

**APPLICATION OF CHAIN WRITING METHOD TO IMPROVE SHORT STORY WRITING SKILLS IN GRADE VIII STUDENTS OF SMP NEGERI 16 CIMAH**

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**ABSTRACT**

This research aims to reveal the improvement in learning outcomes of short story texts using picture story books in class VIII students at SMP Negeri 16 Cimahi. The problem of this research is related to the use of the chain writing method in learning short story texts in class VIII of SMP Negeri 16 Cimahi. The research method used is PTK (Classroom Action Research) or CAR (Classroom Action Research). Classroom Action Research is carried out in four stages, namely planning, implementing actions, observing, and reflecting. This research was carried out at FFF Middle School, data collection techniques were carried out through direct observation in the classroom while teaching and learning activities were taking place. The results of the research show that there is an increase in student learning outcomes in learning short story texts using the chain fifth method. This is demonstrated by the rise in the number of 31 students who took part in Cycle I and Cycle II. Each cycle experiences an increase in the pretest and posttest results. The increase in cycle I reached 19.35% and the increase in cycle II reached 51.3%. This increase made the writer feel that it was sufficient so that he did not continue with cycle III. In this way, the author concludes that picture storybook media can improve the activities and learning outcomes of class VIII students at SMP Negeri 16 Cimahi.

**Keywords:** Short story text, chain writing, PTK.

**ABSTRAK**

*Penelitian ini bertujuan untuk mengungkap peningkatan hasil belajar teks cerita pendek menggunakan buku cerita bergambar pada siswa kelas VIII SMP Negeri 16 Cimahi. Permasalahan penelitian ini berkaitan dengan penggunaan metode penulisan berantai dalam pembelajaran teks cerpen di kelas VIII SMP Negeri 16 Cimahi. Metode penelitian yang digunakan dalam penelitian ini adalah PTK (Penelitian Tindakan Kelas) atau CAR (Penelitian Tindakan Kelas). Penelitian Tindakan Kelas dilaksanakan dalam empat tahap, yaitu perencanaan, pelaksanaan tindakan, pengamatan dan refleksi. Penelitian ini dilaksanakan di SMP FFF, teknik pengumpulan data dilakukan melalui observasi langsung di kelas selama kegiatan belajar mengajar berlangsung. Hasil penelitian menunjukkan bahwa terdapat peningkatan hasil belajar siswa dalam mempelajari teks cerpen dengan menggunakan metode fifth chain. Hal ini ditunjukkan dengan peningkatan jumlah 31 siswa yang mengikuti siklus I dan siklus II. Setiap siklus mengalami peningkatan hasil pretest dan posttest. Peningkatan siklus I mencapai 19,35% dan peningkatan siklus II mencapai 51,3%. Peningkatan ini membuat penulis merasa sudah cukup sehingga tidak melanjutkan siklus III. Dengan cara ini, penulis menyimpulkan bahwa media buku cerita bergambar dapat meningkatkan aktivitas dan hasil belajar siswa kelas VIII di SMP Negeri 16 Cimahi.*

**Kata kunci:** Teks cerita pendek, penulisan berantai, PTK.

## INTRODUCTION

The development of the times can have both positive and negative impacts. One of the positive impacts is the advancement of technology, which makes human life easier. However, this is a double-edged sword because this ease can make people lazy to do things that are considered difficult. For example, when people are facilitated by computers for typing, this often leads to laziness in writing on paper. Currently, information technology is a very important necessity in life (Wikanengsih & Hatta, 2023:54). Four important skills that must be mastered in the 4.0 era are critical thinking, creative thinking, collaboration, and communication. Communication can be done orally and in writing (Wikanengsih & Ningrum, 2021:262). Writing is a very important skill in Indonesian language learning. The highest language skill of the four language skills is writing (Wikanengsih, 2021:191). The writing aspect is closely related to other aspects. Writing is the ability to convey thoughts, ideas, and information through writing. Suparno and Yunus in Dalman (2015:4) stated that writing is an activity of conveying messages (communication) using written language as a tool or medium. The writing process involves critical thinking to combine one idea or opinion with another and to link it with supporting facts. It is this writing process that requires skills or habits that facilitate the expression of ideas or thoughts.

