



ENHANCING WRITING SKILLS : A STUDY OF THE GROUP RESUME METHOD WITH EFL LEARNERS

MENINGKATKAN KETERAMPILAN MENULIS: STUDI TENTANG METODE RESUME KELOMPOK DENGAN PEMBELAJAR EFL

Hanifah Paradipta Siregar^{1*}, Bahruddin², Suhartina³, Petrus Jacob Pattiasina⁴, Ferawaty Syam⁵, Asmaul Husna⁶

^{1*}Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary, Email: hanifahsiregar96@gmail.com

²UIN Syekh Wasil Kediri, Email : bahruddin@hotmail.com

³STIE – LPI Makasar , email ; suhartina70@stie-lpi.ac.id

⁴Universitas Pattimura, Email: pattiasinaethus@gmail.com

⁵Politeknik Negeri Media Kreatif, Email: ferawatysyam@polimedia.ac.id

⁶Universitas Bumi Persada, email : asmaulhusna625@ymail.com

*email koresponden: hanifahsiregar96@gmail.com

DOI: <https://doi.org/10.62567/micjo.v3i3.2820>

Abstract

This study aimed to examine the effect of the group résumé method on tenth-grade students' ability to write recount texts at SMA Negeri 6 Padangsidempuan. Specific objectives were to describe students' writing ability before and after implementing the group résumé method and to determine whether the method produced a significant improvement. The population consisted of 124 tenth-grade students, and a systematic sampling procedure yielded a sample of 27 students. The study used an experimental design; data were collected with observation sheets and writing tests. The mean score after applying the group résumé method was 3.5, which falls into the "Very Good" category according to the study's scoring criteria. A t-test was used to analyze the results: $t_{computed} = 6.73$, while $t_{table} = 2.06$. Because $t_{test} > t_{table}$, the findings indicate that the group résumé method had a statistically significant positive effect on students' recount writing ability.

Keywords : EFL learners, Group Resume Method, Writing Skills.

Abstrak

Penelitian ini bertujuan untuk menguji pengaruh metode ringkasan kelompok terhadap kemampuan menulis teks recount siswa kelas 10 di SMA Negeri 6 Padangsidempuan. Tujuan spesifiknya adalah untuk mendeskripsikan kemampuan menulis siswa sebelum dan setelah penerapan metode ringkasan kelompok dan untuk menentukan apakah metode tersebut menghasilkan peningkatan yang signifikan. Populasi terdiri dari 124 siswa kelas 10, dan prosedur pengambilan sampel sistematis menghasilkan sampel sebanyak 27 siswa. Penelitian ini menggunakan desain eksperimental; data dikumpulkan dengan lembar observasi dan tes menulis. Nilai rata-rata setelah penerapan metode ringkasan kelompok adalah 3,5, yang termasuk dalam kategori "Sangat Baik" menurut kriteria penilaian penelitian. Uji t digunakan untuk menganalisis hasil: $t_{hitung} = 6,73$, sedangkan $t_{tabel} = 2,06$. Karena



ttes > ttabel, temuan menunjukkan bahwa metode ringkasan kelompok memiliki pengaruh positif yang signifikan secara statistik terhadap kemampuan menulis recount siswa.

Kata Kunci : Pembelajar EFL, Metode Resume Kelompok, Keterampilan Menulis.

1. INTRODUCTION

Writing is one of the language skills that has important role in daily life. Writing is important way in communication for human life because it is one the language skills. By writing skill, someone is asked to be clearly formed of writing in order to the communication will be easier to be understood. The importance of writing for human life is the same as the importance in school environment. Writing is needed in school environment not only as tool for transferring the knowledge from teacher to the students and student with students, but also as one of English skill that should be learned by students, besides others skills like reading, speaking and listening.

Based on fact, not all students are successful in writing recount text. In other word, many students are still difficult to write recount text. The weaknesses are seen by the writer when he did practice teaching at the school and when writers go to observation and make them pre test on writing recount text. The students only got the average score 65, while the standard of score to pass examination is 75.

