success depends on the suitability of the activities for the targeted skills and the quality of guidance and feedback (Corbett, & Strong, 2016).

This relationship is relevant to Al-Sharif's (2020) study, which examined the use of the generative learning model in teaching English to develop creative writing skills among third-year secondary school students. The present study draws on this shared interest in employing generative learning to teach writing in English. However, it focuses specifically on narrative writing skills within an enrichment program for first-year secondary school students. Therefore, the findings of the two studies should be presented and compared on the basis of each study's original procedures and data, without assuming that the skills or results are identical (Al-Sharif, 2020).

Section Two: Narrative Writing in English and Its Skills

1. The Concept of Narrative Writing

Narrative writing is a type of writing intended to present interconnected events within a specific temporal and spatial context through characters who play roles in the development of events, leading to an appropriate outcome or ending. Narrative writing is not limited to

recounting events in sequence; it requires constructing a coherent story in which the relationships among characters, setting, problem, events, and resolution are clear. This helps readers follow the text and understand its overall meaning (Wasser, 2021).

In the context of teaching English as a foreign language, narrative writing provides students with an opportunity to use vocabulary and language structures to produce meaningful texts rather than relying exclusively on isolated language exercises. It also allows them to express real or imagined ideas and experiences and organize them into a written text characterized by a clear sequence and coherence of events. Putri et al. (2023) demonstrate the potential for employing digital storytelling in narrative writing activities among secondary school students, using digital media to support the story-production process.

2. The Importance of Narrative Writing in Learning English

The importance of narrative writing stems from its integration of multiple skills. Students need to generate ideas, select appropriate vocabulary, construct sentences, sequence events, connect paragraphs, and revise their texts to ensure clarity and accuracy. Developing these skills therefore requires instructional practices that help students progress from thinking about a story topic to planning the story, drafting it, reviewing it, and improving it. This approach supports viewing writing as a complex process involving planning, drafting, and revision rather than merely as a final linguistic product (Prawita & Prayitno, 2019).

Narrative writing also contributes to students' ability to express temporal and causal relationships among events, introduce characters and settings, and clarify problems and outcomes. This requires the use of appropriate linguistic devices, such as temporal and causal connectors, pronouns, descriptive expressions, and structures used to convey dialogue. These elements influence textual coherence because individual grammatically correct sentences are insufficient if they are not organized into a coherent narrative structure that readers can readily understand (Renzulli & Reis, 2019).

3. Core Narrative Writing Skills in English

Narrative writing requires a set of interconnected skills, including constructing a story, developing characters, describing the setting and time, writing dialogue, using descriptive language, organizing events and paragraphs, maintaining a consistent narrative point of view, establishing and resolving conflict, considering the purpose of writing and the intended audience, and reviewing and editing the text. These skills work together to produce a story that is clear and coherent in terms of content, organization, and language (Storch, 2019). In light of the skills listed in the original dissertation, the skills targeted in the present study can be presented as follows:

1. **Narrative Structure:** Organizing the story into a clear beginning, middle, and end and including its essential elements, such as characters, events, climax, and resolution.
2. **Character Development:** Introducing characters through their traits, thoughts, and actions and demonstrating how they develop throughout the story.

3. **Setting Description:** Identifying the time and place of the events and using sensory details to make the description clearer and more vivid.
4. **Dialogue Writing:** Using dialogue appropriately for the characters and in ways that contribute to the development of events, while observing punctuation conventions and dialogue-writing conventions.
5. **Descriptive Language:** Using adjectives, adverbs, similes, and metaphors to enrich the text and create appropriate descriptive imagery.
6. **Organization and Coherence:** Sequencing events logically, using linking and transitional expressions between ideas, and dividing the text into interconnected paragraphs.
7. **Point of View and Voice:** Selecting an appropriate narrative point of view, such as first-person or third-person narration, and maintaining consistency throughout the text.
8. **Conflict and Resolution:** Introducing a clear problem or conflict and developing the story's events toward a logical and appropriate resolution.
9. **Purpose and Audience Awareness:** Identifying the purpose of the story and selecting a style and language appropriate to the intended readers.
10. **Editing and Revising:** Reviewing the text to improve the clarity, coherence, and style of ideas and correcting grammatical, spelling, and punctuation errors.