Writing skills are needed not only in language writing but also in literary writing. One of the literary writings that requires writing skills is writing short stories. Through writing short stories, students will train in writing through their imagination. This is in line with Wicaksono's opinion (2014: 92) that learning to write short story texts can be used as a means of imagination and expressing ideas. Short stories are developed based on things that students commonly encounter and then developed or supplemented with imaginative supports. By writing short stories, students experience a creative process in processing ideas, pouring imagination, and ideas in written form. Nurgiyantoro (2002:10) stated that the length of short stories varies. There are short short stories ranging from around 500 words, there are short stories of sufficient length (middle short story), and there are long short stories, consisting of tens or even tens of thousands of words. This type of short story can also be called a novelette, which is shorter than a novel but longer than a short story, midway between the two. What is interesting in a novelette is when the author can express ideas and imagination in a sequential and easily understandable manner for the reader.

Efforts that teachers can make to stimulate students' short story writing skills are by using methods that support the learning process. According to Jamaluddin (2015:161), the method is defined as a way taken by a teacher to achieve learning objectives. Methods have the function as an effective means of achieving the set learning objectives. By choosing the appropriate learning method, efforts to achieve learning objectives will be easier. Teaching the same learning material with different methods will yield different results.

The chain writing method is a method that can be applied in writing short story texts. According to Permatasari et al. (2020:3), the chain writing method is one of the active learning methods or learning by doing which aims to associate learning as an enjoyable activity for students. In line with that, chain writing is also expected to stimulate students' creativity spontaneously. Students have the responsibility to continue the train of thought of their group mates' work.

Based on the initial observations conducted by the author in class VIII at SMP Negeri 16 Cimahi, it was found that students felt bored if learning was solely based on textbooks. Students become bored and less interested if teachers do not use varied methods and only focus on the school's prescribed textbooks. In addition, the author also conducted initial observations limited to ice-breaking using chain writing. As a result, students were enthusiastic about continuing the sentences created by their peers. Students can focus on the results written by their peers to continue coherent sentences and create a coherent text. Therefore, the author was interested in conducting a Classroom Action Research (CAR) with the title "Implementation of the Chain Writing Method to Improve Short Story Writing Skills in Eighth-Grade Students at SMP Negeri 16 Cimahi".

The author designed the learning plan in the first cycle, namely learning with the lecture method and implementing learning according to the textbooks used by students. In the second cycle, the learning plan was carried out using the chain writing method. The learning plan in the second cycle is as follows:

1. Students are divided into several groups consisting of 6 students each.
2. Students, along with the teacher, agree on the theme or object to be chosen for writing short stories.
3. Students first determine the intrinsic elements, extrinsic elements, and main points of the story.

4. The group leader is asked to write the first two sentences of the short story on the worksheet they use.
5. After the group leader finishes, it is continued by other students to continue with two sentences each. After that, it is continued by other students until finished. (each student is allowed to take turns more than twice in writing sentences in the short story).
6. The text results worked on by the group are then corrected together within the group before being presented. After the group presentation, other groups respond and are assessed by the teacher.

Through the implementation of the chain writing method, it is expected to improve students' short story writing skills.

## **METHOD**

The research method used in this study is Classroom Action Research (CAR). According to Subyantoro (2009:8-9), CAR is a form of reflective study by the actors of the action. It is something done to improve the rational ability of their actions in carrying out tasks, deepen understanding of the actions taken, and improve the conditions of the learning practices. Classroom Action Research is carried out in four stages: planning, action implementation, observation, and reflection. Classroom Action Research (CAR) is part of action research conducted by teachers and lecturers in the classroom (schools and universities) where they teach, aimed at improving and enhancing the quality and quantity of the learning process in the classroom. This research was conducted on students of class VIII7 in the second semester at SMP Negeri 16 Cimahi in the academic year 2023 – 2024. This research was carried out in two cycles. The first cycle of the lesson plan only applied the lecture method and used textbooks without any additional varied teaching methods. Subsequently, the second cycle was conducted based on reflections from the first cycle. The weaknesses of the first cycle were corrected to achieve better learning objectives. The implementation of learning in the second cycle is a follow-up as well as a reflection of the first cycle, which is to implement learning using the chain writing method.

