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To cite this article:

Ningsih, D.M & Putri, E.S. (2025). Use of flashcard media in improving literacy in writing procedure texts in class VII students of Al-Mauludi middle school. *Panicgogy International Journal*, 3(1), 1-9.

To link to this article: nakiscience.com/index.php/pij

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Abstract

This research aims to explore the application of flashcard media and evaluate its impact on improving students' writing literacy. Using a Pre-experimental Design with a One Group Pretest-Posttest type, the study found that flashcard media positively influenced student behavior in learning to write procedural texts. Observations during the learning process, including the preliminary, core, and closing activities, indicated a high level of engagement, with a final score of 95%, categorized as very good. Statistical analysis revealed a significant increase in student performance, with the average pretest score rising from 58.95 (ranging from 43.75 to 75.00) to an average posttest score of 86.08 (ranging from 62.50 to 93.75), reflecting a difference of 27.13. Therefore, the use of flashcard media is shown to be effective in enhancing writing literacy in procedural texts among seventh-grade students at Al-Mauludi Middle School. The sample in this study consisted of seventh-grade students from Al-Mauludi Middle School, focusing on improving their procedural writing skills through the use of flashcard media. It is recommended that flashcard media be utilized more broadly in educational settings to further support and improve students' writing skills.

Keywords: Flashcard Media, Improving Writing Literacy, Procedure Text

1. Introduction

Literacy is one of the important aspects that a country needs to have. This is because countries that have high literacy can show the nation's own ability to work together, think critically, creatively, and communicatively, which in turn can help the country to compete at the global level (Laksmi, 2020 in Nurbaeti et al., 2022). Literacy was originally defined as the skills of reading and writing, but as the times progressed the understanding of literacy continued to expand. As stated by Ediyono & Alfiati (2019), literacy is defined as a person's ability to process and understand information obtained from reading and writing activities.

Writing is the activity of expressing ideas, thoughts and opinions in the form of writing. This statement is supported by Karawasa's opinion (2016 in Suyati, 2019) writing is the process of expressing ideas, opinions, thoughts, or ideas through written language. Furthermore, Dalman (2016) argues that writing is the process of changing thoughts, fantasies, feelings or so on into symbols or forms of writing that have meaning. Writing becomes a high-level skill after other language skills (Anshori, 2021). Because in their activities, writers need to have skills in using the right language structure and vocabulary (Simatupang, 2020). Therefore, one needs to do an exercise to be skilled in writing. This exercise can be done by following writing lessons in class as in learning to write procedure texts.

Procedure text is a text that conveys instructions or instructions in using something in an orderly sequence of steps (Thoha & Sari, 2023). In line with this opinion, Tri Indah Prasasti (2022) states that the procedure text contains an explanation of how to make, operate, or do something that is carried out through regular, sequential, and logical steps so that the results to be achieved are as desired. So it can be concluded, the text of the procedure is a text that contains instructions or important stages for making or doing something that is arranged systematically, regularly, and logically.

Based on the results of interviews with teachers Indonesian grade VII of Al-Mauludi Junior High School, students' literacy skills are still low, including the ability to write procedural texts that must be improved. This condition occurs because students still have difficulty determining ideas, determining the first sentence, have not been able to use the structure and linguistic rules of procedural texts properly, the use of spelling, punctuation, and capital letters is still inappropriate, and teachers have not used varied media.

Therefore, to overcome these problems, it is necessary to use relevant media so that students are more interested in learning, especially in writing. Like using flashcard media. According to Akbar (2022), flashcards are a form of visual learning media that contains images, writing, or images and writing. Khotimah (2020) argues that flashcard media plays a role in supporting the learning process by increasing student interest so that they are more active, and increasing student attention in the learning process.