These skills are consistent with the view of narrative writing as an integrated structure combining major story elements, such as characters, events, conflict, and resolution, with linguistic and organizational elements, such as vocabulary, connectors, and logical sequencing. The present study adopted these ten areas when developing the targeted skills list and designing the activities and enrichment program. Accordingly, this list should remain consistent with the measurement instrument used when presenting the methodology and findings.

4. Difficulties in Developing Narrative Writing Among English Language Learners

English language learners may encounter difficulties that extend beyond knowledge of grammar and vocabulary. Students may struggle to generate appropriate ideas, sequence events, develop characters, connect sentences and paragraphs, or select expressions that make a story clear and engaging. Focusing on the correctness of individual sentences without attending to the overall structure of the text may result in writing that is partially accurate but lacks coherence and narrative progression. This highlights the importance of instruction that clarifies the components of a story and provides students with gradual opportunities to plan, write, and revise (Putri et al., 2023).

These challenges highlight the importance of using instructional strategies that help students develop an initial representation of a story before beginning to write. Such strategies may include story maps, event outlines, and character and setting cards, followed by opportunities to discuss ideas, reorganize them, and review texts. These practices can

support students' transition from writing isolated sentences to producing an integrated narrative text. They also enable teachers to monitor students' strengths and weaknesses and provide feedback targeting the skills that require development (Fiorella & Mayer, 2015; Putri et al., 2023).

5. Applying Narrative Writing Skills in the Present Study

Based on the ten skills identified in the dissertation, the enrichment program based on generative learning was designed to provide progressively structured learning experiences. These begin with identifying story elements and developing an initial outline, followed by character development, setting description, and dialogue writing. Subsequent activities address descriptive language, paragraph organization, and consistency of narrative point of view, and the program concludes with constructing conflict and resolution, reviewing texts, and improving them. This progression enables students to use their prior knowledge to produce new texts while providing opportunities to explain, review, and revise their linguistic and organizational choices. This approach is consistent with generative learning, which emphasizes active information processing and meaning construction, and with the importance of planning and revision in writing development (Tomlinson, 2014).

Accordingly, narrative writing skills constitute the dependent variable in the present study, whereas the generative-learning-based enrichment program constitutes the independent variable. Skill development is measured through students' performance on a pretest and a posttest of narrative writing, allowing comparisons between performance before and after the program and examination of differences between the experimental and control groups in accordance with the quasi-experimental design adopted in the study. When interpreting the findings, the characteristics of the design and any pre-existing differences between the groups should be considered. An increase in mean scores alone should not be treated as sufficient evidence of the program's effectiveness.

Section Three: Previous Studies

Al-Sharif's (2020) study aimed to investigate the effectiveness of using the generative learning model in teaching English to develop creative writing skills among third-year secondary school students. The study employed a quasi-experimental design involving experimental and control groups. The sample consisted of 70 students, with 35 students in each group. The researcher used a test to measure creative writing skills in English, administered before and after the experiment. The findings indicated statistically significant differences in favor of the experimental group on the posttest. The experimental group also demonstrated improvement between the pretest and posttest. The study recommended expanding the use of generative learning models in English language teaching and preparing training guides and programs to help teachers apply these models when teaching language and writing skills. Al-Sharif's study is consistent with the present study in its use of the generative learning model in English language teaching and its aim of improving students'

writing performance through a quasi-experimental design involving pretesting and posttesting. However, the previous study focused on creative writing among third-year secondary school students, whereas the present study targets narrative writing among first-year secondary school students through a structured enrichment program. The significance of the present study lies in examining the use of generative learning within a program specifically focused on story construction, character development, event organization, and text revision.