## RESULT AND DISCUSSION

### Result

This chapter discusses the data related to the research. Data discussion is a series of actions in discussing the data. The discussion about this data contains an exposition of the results of the conducted research. The implementation of actions in Cycle 1 was carried out on February 13, 2024. In this research, the actions per cycle are divided into 4 stages: planning, action implementation, observation, and reflection. The basic competencies in the short story text material in the Indonesian language subject are as follows.

**Table 1** CP and TP Write Short Stories Phase D

Learning Outcomes (Writing)	Learning Objectives
The students can write ideas, thoughts, perspectives, instructions, or messages for various purposes in a logical, critical, and creative manner.	After considering the elements that construct a short story, through the chain writing learning method, the students can write short story texts creatively, honestly, and responsibly.

**Table 2** Student Activity Criteria

Value	Criteria
3	Cultivating
2	Seem
1	Invisibility

The activities in Cycle 1 include lesson planning using lecture methods and focusing only on students' textbooks. The learning process includes analyzing students' observations, pre-tests, and post-tests. Observations on students' learning activities are obtained from observations during the ongoing observation process. The following are the observed learning activities of students in the learning process using discussion methods:

- a. Ability to collaborate
- b. Honesty
- c. Responsibility
- d. Creativity

The results of this observation data are analyzed according to the following criteria guidelines:

The level of student activity can be observed from the data table of the student activity observation sheet during the following learning activities:

**Table 3** Activity Data in Cycle I

No.	Respondent Name Code	L/P	Total	Value	Ket
1	A1	L	6	50	Kurang
2	A2	L	8	67	Cukup
3	A3	P	5	42	Kurang
4	A4	L	5	42	Kurang
5	A5	P	7	58	Cukup
6	A6	L	6	50	Kurang
7	A7	L	8	67	Cukup
8	A8	L	7	58	Cukup
9	A9	L	7	58	Cukup
10	A10	L	5	42	Kurang
11	A11	P	7	58	Cukup
12	A12	P	6	50	Kurang
13	A13	L	5	42	Kurang
14	A14	L	6	50	Kurang
15	A15	P	5	42	Kurang
16	A16	L	7	58	Cukup
17	A17	L	5	42	Kurang
18	A18	P	5	42	Kurang
19	A19	L	7	58	Cukup
20	A20	L	6	50	Kurang
21	A21	P	8	67	Cukup
22	A22	P	6	50	Kurang
23	A23	P	6	50	Kurang
24	A24	L	7	58	Cukup
25	A25	P	7	58	Cukup
26	A26	P	6	50	Kurang
27	A27	P	6	50	Kurang
28	A28	P	7	59	Cukup
29	A29	P	6	50	Kurang
30	A30	P	6	50	Kurang
31	A31	L	7	59	Cukup
Jumlah			206	1717	
Average			6.64	55	
Highest Scores			8	67	

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Lowest Rate	5	42
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Based on the data table above, the average level of student activity in Cycle 1 has not yet reached the specified indicators. Out of 31 students, 18 students are classified as less active, while 13 students are classified as moderately active. There are no students classified as highly active. Before the lesson begins, the teacher administers a pretest to the students. The results of the pretest in Cycle 1 can be seen in the following table:

**Table 4** Pretest *Data* for Cycle 1 Students

No.	Respondent Name Code	KKM	Value <i>Pretest</i>	Information
1	A1	76	67	Belum Tuntas
2	A2	76	67	Belum Tuntas
3	A3	76	81	Tuntas
4	A4	76	68	Belum Tuntas
5	A5	76	73	Tuntas
6	A6	76	66	Belum Tuntas
7	A7	76	67	Belum Tuntas
8	A8	76	60	Belum Tuntas
9	A9	76	69	Belum Tuntas
10	A10	76	83	Tuntas
11	A11	76	72	Belum Tuntas
12	A12	76	73	Belum Tuntas
13	A13	76	60	Belum Tuntas
14	A14	76	74	Belum Tuntas
15	A15	76	68	Belum Tuntas
16	A16	76	73	Belum Tuntas
17	A17	76	77	Tuntas
18	A18	76	66	Belum Tuntas
19	A19	76	61	Belum Tuntas
20	A20	76	82	Tuntas
21	A21	76	68	Belum Tuntas
22	A22	76	83	Tuntas
23	A23	76	81	Tuntas
24	A24	76	69	Belum Tuntas
25	A25	76	81	Tuntas