In line with the above opinion, Satriana, Yunus, and Fatmawati (2013 in Debby et al., 2022) stated that flashcard media also has the potential to improve students' ability to remember information, foster independence in learning, and expand students' knowledge related to the material taught. Therefore, to solve problems about learning to write, flashcard media is relevant. Research on flashcards was previously conducted by Oleh Erwin (2020), with the title "The Influence of Flashcard Media on the Ability to Write Description Text by Class VII Students of MTS Miftahussalam Medan Learning Year 2019/2020." The study obtained the results of the ability to write description text, students who used flashcard media got an average score of 77.44, including the good category, while students who did not use flashcard media got an average score of 60.04 including the sufficient category. That means, there is a significant influence on the use of flashcard learning media on the ability to write description text by Class VII MTS Miftahussalam Students. Another research by (Mawarni & Wardiah, 2021) with the research title "Improving the Ability to Write Short Story Text Using a Contextual Approach through Flashcard Media for Class XI Students of SMA Negeri 1 Sembawa". The research obtained results that there was an improvement in the skills of writing short story texts with a contextual approach through flashcard media in Class XI Students of SMA Negeri 1 Sembawa. This is evidenced through the results of student assessments in cycles I and II. In cycle I students who achieved completeness as many as 17 students, while in cycle II students who completed as many as 23 students. This research makes an important contribution for teachers in the use of flashcard media in learning. Because flashcard media is proven to play a significant role in improving students' abilities.

his study explores the use of flashcard media to improve seventh-grade students' writing literacy, specifically in writing procedural texts. Using a Pre-experimental Design with a One Group Pretest-Posttest type, the results showed a significant improvement in students' writing skills. Observations revealed positive student engagement, with a final score of 95%, categorized as very good. Statistical analysis showed an increase from an average pretest score of 58.95 to a posttest score of 86.08, with a difference of 27.13. This research is significant as it focuses on procedural texts, while previous studies applied flashcards to descriptive texts and short stories. The study aims to answer how flashcard media can be effectively applied in teaching procedural writing and to what extent it improves students' writing literacy. Based on these findings, it is recommended that flashcard media be used more in educational settings to enhance students' writing skills.

2. Method

The method applied in this study is an experimental method with a Pre-Experimental Design design with the type of One-Group Pretest-Posttest Design. So, this study was conducted on one class that underwent an initial test and a final test in the absence of a comparison class. The initial test is before the flashcard media treatment is given while the final test after the flashcard media treatment, then the results are compared. experimental

method is a quantitative research method used to determine the influence of certain treatments on results under controlled conditions (Sugiyono, 2019). The treatment in this study was flashcard media.

Data collection techniques in this study include: literature studies, observations, tests, and questionnaires. Literature study aims to gather information and a deep understanding of the research topic. Data used to obtain relevant material, and in accordance with this study include: books, articles, and journals. Furthermore, observation is carried out by observing students during the learning process of writing procedural texts using flashcard media takes place, then filling out the observation sheet by filling in 10 questions that have been prepared. Then the test applied to this study was in the form of a written test which was carried out twice. Includes, initial tests (pretest) and final tests (posttest). Finally, in this study, the questionnaire was filled out by students after being given treatment in the form of the use of flashcard media in learning to write procedure texts. The goal is to find out how students respond to the use of flashcard media in learning to write procedure texts.

The instrument used is an observation sheet, a test sheet that contains the task of writing procedural texts about traditional catimus food, when before and after treatment is given in the form of using flashcard media. So that students' writing results will be visible from the initial test and the final test. The use of this test aims to determine how the learning outcomes of writing texts, procedures using flashcard media to improve the literacy of grade VII students of Al-Mauludi Junior High School, and questionnaire sheets.

After the data is collected, the next step is to analyze or process the data. Observation data analysis activities are carried out by calculating observation results and then qualifying them into four categories which include very good, good, sufficient, and lacking results. Then the test result data analysis activities are carried out by analyzing and giving values to the data obtained from the observations and writing results of students in the initial test and final test. The assessment in this study includes four aspects, namely aspects of content, structure, writing rules and language rules. If student scores have been obtained, the next stage is to classify the scores obtained based on the criteria of the ability to write procedural texts according to (Nurgiyantoro, 2016) in the Table 1.

Table 1. Categories Ability to Write Student Procedure Text

No	Interval Presentase	Category
1	86-100	Very Good (A)
2	76-85	Good (B)
3	56-75	Enough (C)
4	10-55	Less (D)

The next stage is to process data using SPSS 24 software with paired sample T-Test techniques. The paired sample T-Test technique is used to determine whether there are differences in samples before and after treatment (Arifin, 2017). Before proceeding to the data analysis stage, the first step that needs to be done is to conduct a normality test that serves to find out whether the data contributes to normal or not. The normality test is the first step before analyzing the data in depth. If the data is normally distributed, it will be continued using the Paired Sample T-Test technique. However, if the data is abnormally distributed, it will be continued with the Wilcoxon Test technique. Arifin (2017) stated that the decision criteria in the normality test on SPSS is if the value is more significant than 0.05.

