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The Effectiveness of the EGP Method (Emotional, Fast Action, Revision) in the Short Story Writing Ability of Madrasah Aliyah Students

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Abstract

The Effectiveness of the EGP Method (Emotional, Fast Action, Revision) in the Short Story Writing Ability of Class XI Students of MA DDI Gusung Makassar. This study aims to determine: (1) the ability to write short stories using direct learning (2) to determine the ability to write short stories using the EGP method (Emotional, Fast Action, Revision) (3) the effectiveness of the EGP method (Emotional, Fast Action, Revision) in the short story writing ability of class XI students of MA DDI Gusung Makassar. This study was conducted at MA DDI Gusung Makassar. The research approach used in this study is a quantitative approach. The type of research used in this study is experimental research involving one group that is given treatment. Before being given treatment, students are given a pretest and after being given treatment, students are given a posttest to measure the ability to write short stories in the subject group. The results of the pretest and posttest in this study will show the results of the treatment that has been given. Based on the research results, it was concluded that (1) the pretest and posttest scores were above the KKM score but there was a significant increase of 16.94. (2) the average N Gain score for learning outcomes in short story writing skills after being given learning using the EGP (Emotional, Fast Action, Revision) learning model was 0.57 or 57% which means it is in the fairly effective category. (3) hypothesis testing with a paired sample test showed that there was a significant difference in learning outcomes before and after the EGP (Emotional, Fast Action, Revision) learning method was applied in students' ability to write short stories in class XI MA DDI Gusung Makassar which also means that the application of the EGP (Emotional, Fast Action, Revision) learning method was declared effective in improving students' ability to write short stories in class XI MA DDI Gusung Makassar.

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Introduction

The Indonesian curriculum has continued to change since independence. A curriculum that is able to keep up with developments in science and technology is needed to support the advancement of human resources and the country. The Merdeka Curriculum, the latest version of the 2013 curriculum. The Indonesian language and literature curriculum aims to improve students' ability to communicate correctly and effectively in Indonesian, both orally and in writing, and to increase their appreciation of Indonesian literary works.

The implementation and application of the EGP method (Emotional, Fast Movement, Revision) in writing short stories, there are 4 phases in its preparation, namely the first phase prepares students and conveys learning objectives. The second phase increases students' feelings and writes short stories quickly. The third phase revises the writing. (Agustian, 2001; Suhaety Ety, 2019).

Writing skills are the characteristics of an educated person. Writing influences others and reports or informs something. Only those who can achieve these goals and intentions can organize and communicate their thoughts in writing by considering thoughts, organization, use of words, and sentence structure.

A short story is a story that is finished reading in about ten minutes or half an hour. The number of words is around 500-5000 words. Therefore, short stories are often expressed as stories that can be read in one sitting. Short stories are also one type of literary work that is widely loved by the public. Short stories or often abbreviated as short stories are a form of fictional narrative prose, on and directly to the point. Short stories also tend to be less complex than novels (Isnaini, L, & Adnan, A {2019:3}).

Learning to write short stories is often considered less interesting or difficult by some students. One of them is formal education as a place of research. This is because students face challenges in composing long stories and face difficulties in finding the right ending. In addition, students have difficulty in finding appropriate themes and developing stories with adequate creativity and imagination.

With this problem, the researcher provides a solution, namely conducting short story writing learning using the EGP method, because this method is considered suitable for raising students' enthusiasm for learning. Students will listen to the lesson so that they can provoke their emotions. After that, they will write what they feel as a form of their fast movement. The teacher will revise the writing to ensure good and correct Indonesian spelling.

Given the importance of short story writing skills for students, the obstacles faced in this activity need to be overcome. One way that can be done is to prepare a learning scenario that attracts students' attention by selecting simple, medium, and up-to-date themes. These themes should be relevant to the world of children and in accordance with the socio-cultural characteristics of the community around them. Therefore, researchers must use appropriate learning methods and media to help students achieve success in writing short stories. One of the methods chosen by researchers is the Emotional, Fast Action, and Revision (EGP) method.

The EGP method was chosen by researchers to help students write short stories. This method is able to overcome various obstacles faced by students in writing short stories by utilizing their emotional intelligence as a driver. After students' emotions are stimulated, they are encouraged to immediately write short stories based on personal experiences or fictional imagination. The next stage is to revise, where researchers help improve and guide students so that their writing results become better short stories.

Several previous studies have discussed improving short story writing skills. The first study by Rahmadana (2023) entitled "Improving Short Story Writing Skills Through the EGP Method Based on Audio Visual Media" examined the EGP method to improve short story writing skills, using classroom action research (PTK). In contrast to that study, the current researcher used an experimental method to examine the effectiveness of the EGP method. The second study by Sepdiana, ME, & Kusmiarti, R (2023) entitled "Improving Short Story Writing Skills Using the Image Streaming Strategy" also discussed short story writing skills, but used the image streaming strategy, not the EGP method.

Based on the information above, the researcher wants to know whether the EGP method can significantly improve the short story writing skills of class XI students of MA DDI Gusung Makassar. Then, it includes the desire to enrich their learning experience, and evaluate the extent to which the method can be effectively adapted in the school curriculum.