26	A26	76	65	Belum Tuntas
27	A27	76	75	Belum Tuntas
28	A28	76	82	Tuntas
29	A29	76	62	Belum Tuntas
30	A30	76	69	Belum Tuntas
31	A31	76	65	Belum Tuntas
Sum				2207
Average				71.1
Highest Scores				83
Lowest Rate				60
Finished ( $\geq 76$ )				8
Not Finished ( $\leq 76$ )				23

Based on the table above, the learning outcomes of students in Cycle 1 show that 25.81% of students completed the pretest administered by the teacher. After completing the lesson, the teacher conducted a written test in Cycle 1. The detailed learning outcomes of students in Cycle 1 are presented in the following table:

**Table 5** Posttest Results Data *for* Cycle 1 Students

No.	Respondent Name Code	KKM	Value <i>Postest</i>	Information
1	A1	76	30	Belum Tuntas
2	A2	76	50	Belum Tuntas
3	A3	76	70	Belum Tuntas
4	A4	76	30	Belum Tuntas
5	A5	76	85	Tuntas
6	A6	76	75	Tuntas
7	A7	76	85	Tuntas
8	A8	76	78	Tuntas
9	A9	76	70	Belum Tuntas
10	A10	76	80	Tuntas
11	A11	76	75	Belum Tuntas
12	A12	76	30	Belum Tuntas
13	A13	76	30	Belum Tuntas
14	A14	76	78	Tuntas
15	A15	76	30	Belum Tuntas
16	A16	76	30	Belum Tuntas



17	A17	76	80	Tuntas
18	A18	76	10	Belum Tuntas
19	A19	76	70	Belum Tuntas
20	A20	76	80	Tuntas
21	A21	76	65	Belum Tuntas
22	A22	76	78	Tuntas
23	A23	76	85	Tuntas
24	A24	76	80	Tuntas
25	A25	76	78	Tuntas
26	A26	76	78	Tuntas
27	A27	76	75	Tuntas
28	A28	76	30	Belum Tuntas
29	A29	76	30	Belum Tuntas
30	A30	76	70	Belum Tuntas
31	A31	76	30	Belum Tuntas
Jumlah				1865
Average				60.16129
Highest Scores				85
Lowest Rate				30
Finished ( $\geq 76$ )				14
Not Finished ( $\leq 76$ )				17

Based on the table above, the learning outcomes of students in Cycle 1 show that 45.16% of students completed the post-test administered by the teacher. There was an increase of 19.35% from the pretest to the posttest. Thus, when using the students' textbook, the passing rate increased by 19.35%.

Based on the collected data from observations conducted by the researcher and colleagues during Cycle 1 of the learning process, the following points were noted:

- a. Some students still did not listen to the teacher's explanations during the lesson.
- b. Students did not fully understand the taught material.
- c. Students were reluctant to ask questions about the material even when they did not fully understand it.

As a result of the discussion, it was agreed to make improvements in Cycle 2, including:

- a. The teacher will motivate students more during the learning process.
- b. The learning process will be made more engaging so that students are more active and

enthusiastic in participating.