3. Results and Discussion

The results described are the results of research conducted on grade VII students of Al-Mauludi Junior High School. Includes a description of the results of the application of flashcard media obtained from observation data during learning procedure texts using flashcard media, as well as the results of increasing student writing literacy obtained from

pretest and posttest data writing procedure texts which are then processed through SPSS 24 software.

Results of Flashcard Media Application

Data is generated from the observation process during learning activities observed by students, who act as observers in this study. This observation includes learning activities to write procedural texts using flashcard media, the aim is to determine the application of flashcard media in improving students' procedural text writing literacy. As for this learning activity, it includes three main activities, namely the introduction activity, core activity, and closing activity.

In the preliminary activity, the series of activities consists of several stages. First, the teacher opens the lesson by saying greetings and praying together. Second, teachers provide motivation and convey achievements and learning objectives to be achieved in learning. Third, the teacher directs students to sit with their groups, and finally the teacher conducts apperception in the form of giving lighter questions, and reviewing previous material. In the core activities, it includes several stages carried out by teachers and students. First, the teacher distributes learning media in the form of flashcards containing information about how to make traditional catimus food, then students are asked to pay attention to the information contained in flashcards. Second, the teacher allows students to ask questions if things are confusing. Third, if there are still students who do not understand how to use flashcard media, the teacher provides further explanation. However, for students who already understand, the teacher immediately distributes LKPD. Fourth, students make a procedure text on how to make traditional katimus food by following the steps listed on the flashcard presented in text form. Finally, after completing the assignment, students are asked to conclude, write down impressions, and obstacles experienced during the learning process by filling out the questionnaire that has been provided. Meanwhile, in the closing activity, students were asked to collect LKPD and questionnaire sheets that had been done, and the teacher invited students to conclude the learning that had been determined. Finally, the teacher closes the lesson with a greeting.

The results of the observations obtained the final score of 95% (very good). This indicates that the learning process is going very well. During the learning process, students show positive attitudes towards learning to write procedural texts using flashcard media. This is marked by obtaining scores in good and excellent categories in statements number one to four which are included in the introductory activity, students are able to respond to greetings and questions given by the teacher, students can listen well to the material presented, and students ask questions about the material delivered by the teacher. Furthermore, statements number five to nine are included in the core activities and obtain scores in the very good category, this is shown by students who are active in learning to write procedure texts, able to compile the structure and linguistic rules of procedure texts, able to write procedure texts based on material that has been delivered using flashcard media, able to write procedure texts assisted by images contained in flashcards, and students are able to determine their writing into the structure and rules of language tek procedures appropriately. As for statement number ten included in the closing activity and obtained a score in the very good category, because it shows the behavior of students who are able to respond actively to the learning carried out. Thus, it can be concluded, the application of flashcard media in improving the literacy of writing student procedure texts obtained excellent results.

Results of Improving Student Writing Literacy

a) Data Description and Analysis

Based on the data that has been collected, the results of students' initial learning in writing procedural texts without being given treatment in the form of flashcard media obtained an average score of 58.95 with the lowest score of 43.75 and the highest score of 75.00. Of the 44 students 84% of the students belonged to the category of sufficient in writing procedure texts, and 16% belonged to the category of lacking. While student

learning outcomes, after being given treatment in the form of flashcard media obtained an average score of 86.08 with the highest score of 93.75 and the lowest score of 62.50 after students received treatment in the form of using flashcard media. Of the 44 students, 68% of students belonged to the category of excellent in writing procedure texts, 14% of students belonged to the good category, and 18% of students belonged to the sufficient category.

For more details, it can be noted in the following table of statistical descriptive calculation results.

Table 2. Pre-test and Post-test Descriptive Statistical Calculation Results

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test	44	43.75	75.00	58.9489	6.92539
Pos-ttest	44	62.50	93.75	86.0795	8.29415
Valid N (listwise)	44				

The Table 2 above shows the difference in values between the two, revealing a significant improvement in students' scores. The average pretest score is 58.95, while the average posttest score is 86.08, representing a difference of 27.13. This indicates a considerable improvement in students' writing literacy after the use of flashcard media in the learning process. The results demonstrate that the students' scores increased from pretest to posttest, indicating the effectiveness of flashcard media in improving their writing skills.