Method

This type of research is experimental research with a quantitative approach because the research data is in the form of numbers and analysis using statistics. Experimental research, according to Sugiyono (2013) the experimental method is a research method used to find certain treatments for others in controlled conditions. The location of this research will be carried out at MA DDI Gusung Makassar, which is located at Jl. Barukang Raya No. 111, Kel. Gusung, Kec. Ujung Tanah, Makassar, South Sulawesi.

The research design used is the Pre-Experimental One-Group Pretest-Posttest Design. The steps in the study can include giving a pretest, applying the EGP method as a treatment, and giving a posttest to measure its effectiveness in improving students' short story writing skills. This design is useful for seeing changes before and after the intervention in one group only. This study involved 17 students of MA DDI Gusung class XI.

There are two data collection techniques used, namely observation and tests. The tests consist of 3, namely, (1) Pretest is a test given before the learning process begins, (2) Treatment, After conducting the pretest the researcher will provide treatment. The treatment referred to by the researcher is the EGP method, (3) Posttest is a test given at the end of the topic after being given treatment, in order to determine the effectiveness of students in their ability to write short stories.

Results

Initial Conditions

In the learning process, students have not been given the opportunity to write short stories. The methods and media used are also less interesting for students. As a result, students do not fully understand how to write short stories, only a few are able to make short stories well, while most still have difficulty composing words to become short stories. Learning at the stage before the pretest uses lecture methods or direct learning, which makes the learning process less enjoyable. Students tend to joke during learning, and their interest and activeness are very low, so that learning objectives are not achieved.

Pretest Results

To find out data on students' writing abilities, see the following table:

Table 1. Student Pre-Test Score Results

No.	Name	Elements of Short Story Building							Final score
		Figure	Chann	Backgr	Viewpoint	Theme	Mandate	Language style	
1.	Muhammad Rehan	25	2	8	10	10	8	5	68
2.	Ismail Mansyur	25	0	0	0	0	10	0	35
3.	Saipul	25	2	15	10	10	5	5	72
4.	Suriyanti	25	20	10	10	10	10	5	90
5.	Sarina	25	5	15	10	10	10	8	83
6.	Hawania	25	15	10	10	10	8	10	88
7.	Muh. Danial	25	2	10	10	10	5	5	67
8.	Abd. Rahmar Rosman	25	2	10	10	10	10	5	72
9.	Ismail Djamaluddin	25	2	8	0	10	8	5	58
10.	Sandi. S	25	2	15	10	10	5	5	72
11.	Hajrah	25	20	15	5	10	10	10	95
12.	Hijrah	25	20	15	5	10	10	8	93
13.	Muh. Fadly Akbar	25	2	8	10	10	8	5	68
14.	Muh. Lukman	25	2	10	10	10	5	5	67
15.	St. Nurjannah	25	15	15	10	10	8	10	93
16.	Rizki Cahaya Ramadhani	25	5	10	10	10	10	10	80
17.	Rasya Nugraha	25	2	8	0	10	8	5	58
Average value		25	6.94	10.71	7.65	9.41	8.12	6.24	74.06

Based on the table above, one student received the highest score of 95 points, two students received 93 points, one student received 90 points, one

student received 88 points, one student received 83 points, and one student received 80 points. On the other hand, a large number of students received scores below the minimum completion criteria (KKM) for the Indonesian language subject, which is 75 points. Only 74.06% of students from this pretest activity have the ability to write short stories, which is the average score. Based on this, students' short story writing abilities have not reached the target or have not been fully effective.

Posttest Results

To find out data on students' writing abilities, see the following table:

Table 2. Results of Students' Post-Test Scores

No.	Name	Elements of Short Story Building							Mark End
		Figure	Chann	Backg	Corner	Theme	Mandate	Style	
		el	round	View			Language		
1.	Muhammad Rehan	25	20	15	10	8	10	5	93
2.	Ismail Mansyur	25	20	15	0	10	10	10	90
3.	Saipul	25	10	10	10	15	8	8	86
4.	Suriyanti	20	20	15	10	10	10	8	93
5.	Sarina	25	20	10	10	8	10	0	83
6.	Hawania	20	20	10	8	10	8	10	86
7.	Muh. Danial	25	20	15	10	8	10	10	98
8.	Abd. Rahmar Rosman	25	15	10	10	10	8	8	86
9.	Ismail Djamaluddin	25	20	15	10	8	10	5	93
10.	Sandi. S	25	20	10	10	8	10	0	83
11.	Hajrah	25	20	15	10	10	10	8	98
12.	Hijrah	25	20	15	10	10	10	8	98
13.	Muh. Fadly Akbar	20	20	10	8	10	8	10	86
14.	Muh. Lukman	25	20	15	10	8	10	5	93
15.	St. Nurjannah Rizki Cahayæ Ramadhani	25	20	15	10	8	10	10	98
17.	Rasya Nugraha	25	20	15	0	10	10	10	90
	Average value	24.12	19.12	13.24	8.59	9.35	9.53	7.06	91.00

Based on the posttest table above, it can be seen that students obtained an average score of 91.00% in the short story writing ability test. The comparison between the average pretest and posttest scores shows an increase in short story writing ability, with many students achieving KKM (75) in this posttest activity.