Hussein's (2024) study aimed to develop predictive reading and narrative writing skills among fourth-grade primary school pupils through the RAFT strategy. The study employed an experimental method and included 68 pupils divided into experimental and control groups, with 34 pupils in each group. The researcher developed a list of predictive reading and narrative writing skills, tests to measure these skills, and an analytical scoring rubric for assessing written work. The findings showed that the experimental group improved in both predictive reading and narrative writing compared with the control group. These findings support the importance of employing structured instructional strategies to develop writing performance. This study is consistent with the present study in its focus on developing narrative writing, its use of experimental and control groups, and its development of instruments to measure targeted skills. It differs from the present study in educational stage, target language, and instructional strategy. Hussein's study focused on primary school pupils, Arabic, and the RAFT strategy, whereas the present study focuses on secondary school students, English, and an enrichment program based on generative learning. This comparison highlights the importance of designing instructional interventions that suit the language, developmental stage, and skills targeted for development.

Putri et al.'s (2023) study aimed to develop narrative writing among secondary school students through digital storytelling. The study adopted a collaborative classroom action research design involving planning, implementation, observation, and reflection. Data were collected through students' written work, questionnaires, and observation checklists. The participants were 30 eleventh-grade students at an educational institution in Indonesia. The findings showed that the mean performance score increased from 62 in the initial assessment to 75 in the first cycle and then to 80.5 in the second cycle. These findings indicate improved writing performance throughout the implementation of digital storytelling. Nevertheless, the results should be interpreted in light of the nature of action research, as this design alone does not establish that the improvement was attributable exclusively to the intervention rather than to other factors.

Commentary on Previous Studies

The previous studies are consistent with the present study in their interest in developing learners' writing skills through structured instructional interventions rather than relying exclusively on traditional classroom practices. Al-Sharif's (2020) study highlights the

importance of investigating the use of generative learning in teaching English writing, while Hussein's (2024) and Putri et al.'s (2023) studies provide examples of employing instructional strategies and digital storytelling to develop narrative writing. These research directions support the importance of designing learning activities that help students organize their ideas, develop their texts, and revise their writing. The present study differs from the previous studies in the nature of the program, the type of writing targeted, the educational stage, and the methodological design. Al-Sharif's (2020) study examined creative writing among third-year secondary school students; Hussein's (2024) study targeted narrative writing in Arabic among primary school pupils; and Putri et al.'s (2023) study focused on digital storytelling using action research. In contrast, the present study combines a generative-learning-based enrichment program with narrative writing in English among first-year secondary school students and compares an experimental group with a control group. The previous studies informed the identification of the importance of developing writing skills, the selection of appropriate experimental designs and writing-performance assessment instruments, and the identification of different ways to present narrative activities. They also helped support the selection of the present research topic, which combines generative learning with narrative writing in English. The contribution the present study seeks to make is to test the effectiveness of a structured enrichment program targeting a specific set of narrative writing skills among first-year secondary school students, using pretest and posttest measurements and comparing the results of two groups.

Research Gap

Within the scope of the studies reviewed here, there appears to be an opportunity to investigate the use of an enrichment program based on generative learning to develop narrative writing skills in English among first-year secondary school students in the Kingdom of Saudi Arabia. The significance of the present study arises from its integration of this instructional model with specific narrative skills, including text construction, character development, setting description, dialogue writing, event organization, and editing and revision. This does not mean that the study is necessarily the first of its kind in an absolute sense; rather, the originality of the study should be established based on a systematic review of the relevant literature and a careful comparison of the objectives, methods, and findings of previous research.

Research Methodology and Procedures

Research Method and Design

The study adopted a quasi-experimental method because it was appropriate for its objective of investigating the effectiveness of an enrichment program based on the generative learning model in developing narrative writing skills in English among secondary school students in the Kingdom of Saudi Arabia. A design involving experimental and control

groups was used, with a narrative writing skills test administered before and after the implementation of the program. The experimental group received instruction through the proposed enrichment program, whereas the control group received instruction using the conventional method. This design allows changes in the performance of the two groups to be compared, while taking into account any differences between them at pretest when interpreting the results.

Research Population and Sample

The study sample consisted of 44 first-year secondary school students at Al-Zubair ibn Al-Awwam Secondary School, affiliated with the Education Administration in the Hail Region of the Kingdom of Saudi Arabia. The dissertation indicated that the participants were randomly selected and assigned to two groups, an experimental group and a control group, in accordance with the procedures followed in the study. The intervention was conducted at a single school and involved only first-year secondary school students. Therefore, the findings should be interpreted within these limits and should not automatically be generalized to all secondary school students or to schools and educational regions elsewhere.