Moreover, the highest score also showed a significant increase, rising from 75.00 in the pretest to 93.75 in the posttest. This improvement in the highest score further supports the effectiveness of the flashcard media in enhancing students' writing literacy. These findings suggest that the use of flashcards as a teaching tool can effectively engage students and lead to better outcomes in learning procedural writing. In addition, to ensure that the use of flashcard media can improve students' literacy in writing procedural texts, a Paired Test was conducted through SPSS 24 software. However, before performing a paired T test, it is necessary to determine in advance whether the sample used is normally distributed or not.

b) Data Processing Prerequisite Test

1) Normality Test

The data normality test was conducted after determining the average value of each variable. Given that the sample size did not exceed 50, the Shapiro-Wilk test was used with a significance level of 0.50. The test's criterion is based on the significance value: if the significance value is less than 0.05, the null hypothesis (H0) is rejected, indicating that the data does not follow a normal distribution; if the significance value is more than 0.05, the alternative hypothesis (Ha) is accepted, suggesting that the data is normally distributed. The null hypothesis (H0) assumes that the data comes from a normally distributed population, while the alternative hypothesis (H1) posits that the data does not follow a normal distribution.

Table 3. Pre-test and Post-test Data Normality Test

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	.196	44	.000	.916	44	.004
Posttest	.250	44	.000	.823	44	.000
a. Lilliefors Significance Correction						

Based on Table 3 above, the results of the normality test using the Shapiro-Wilk Test show that data regarding students' writing skills in learning to write procedural texts using

flashcard media are not normally distributed. This can be seen from the results of the normality test, where the significance value for the pretest is 0.004 and for the posttest is 0.000. Both significance values indicate that the data comes from a population that is not normally distributed. Therefore, because the two data are not normally distributed, further tests are carried out using a non-parametric test, the Wilcoxon Test.

2) Wilcoxon Test

The Wilcoxon Test is used instead of the paired data T Test, also known as the Paired Sample T Test. However, the Wilcoxon test requires data to be sequenced before it can be processed. The following table provides a further overview.

Table 4. Wilcoxon Test Results

	N	Mean Rank	Sum of Ranks
Posttest - Pretest	0 ^a	.00	.00
Negative Ranks			
Positive Ranks	44 ^b	22.50	990.00
Ties	0 ^c		
Total	44		

a. Posttest < Pretest

b. Posttest > Pretest

c. Posttest = Pretest

Based on the data in Table 4, it can be observed that the negative rank or negative difference between the pretest and posttest results is represented by a value of 0 in the columns N, Mean Rank, and Sum of Ranks. This value indicates that there was no decrease (subtraction) in the scores from the pretest to the posttest. In other words, there were no instances where the posttest score was lower than the pretest score.

On the other hand, 44 positive data points (N) showed an improvement in learning outcomes from the pre-test to the post-test, meaning that 44% of the students experienced an increase in their learning performance. The average increase, as represented by the Mean Rank, is 22.50, with a Sum of Ranks amounting to 990.00. The "Ties" column, which refers to instances where the pre-test and post-test scores are identical, shows a value of 0. This indicates that none of the 44 students tested had the same score on both the pre-test and post-test.

Test Wilcoxon's Hypothesis

Understanding the principles of the Wilcoxon Test is essential before performing a hypothesis test. According to Arifin (2017), the basis of the Wilcoxon Test before decision making is as follows.

If probability or Asymp. Sig. (2-tailed) > 0.05 then H0 is accepted

If probability or Asymp. Sig. (2-tailed) < 0.05 then H0 rejected

The hypotheses in this study are.

H0 : Flashcard media cannot improve the literacy of writing text procedures for grade VII students of Al-Mauludi Junior High School

Ha : Flashcard media can improve literacy in writing text procedures for grade VII students of Al-Mauludi Junior High School

For more details, it can be seen in the following table.