Observation Sheet

a. Student Activity Observation Sheet

Table 3. Student Activity Observation Sheet

Rated aspect	Observation Assessment
Instruction Aspect	
a. Instructions related to the observation sheet student activities are clearly explained.	4
b. Practical observation sheet.	4
c. The criteria observed are clearly communicated.	4
1. Language Aspects	
a. The use of Indonesian language rules is used to assess language use.	4
b. Comments, troubleshooting, and clear instructions	4
c. Easy to understand sentence structure	3
d. Language is used to communicate.	3
2. Content Aspect	
a. The observation sheet has a student activity category that covers all student activities that may occur during learning.	4
b. It is very clear that the time unit given to students to carry out activities is the time unit observed.	4
c. The types of activities observed by students can be observed well.	3
d. There is no double meaning for the student activity categories.	4
Total Score	41
Maximum Score	44
Final Score	0.93

Based on the observation data table above, it can be seen that the results of observations of student activities during the learning process activities show a result of 0.93 or 93% indicating that students are enthusiastic and have given their best efforts in the learning process activities.

b. Teacher Activity Observation Sheet

Table 4 Teacher Activity Observation Sheet

Rated aspect	Observer Rating
Instruction Aspect	
a. Guidelines for related observation sheets with teacher activities explained clearly.	4
b. Observation sheet for teacher learning activities easy to use.	3
c. The criteria observed are clearly communicated.	4
1. Language Aspects	
a. The use of Indonesian language rules is used to assess language use.	4
b. Comments, troubleshooting, and clear instructions	3
c. Easy to understand sentence structure	3
d. Language is used to communicate.	4

2. Content Aspect	
a. The purpose of using observation sheets to track teacher activities during learning is formulated clearly and in an organized manner.	4
b. The stages and indicators of teacher activity in learning are included in the observed components.	3
c. Each assessment component on the teacher's learning activity observation sheet is in accordance with the measurement objectives.	4
d. List of items for each assessment component on the teacher's learning activity observation sheet that use words, statements, or commands that require a grade.	3
Total Score	39
Maximum Score	44
Final Score	0.89

Based on the observation data table above, it can be seen that the results of observations of teacher activities when carrying out learning process activities in this study showed a result of 0.89 or 89% indicating that the teacher had given his best effort in learning process activities in order to improve students' abilities in writing short stories using the EGP method.

Discussion

At the initial meeting, a test was conducted to assess students' ability to write short stories using direct methods in accordance with the independent curriculum which were tabulated into pretest scores. The pretest score in this study obtained an average score of 74.06 from a total of 17 students, where the minimum score obtained in the pretest results was 35 and the maximum score obtained was 95.

After the initial meeting, the teacher applied the EGP (Emotional, Fast Action, Revision) learning method in the following sessions. After the treatment, a posttest was conducted to evaluate students' short story writing skills, with an average score of 91.00 from 17 students. The minimum score was 83 and the maximum was 98, indicating an increase of 16.9 points. The posttest results showed that students were able to include all elements of a short story, such as characters, plot, setting, point of view, theme, moral, and style of language in more detail.

The learning outcomes of short story writing skills increased by an average of 57% after using the EGP (Emotional, Fast Action, and Revision) learning model, showing the effectiveness of this method in improving the short story writing skills of class XI students of MA DDI Gusung Makassar.

Before the paired sample test, data analysis showed that the pretest and posttest were normally distributed and homogeneous. A significance value of 0.000 (less than 0.05) indicated the rejection of H_0 , which means that there was a significant increase in the short story writing ability of class XI students of MA DDI Gusung Makassar after the implementation of the EGP (Emotional, Fast Action, Revision) learning method.

The observation results showed that students had high enthusiasm (93%) and had made maximum efforts in the learning process, while teachers also showed the best efforts (89%) to improve students' ability to write short stories

using the EGP method. Students of class XI MA DDI Gusung Makassar responded positively to this learning, were able to explore emotions, include elements of short stories, and become more active, so that short story writing lessons became more interesting.

Conclusion

Based on research on the effectiveness of the EGP Method (Emotional, Fast Action, Revision) in the short story writing skills of class XI students of MA DDI Gusung Makassar, it can be concluded that:

1. The average pretest score of students was 74.06, while the posttest score increased to 91.00, with a significant increase of 16.94.
2. The average N Gain value of learning outcomes after using the EGP method was 0.57 (57%), which shows that this method is quite effective.
3. Hypothesis testing using paired sample test showed a significant difference between learning outcomes before and after implementing the EGP method, so this method was declared effective in improving students' short story writing skills.

The suggestions given by the researcher are: for schools, the use of the EGP method has proven effective in students' short story writing skills and can be used as an alternative in learning Indonesian. For teachers, in order for the implementation of the EGP method to be successful, teachers should prepare a Learning Implementation Plan (RPP) carefully. Finally, for further researchers, the EGP method can be used to measure other variables and applied to other learning materials. Further researchers can also provide variations in the posttest.

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