It is clear that the students' ability in writing procedure text is still low. it can be seen that there are factors was affected the quality of students' learning process. The researcher assumes that is caused many aspects such as the problem that come from the students themselves, such as motivation, grammar, intelligent, students difficult to memorize, lack of attention, students difficult to memorize, lack of social life, lack of economic, family background, teachers model and method does not interesting, bad habit and there is no attitude, facilities, lack discipline, there is no interesting students to follow the learning process, and there are so many else problems that have been faced the students.

Writing is highly individual process, it can be said that writing is communication developing from our ideas. Writing considered being the most difficult language skill. It is one of the language skills that has important role in daily life. The next, the writer will discuss about the definition of recount text. According to Djhuhanie (2007:44), "Recount text as a kinds of text which consist to report an event at something which is happened by someone." The purposes of recount text is to inform or to entertain." Siahaan (2008:20), "Recount is a text containing three components such as an orientation, some events and a reorientation which a writer inform an event or entertain people.

Wahidi (2009:12), "Recount text is a text which retells events or experiences in the past." Based on the explanation above, recount text is one of english text which retells the events that we experience or story that happened in the past. Its social function is either to inform the purpose, to entertain or to retell the events to audience. Features of recount text is the one aspect in writing text. According to Wahidi (2009:13) "Focus on personal participant, using chronological, using linking verb, using action verb, describes events, using simple past tense, detail of time, place, and incident need to be clearly stated (factual recount), and so on." And then Wahidi (2009:12) stated that generic structure of recount text. The first, orientation is sets the scene and introduces the participants. The second, event tell what happened, in what sequence. The third reorientation closing statement which show story is end, it is optional character."

In this research, the writer used group resume method. Group resume is one of a cooperative learning that using the teacher to do teaching learning in the class that can improve the interesting of students and can make students happier and more easily to be understood of the study. Hamdani (2011:98) "Group resume is the best way that can make students more active to review the lesson that has given before."

So, from the explanation above, the writer concludes group resume strategy is the best way that can make students more active and happy to review the lesson that has given before which make students team work in the class. The step of applying teaching strategy will give benefit to the teacher in delivering the materials to the students. According to Silberman (2013:48) "Group resume is



learning models that are quite fun, are used to repeat material.” It means that group resume is a model of learning is enough funny to play, it used to review the lesson that have been learned before.

According to Suprijono (2010:95) “There are some steps of group resume : a) Participants are divide into groups three until four person,b) Each group is appointed by one person to become group leader, c) Teacher give the flip chart to group, d) Students write recount text in flip chart, e) The group leader divides their respective tasks to look for material that has been established and written in a paper, f) Teacher present the material and made as a resume of the group, g) Every group read their result in front of class, h) Students and teacher discuss together. The advantages of teaching method may appear in teaching learning process. According to Affandi et, al. (2013:49) “The advantages of group resume :1)More happy while teaching learning process, 2)The material will be deliver more pay attention and interesting, 3) Able to create an active and fun learning atmosphere, 4) Able to improve learning achievement and achieve learning mastery level, 5)Assesment canbe done with observers and learners, 6)Discussion and presentation can rainforce topics/ concepts to be repeated as well as new topics.This method teaches students not to always look for answers instantly but by observing both directly and indirectly.

2. RESEARCH METHOD

The location of this research is in SMA Negeri 6 Padangsidimpuan which is located in Jln. Sutan Soripada Mulia Padangsidimpuan. The headmaster of this school is Ahwin, S. Pd. This research uses experimental method, because the research is intended to know if there is a cause and effect relationship between two factors. That is suitable with Arikunto’s opinion (2010:97), “Experimental method is a way to look for a cause and effect relationship between two factors and it is done by eliminating or avoiding other factors that can influence.”The population in the research is all of students at the tenth grade of SMA Negeri 6 Padangsidimpuan, and sample are 124. To taking the sample, the writer used the systematic simple sampling.