Table 5. Test Wilcoxon's Hypothesis

Test Statistics ^a	
	Posttest - Pretest
Z	-5.816 ^b
Asymp. Sig. (2-tailed)	.000

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

Based on the results of Wilcoxon's hypothesis test in Table 5, it can be concluded that the use of flashcard media has a significant positive effect on improving literacy in writing procedural texts for grade VII students at Al-Mauludi Junior High School. This conclusion is supported by the Asymp. Sig. (2-tailed) value of 0.000, which is smaller than the significance level of 0.05. The value indicates that there is a statistically significant difference between the pretest and posttest scores, meaning that the intervention has effectively enhanced students' writing skills. The improvement in literacy can be attributed to the use of flashcards, which helped students engage with the material more interactively and improved their understanding of procedural text writing.

The results further indicate that the flashcard media intervention had a meaningful impact on students' learning outcomes. This is evident from the positive change in scores, as students showed improvement in procedural text writing after using flashcards as a learning tool. Since the Asymp. Sig. (2-tailed) value is below the 0.05 threshold, the null hypothesis (H_0), which states that there is no significant difference, is rejected. The alternative hypothesis (H_a), which suggests that flashcard media improves procedural text writing literacy, is accepted. Therefore, it can be confidently concluded that the use of flashcard media contributes to the improvement of writing literacy in procedural texts for Class VII students at Al-Mauludi Junior High School.

Based on the results of the study entitled "The Use of Flashcard Media in Improving Text Writing Literacy Procedures for Class VII Students of Al-Mauludi Junior High School," it can be concluded that the application of flashcard media in learning to write procedural texts works very well. The observation results of students' activities in writing procedural texts showed very positive responses. This was seen from the enthusiasm and active involvement of students during the learning process. In addition, students also showed a good understanding of the structure of procedural texts, information on how to make traditional lemet or catimus food, and the use of linguistic rules in procedural texts, including the use of imperative sentences, declarative sentences, and temporal conjunctions.

The use of flashcard media makes it easier for students to learn how to write procedural texts. During the learning process, students appeared more enthusiastic and actively engaged, which is one of the indicators of the successful application of this media. Flashcards allow students to focus more on the structure and steps in writing procedural texts, making it easier for them to understand how to properly compose a text according to the rules. This media also provides a clear visual representation of the steps that need to be followed when creating a procedure, making it easier for students to remember.

Student learning outcomes after the application of flashcard media in procedural text material showed significant improvement in their writing skills. The average score in the pretest was 58.95, while in the posttest, it increased to 86.08. The difference in average scores indicates that flashcard media has a positive effect on improving students' procedural text writing skills. Therefore, it can be concluded that the use of flashcards as a learning tool can improve students' understanding and skills in writing procedural texts.

The results of the Wilcoxon test show an Asymp sig. (2-tailed) value of 0.000, which is less than 0.05, indicating that the alternative hypothesis (H_a) is accepted, and the null hypothesis (H_0) is rejected. This suggests that the use of flashcard media significantly improves the literacy of writing procedural texts for Class VII students of Al-Mauludi Junior High School. Thus, the use of flashcard media is proven to be effective in enhancing students' procedural text writing skills, making it a valuable and effective alternative teaching method to improve students' writing abilities.

4. Conclusions

Based on the results of a study entitled "The Use of Flashcard Media in Improving Text Writing Literacy Procedures for Class VII Students of Al-Mauludi Junior High School" can be concluded as follows. The application of flashcard media in learning to write procedural texts goes very well. Based on the results of observations made by student observers in learning activities to write text procedures, give a very good response. In addition, students also understand the structure of the procedure text, information on how to make traditional lemet or catimus food, and the use of linguistic rules of the procedure text which includes the use of imperative sentences, declarative sentences, and temporal conjunctions. By using flashcard media can make it easier for students to learn to write procedural texts, students look enthusiastic and active during learning. Student learning outcomes after the application of flashcard media in procedure text material showed a significant improvement in writing skills compared to before the application of flashcard media. At the time of the pretest, the average score was 58.95 with the lowest score of 43.75 and the largest value of 75.00, while the average posttest score was 86.08 with the lowest score of 62.50 and the highest value of 93.75. So, the difference obtained from the average score of the pretest with the average value of the posttest is 27.13. It is proven that the posttest results are better than the pretest results. The results of the Wilcoxon test show the value of Asymp sig. (2-tailed) $0.000 < 0.05$ then it can be concluded "Ha accepted" and H0 rejected. This means that the use of flashcard media can increase the literacy of writing procedural texts for grade VII students of Al-Mauludi Junior High School, because the use of these media can improve students' procedural text writing skills.

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