Research Instrument

The primary research instrument was a test developed by the researcher to measure narrative writing skills in English. The test had a total score of 80 points and an allotted completion time of 90 minutes. It assessed skills related to narrative text construction, character and dialogue development, setting and time description, the use of descriptive language, the organization of events and paragraphs, consistency of narrative perspective, the development and resolution of conflict, and text revision and editing.

To establish the suitability of the instrument, it was submitted to specialist reviewers. Revisions were made to the wording of some questions, and the number of open-ended questions was increased. The test was also administered to a pilot sample of 25 students who were not part of the main study sample. This pilot administration aimed to verify the clarity of the instructions, determine the administration time, and examine the characteristics of the test items. If the relevant data are available in the dissertation, the final version should include reliability indices and the method used to calculate them, together with a description of the scoring rubric for narrative writing. A reliability coefficient or statistical value should not be reported without verifying its source.

The Enrichment Program and Its Implementation Procedures

The researcher developed an enrichment program based on the generative learning model. The program was implemented over six weeks, with two sessions per week. It was based on five procedural stages: preparation, focusing, challenge, application, and evaluation. The activities were designed to help students generate ideas, plan stories, organize the sequence of events, develop characters and describe the narrative setting, construct dialogue, and then write, review, and improve their texts.

During implementation, the experimental group received instruction through the enrichment program, while the control group received instruction using the conventional method. The narrative writing skills test was administered to both groups before and after the program to identify changes in performance and compare the results between the groups. In the final version, it would be advisable to include a brief description of the program sessions and their main activities, as well as an explanation of whether the program was implemented by the researcher alone or in collaboration with another teacher, provided that this information is documented in the dissertation.

Statistical Analyses

The dissertation used arithmetic means and standard deviations to describe the performance of the two groups on the pretest and posttest. One-Way Analysis of Variance (One-Way ANOVA) was used to compare the two groups on the posttest, in addition to Black's Modified Gain Ratio to estimate the effectiveness of the program.

Study Results and Analysis

First: Results of the Pretest and Posttest

The descriptive results showed an improvement in the mean scores of students in the experimental group on the English narrative writing skills test, with the mean increasing from 29.0 on the pretest to 69.4 on the posttest. In contrast, the mean score of the control group increased from 35.4 to 43.0. This difference in the magnitude of improvement indicates that the descriptive increase in performance was greater among students who received instruction through the enrichment program than among those who received instruction using the conventional method.

Group	Pretest Mean	Posttest Mean	Change
Experimental	29.0	69.4	40.4
Control	35.4	43.0	7.6

Second: Results of the Statistical Comparison between the Two Groups

The thesis reported that a comparison of the two groups' posttest scores using one-way analysis of variance (ANOVA) revealed a statistically significant difference in favor of the experimental group. It reported an *F* value of ($F = 620.106$), with the significance level presented as ($p = .000$). The academically appropriate way to report this probability value is ($p < .001$), because a probability value should not be reported as if it were literally zero.

Nevertheless, the *F* value, degrees of freedom, and source of variation should be verified against the original statistical table before the results are adopted in the article. The difference between the groups at pretest was evident, as the control group's mean was higher than that of the experimental group before the intervention. Therefore, a posttest comparison alone is insufficient to determine the program's effect independently of pre-existing differences between the groups. It is recommended that the data be reanalyzed

using an appropriate statistical method that controls for pretest scores, provided that the individual-level data are available.

Third: Black's Modified Gain Ratio

Black's Modified Gain Ratio was 1.30 for the experimental group, compared with 0.26 for the control group. According to the criterion adopted in the thesis, which sets 1.20 as the minimum threshold for indicating effectiveness, the experimental group's gain ratio exceeded this threshold, whereas the control group's ratio did not reach it. This descriptive finding supports the conclusion that the improvement in the experimental group was greater; however, it does not replace verification of the statistical analysis or consideration of pretest differences.