In collecting data, the writer gives the test to the students. while, kinds of test that used as instrument to collect data in past tense and present perfect tense are multiple choice . The number test used of simple past tense are 20 items and present perfect tense are 20 items and total the test are 40, the score of every test was 2,5. So the total score of the test about tenses are 100. Meanwhile, to measure take and give strategy the writer make observation sheet.

In this research, the taking of sampling method is systematic sampling. The researcher will choose randomly. The steps that can be done to reach the sample are 1) select total number of members in population (N), 2) divided N by and determined the sampling internal (K) to apply to the list, 3) the first K member randomly from the first K members of the list and then select every K the member of the population for the sample : 4) $k = N/n = \text{total sample}$. Based on the explanation above, the researcher concludes that $N = 124$, $n = 27$, and $K = 5$ and the sample of this research is every sequence 5 until the total sampling is 27 students.

3. RESULT AND DISCUSSION

Based on the result obtained from the analysis of observation sheet about the application of Group Resume Method on students’ Writing Recount Text Ability at the tenth grade students which contains 6 statement about the steps and the mean of the score is 3,3.

In pre-test, it is found that the highest score is 85 and the lowest score is 70. After analyzing the score, the writer found that the mean score or average score is 75,37. The score of median is 70 and the mode is 70 . It can be following table:

Table 1. Score of Mean, Median and Mode of Students’ Writing Recount Text Ability Before Using Group Resume Method

No	Category	Score
1	Mean	75.37
2	Median	70



3	Mode	70
---	------	----

In post-test, it is found that the highest score is 95 and the lowest score 75. After analyzing the scores, the writer found that the mean score or average 85,55. The score of median is 85 and the mode is 85. it can be seen in the following table:

Table 2. Score of Mean, Median and Mode of Students' Writing Recount Text Ability After Using Group Resume Method

No	Category	Score
1	Mean	85.56
2	Median	85
3	Mode	85

After collecting data, this research is going to test the hypothesis. The data which is taken from the students will be answered the hypothesis that writer has been explained previously. The data is analyzed by using t_{test} formula.

DISCUSSION

After given pre test and post test to the students, the researcher finds the result of students' writing recount text ability before and after using group resume strategy. The score of students' writing recount text ability before using group resume strategy is on the mean 75.37. Meanwhile the score of students' writing recount text ability after using group resume method is on the mean 85.56. It can be seen that the students be more active on students' writing recount text ability after using group resume method. Some of the research had been conducted are related to this research.

Munirah (2017) on his research about: "The Effectiveness of Group Resume Model toward Writing Skill of Persuasive Paragraph". The results showed that the students' skill to write persuasive paragraph was in good category. Based on the results of 30 students, it revealed that 2 students or 6.6% did not get the minimum completeness criteria (KKM) score and 28 students or 93.33% reached the score or above KKM score (70), i.e., 80% is $\geq 75\%$, so it can be concluded that the students writing skill of persuasive paragraph has met the minimum completeness criteria in classical learning outcome for students who completed it were $\geq 75\%$. Therefore, it indicates that students are able to write the persuasive paragraph with the average score reaching above the average criteria.

Based on the explanation above, the writer decides that using group resume method can increase the students' writing recount text ability. It means that to make the students interest to follow the lesson about writing recount text ability at the tenth grade students of SMA Negeri 6 Padangsidempuan the teacher must using group resume method. Based on the result obtained from the analysis of observation sheet about the application of Group Resume Method on students' Writing Recount Text Ability at the tenth grade students which contains 6 statement about the steps and the mean of the score is 3,3.