Cycle 2 began by implementing the prepared lesson plan. Like Cycle 1, Cycle 2 also involved observing the students' level of activity. The level of student activity can be seen from the data table of the student activity observation sheet during the learning process, as shown below:

**Table 6** Activity Data in Cycle II

No.	Respondent Name Code	L/P	Total	Value	Information
1	A1	L	8	67	Cukup
2	A2	L	10	83	Baik
3	A3	P	10	83	Baik
4	A4	L	8	67	Cukup
5	A5	P	10	83	Baik
6	A6	L	10	83	Baik
7	A7	L	8	67	Cukup
8	A8	L	9	75	Cukup
9	A9	L	11	92	Baik
10	A10	L	8	67	Cukup
11	A11	P	9	75	Cukup
12	A12	P	8	67	Cukup
13	A13	L	9	75	Cukup
14	A14	L	9	75	Cukup
15	A15	P	10	83	Baik
16	A16	L	8	67	Cukup
17	A17	L	8	67	Cukup
18	A18	P	10	83	Baik
19	A19	L	8	67	Cukup
20	A20	L	9	75	Cukup
21	A21	P	11	92	Baik
22	A22	P	11	92	Baik
23	A23	P	11	92	Baik
24	A24	L	11	92	Baik
25	A25	P	10	83	Baik
26	A26	P	11	92	Baik
27	A27	P	8	67	Cukup

28	A28	P	9	75	Cukup
29	A29	P	9	75	Cukup
30	A30	P	9	75	Cukup
31	A31	L	10	83	Baik
Sum			290	2417	
Average			9.3548	78	
Highest Scores			11	92	
Lowest Rate			8	67	

Based on the table above, the average level of student activity in Cycle 2 has reached the specified indicator. It is noted that 15 students are categorized as active, while 16 students are categorized as moderately active. There are no students categorized as less active.

Before the start of the learning session, the teacher administered a pretest to the students. The results of the pretest in Cycle 2 are shown in the following table:

**Table 7** Pretest Data for Cycle II Students

No.	Respondent Name Code	KKM	Value <i>Pretest</i>	Information
1	A1	76	50	Belum Tuntas
2	A2	76	66	Belum Tuntas
3	A3	76	80	Tuntas
4	A4	76	50	Belum Tuntas
5	A5	76	80	Tuntas
6	A6	76	55	Belum Tuntas
7	A7	76	78	Tuntas
8	A8	76	78	Tuntas
9	A9	76	83	Tuntas
10	A10	76	78	Tuntas
11	A11	76	70	Belum Tuntas
12	A12	76	50	Belum Tuntas
13	A13	76	50	Belum Tuntas
14	A14	76	70	Belum Tuntas
15	A15	76	50	Belum Tuntas
16	A16	76	50	Belum Tuntas
17	A17	76	80	Tuntas
18	A18	76	70	Belum Tuntas

19	A19	76	83	Tuntas
20	A20	76	70	Belum Tuntas
21	A21	76	83	Tuntas
22	A22	76	66	Belum Tuntas
23	A23	76	70	Belum Tuntas
24	A24	76	83	Tuntas
25	A25	76	50	Belum Tuntas
26	A26	76	83	Tuntas
27	A27	76	83	Tuntas
28	A28	76	70	Belum Tuntas
29	A29	76	50	Belum Tuntas
30	A30	76	66	Belum Tuntas
31	A31	76	50	Belum Tuntas
Sum				2095
Average				67.58065
Highest Scores				80
Lowest Rate				83
Finished ( $\geq 76$ )				12
Not Finished ( $\leq 76$ )				19

Based on the table above, the learning outcomes of students in Cycle 2 indicate that 38.71%, which is equivalent to 12 students, passed the pretest administered by the teacher. After completing the learning session, the teacher conducted a written test in Cycle 2, and the detailed learning outcomes of the students in Cycle 2 are presented in the following table:

**Table 8** Posttest Results Data for Cycle II Students

No.	Respondent Name Code	KKM	Value <i>Posttest</i>	Information
1	A1	76	70	Belum Tuntas
2	A2	76	80	Tuntas
3	A3	76	80	Tuntas
4	A4	76	76	Tuntas
5	A5	76	90	Tuntas
6	A6	76	95	Tuntas