Discussion of the Results

The descriptive improvement achieved by the experimental group may be explained in terms of the structured learning activities incorporated into the enrichment program and their alignment with the cognitive processes involved in narrative writing. The program progressed through a sequence of stages, beginning with generating ideas and focusing attention, followed by challenging initial ideas, applying them in the construction of narrative texts, and evaluating and revising the completed texts. This sequence may have provided students with a more organized approach to writing by breaking the writing process into manageable stages rather than treating it as a single task. Such an approach may be particularly useful for secondary school students who experience difficulties transforming their ideas into coherent written narratives.

During the initial stages, activities designed to generate ideas may have encouraged students to draw on their prior knowledge, recall relevant experiences, and consider different possibilities for developing a story. Activating prior knowledge and generating ideas are important components of the writing process because they help writers establish a foundation for the content they intend to produce. The focusing stage may have further supported students in identifying the central idea of a narrative and selecting relevant details. By directing attention toward the purpose and main elements of the story, these activities may have helped students reduce unnecessary details and establish a clearer direction for their writing. Nevertheless, the extent to which these processes contributed to the observed improvement cannot be determined from the descriptive results alone.

The challenge stage may also have played an important role by encouraging students to reconsider their initial ideas, explore alternative possibilities, and identify weaknesses in their developing narratives. Narrative writing requires more than the production of grammatically correct sentences; it also involves making decisions about the sequence of events, the motivations of characters, the development of conflict, and the resolution of the story. Encouraging students to question and refine their initial ideas may have supported

more deliberate decision-making during composition. In addition, the application stage may have enabled students to translate their ideas into written texts by organizing events, developing characters, describing settings, and incorporating dialogue where appropriate. These activities may have contributed to improvements in the completeness and organization of students' narratives, although the specific contribution of each program stage would require further investigation.

The evaluation and revision stages may have provided additional opportunities for students to review their work and identify areas requiring improvement. Revision is an important aspect of writing development because it allows writers to reconsider the content, organization, clarity, and coherence of their texts. When students evaluate their narratives against explicit criteria, they may become more aware of relationships among events, inconsistencies in character actions, gaps in the development of the story, and opportunities to improve descriptive language or dialogue. Such practices may also encourage students to view writing as a recursive process involving planning, composing, reviewing, and revising rather than as a task completed in a single attempt. However, because the present results do not independently measure these processes, their role in explaining the improvement should be regarded as a plausible educational interpretation rather than a demonstrated causal mechanism.

The observed pattern of improvement may also be considered in relation to the broader principles of generative learning. Generative learning emphasizes learners' active engagement in making meaningful connections among prior knowledge, newly encountered information, and the ideas they construct. In writing instruction, this perspective suggests that students may benefit when they are encouraged to generate, organize, elaborate on, and reconsider ideas instead of merely reproducing information provided by the teacher. Narrative writing provides a suitable context for such engagement because students must select content, establish relationships among events, develop characters and settings, and communicate meaning to a potential reader. Accordingly, the program's structured activities may have supported students in engaging more actively with the content and organization of their writing. Nevertheless, the study's descriptive findings do not establish that generative learning processes alone accounted for the improvement, and other factors, including instructional attention, opportunities for practice, and familiarity with the writing tasks, may also have contributed.

The descriptive findings are broadly consistent with the direction of previous research examining structured instructional approaches to writing development. Al-Sharif's (2020) study investigated the effectiveness of using the generative learning model in teaching English to develop creative writing skills among third-year secondary school students. Its focus provides a relevant point of comparison because both studies address the potential contribution of generative learning to English writing instruction. The present study, however,

focused specifically on narrative writing skills among secondary school students. This distinction is important because creative writing encompasses a broader range of written products and skills, whereas narrative writing places particular demands on the organization of events, character development, setting, dialogue, and the coherence of a story. Thus, the two studies may be viewed as addressing related instructional concerns, but their findings should not be assumed to be directly equivalent without examining their respective methods, measures, and results.

Similarly, Putri et al.'s (2023) study examined the engagement of secondary school students in narrative writing through digital storytelling. This study is relevant because it focuses on narrative writing and highlights an instructional approach that may provide students with opportunities to develop and communicate stories. Digital storytelling and generative learning are not identical approaches; however, both may involve active participation in the construction of narrative content. Digital storytelling can provide a multimodal context for organizing and presenting a story, whereas a generative learning-based program may place greater emphasis on the cognitive and instructional processes through which learners generate, challenge, apply, and revise ideas. The relevance of Putri et al.'s study therefore lies in its shared focus on narrative writing rather than in an assumption that the two interventions operate through the same mechanisms. A more definitive comparison would require closer examination of the outcomes and procedures reported in both studies.