In pre-test, it is found that the highest score is 85 and the lowest score is 70. After analyzing the score, the writer found that the mean score or average score is 75,37. The score of median is 70 and the mode is 70 . It can be following table:

Table 3. Score of Mean, Median and Mode of Students' Writing Recount Text Ability Before Using Group Resume Method

No	Category	Score
1	Mean	75.37
2	Median	70
3	Mode	70

In post-test, it is found that the highest score is 95 and the lowest score 75. After analyzing the scores, the writer found that the mean score or average 85,55. The score of median is 85 and the mode is 85. it can be seen in the following table:



Table 4. Score of Mean, Median and Mode of Students' Writing Recount Text Ability After Using Group Resume Method

No	Category	Score
1	Mean	85.56
2	Median	85
3	Mode	85

After collecting data, this research is going to test the hypothesis. The data which is taken from the students will be answered the hypothesis that writer has been explained previously. The data is analyzed by using t_{test} formula.

4. CONCLUSION

Based on the conclusion of the data analysis in previous chapter, the result of using group resume method on students' writing recount text ability at the Tenth Grade Students of SMA Negeri 6 Padangsidempuan can be seen as follows:

1. The application of using group resume method on students' writing recount text ability at the Tenth Grade Students of SMA Negeri 6 Padangsidempuan is 4.00. It is categorized "Very Good".
2. The students' writing recount text ability before using group resume method at the Tenth Grade Students of SMA Negeri 6 Padangsidempuan is 75.37. It is categorized "Good". The students' writing recount text ability after using group resume method at the Tenth Grade Students of SMA Negeri 6 Padangsidempuan is 85.55. It is categorized "Very Good".

The calculation of t_{test} formula is 6.73, meanwhile the score of the t_{table} 5% significant level is 2.06. It is found that t_0 calculation is bigger than t_{table} ($6.73 > 2.06$). It means that there is a significant effect of using group resume method on students' writing recount text ability at the Tenth Grade Students of SMA Negeri 6 Padangsidempuan.

5. REFERENCES

- Fazrien, J. (2020). Penerapan strategi belajar kooperatif tipe group resume pada siswa kelas XI SMAN 1 Balai Riam dalam peningkatan keterampilan menulis karya ilmiah. *Meretas: Jurnal Ilmu Pendidikan*, 7(1). <https://jurnal.upgriplk.ac.id/index.php/meretas/article/view/209>
- Flower L., & Hayes, J. R. (1981). A cognitive process theory of writing. *College Composition and Communication* (4), 365–387
- Hyland, K. (2003). *Second Language Writing*. Cambridge University Press.
- Hyland, K. (2007). *Genre and Second language Writing*. University of Michigan Press.
- Mulyadin, E. (2018). Pengaruh model pembelajaran kooperatif tipe GR (Group Resume) terhadap hasil belajar siswa kelas X pada pokok pembahasan nilai mutlak. *Jurnal Edukasi Matematika Dan Sains*, 6(1), 19. <https://doi.org/10.25273/jems.v6i1.5315>
- Nation, I. S. P. 2009. *Teaching ESL/EFL Reading and Writing*. New York: Routledge
- Raimes, A. (1983). *Techniques in teaching writing*. Oxford University Press.
- Rusmajadi, Jodih. 2010. *Terampil Berbahasa Inggris: Beberapa Tips Mengajar Bahasa Inggris*. Jakarta: PT Indeks
- Syah, Muhibbin. 2010. *Psikologi Pendidikan*. Bandung: Rosda
- Sweller, J. (1988). Cognitive load during problem solving: Effects on learning. *Cognitive Science*, (2), 257–285
- Shoimin, Aris. (2017) *Model Pembelajaran Inovatif Dalam Kurikulum 2013*. Yogyakarta: Al-Ruzz Media
- Sugiyono. 2015. *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, dan R&D)*. Bandung: Alfabeta



Trianto. 2010. *Pengantar Penelitian Pendidikan Bagi Pengembangan Profesi Pendidikan dan Tenaga Pendidikan*. Jakarta: Kencana

Vygotsky, L. S. (1978). *Mind in Society : The Development of higher Psychological Process*. Harvard University Press.