7	A7	76	80	Tuntas
8	A8	76	85	Tuntas
9	A9	76	80	Tuntas
10	A10	76	78	Tuntas
11	A11	76	85	Tuntas
12	A12	76	76	Tuntas
13	A13	76	76	Tuntas
14	A14	76	78	Tuntas
15	A15	76	71	Belum Tuntas
16	A16	76	76	Tuntas
17	A17	76	78	Tuntas
18	A18	76	76	Tuntas
19	A19	76	76	Tuntas
20	A20	76	83	Tuntas
21	A21	76	95	Tuntas
22	A22	76	80	Tuntas
23	A23	76	78	Tuntas
24	A24	76	83	Tuntas
25	A25	76	95	Tuntas
26	A26	76	78	Tuntas
27	A27	76	80	Tuntas
28	A28	76	76	Tuntas
29	A29	76	76	Tuntas
30	A30	76	90	Tuntas
31	A31	76	70	Belum Tuntas
Sum				2490
Average				80
Highest Scores				95
Nilai Terendah				70
Finished ( $\geq 76$ )				28
Not Finished ( $\leq 76$ )				3

Based on the table above, the learning outcomes of students in Cycle 2 indicate that 90% of the students passed the post-test administered by the teacher. The average increase in scores

from pretest to posttest is 51.3%. Therefore, when using the chain writing method in Cycle 2, the average score increased by 51.3%.

Based on the collective observation data gathered by the researcher and peers during Cycle 2, there was an improvement in students' engagement in listening to the teacher's explanations during the learning process. The discussions led to agreements on improvements to be made in Cycle 2, including:

1. Motivating students more effectively during learning sessions.
2. communicating the steps of the learning process to enhance students' understanding of the taught material.
3. engagingly conducting learning sessions to encourage students to be more active and enthusiastic.
4. Implementing the chain writing method as an introductory tool to convey information to students, fostering a sense of responsibility among them.

According to the observation data gathered during the learning process in Cycle 2, 15 students were classified as active, while 16 students were classified as sufficiently active, and none were classified as less active. The significant increase in the number of students passing the posttest, along with the substantial average score increase from pretest to posttest, demonstrates an improvement in learning outcomes compared to Cycle 1.

Based on the results obtained during Cycle 2, it can be concluded that the implementation of the chain writing method was successful in enhancing both student engagement and learning outcomes compared to Cycle 1, which solely relied on lecture-based methods and textbook-focused approaches.

## **Discussion**

Based on the data from cycles I and II, the activity levels of students during the learning process are presented in the graph below: active, fairly active, and less active.



**Grafik 1** Keaktifan Peserta didik Belajar

The graph above shows that in cycle I, there were no students consistently active in the learning process. The activity level was determined based on criteria such as the ability to collaborate, honesty, responsibility, and creativity, assessed through visible, cultural, and invisible evaluation indexes. In cycle II, the indicators for collaboration, honesty, responsibility, and creativity improved, resulting in 15 students being classified as active and 16 students as fairly active, with no students classified as less active.



**Grafik 2** Data Hasil Belajar Peserta didik

In the graph above, it can be explained that out of a total of 31 students who participated in cycles I and II, each cycle showed an improvement in pretest and posttest results. The improvement in cycle I reached 19.35%, and the improvement in cycle II reached 51.3%. This improvement led the author to feel satisfied, hence the decision not to proceed to cycle III.

## CONCLUSION

Based on the data from the activities conducted by the author using the chain writing method to enhance activity and learning outcomes in writing short stories for eighth-grade students, the author concludes this research as follows:

1. There is an improvement in student learning activity in learning short story texts using the chain writing method. This is indicated by the data on student learning activity outcomes in Cycle I, which used the lecture method and solely focused on textbooks, and Cycle II, which used the chain writing method. Based on this data, the author concludes that to enhance student activity, the chain writing method can be utilized in the teaching and learning process.
2. There is an improvement in student learning outcomes in learning short story texts using the chain writing method. This is evidenced by the increase in the number of 31 students who participated in Cycles I and II. Each cycle showed an improvement in pretest and posttest results. The improvement in Cycle I reached 19.35%, and the improvement in Cycle II reached 51.3%. This improvement led the author to feel satisfied, thus not proceeding to Cycle III.

Therefore, the author concludes that the chain writing method can enhance the activity and learning outcomes of eighth-grade students at SMP Negeri 16 Cimahi.



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