Taken together, these studies provide a relevant context for interpreting the present findings, while also illustrating the importance of distinguishing between instructional approaches, writing outcomes, and educational settings. The descriptive improvement observed in the experimental group is compatible with the possibility that structured and engaging writing activities can support students' development. Nevertheless, consistency in the general direction of findings does not, by itself, establish that the same processes were responsible for the outcomes across studies. Differences in participants, instructional duration, teaching procedures, assessment instruments, and educational contexts may influence the extent to which findings can be compared or generalized. Consequently, previous research should be used to situate and interpret the current findings rather than as definitive confirmation of the effectiveness of the present program.

An important methodological consideration in interpreting the results is the difference between the groups' pretest means. The experimental group's mean increased from 29.0 to 69.4, representing a descriptive gain of 40.4 points, whereas the control group's mean increased from 35.4 to 43.0, representing a gain of 7.6 points. Thus, the experimental group demonstrated a substantially larger descriptive increase in mean scores. However, the control group began the study with a higher mean score than the experimental group. This baseline difference means that the posttest means cannot be interpreted in isolation as an unbiased

estimate of the program's effect. Although the pattern of change is consistent with a potentially beneficial contribution from the intervention, further statistical analysis is needed to determine whether the observed difference remains after accounting for initial performance.

The thesis also reported Black's Modified Gain Ratios of 1.30 for the experimental group and 0.26 for the control group. According to the criterion adopted in the thesis, the experimental group's ratio exceeded the stated threshold of 1.20, whereas the control group's ratio did not. These values provide additional descriptive information about the pattern of improvement reported in the thesis. However, the gain ratio should not be treated as a substitute for an appropriate inferential analysis, nor should it independently resolve concerns arising from differences in baseline scores. Its interpretation also depends on the correctness of the underlying calculations and the suitability of the criterion for the context in which it is applied.

For these reasons, the reported posttest comparison and the value of ($F = 620.106$) should be checked against the original statistical output, including the degrees of freedom, the relevant source of variation, and the reported significance level. The probability value should be reported as ($p < .001$) if the statistical output displays .000, rather than as ($p = .000$). Moreover, if individual-level data are available, an analysis of covariance (ANCOVA), with posttest scores as the dependent variable, group membership as the independent variable, and pretest scores as the covariate, may be considered, provided that its assumptions are satisfied. Alternatively, an appropriate analysis of gain scores or a repeated-measures model may be used, depending on the study design and the assumptions supported by the data. Reporting an effect size and its confidence interval would also help readers assess the magnitude and precision of the estimated difference, rather than relying solely on statistical significance.

In conclusion, the descriptive findings suggest that students in the experimental group made greater progress in English narrative writing than those in the control group during the study period. The structured stages of the enrichment program offer a plausible educational explanation for this pattern, particularly through their emphasis on idea generation, organization, application, evaluation, and revision. The findings also have conceptual links with previous research on generative learning and narrative writing instruction. However, given the initial difference between the groups, the results should be interpreted cautiously until the original statistical tables have been verified and the data have been analyzed using an appropriate method that accounts for baseline performance. Accordingly, the most defensible conclusion at this stage is that the descriptive results are promising and justify further investigation, while a definitive claim regarding the program's effectiveness requires confirmation through the relevant statistical analyses.

Recommendations

In light of the study's descriptive findings, the following recommendations may be proposed:

1. Incorporate the stages of generative learning into the design of English writing instructional activities, with particular emphasis on idea generation, planning, writing, and revision.
2. Develop enrichment programs targeting narrative writing skills and provide students with opportunities to practise writing and receive feedback.
3. Conduct further studies with larger samples drawn from multiple schools and educational regions to examine the extent to which the findings can be generalized.
4. Reanalyze the original data using statistical methods that account for pretest scores, and report effect sizes and confidence intervals before adopting the final conclusions for publication.

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