

The Improving Narrative Text Writing Skills by Using the Fractured Story In Class X Students of SMAN 1 Pademawu

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Abstract: This Classroom Action Research aimed to improve the narrative writing skills of tenth-grade students at SMAN 1 Pademawu through the implementation of the Fractured Story model. The study involved 28 students and was conducted over two cycles following the stages of planning, action, observation, and reflection. Data were collected using pretests, posttests, observations, and documentation. In the pretest, none of the students achieved the minimum passing score of 75, with an average score of only 45.00. After the first cycle, the average score increased to 69.11, with 28.57% of students reaching the minimum criteria. In the second cycle, all students passed, achieving an average score of 95.89. This shows a total improvement of 50.89 points or 113.09% from the pretest. The results indicate that the Fractured Story model effectively enhanced students' writing performance, motivation, creativity, and critical thinking. By reconstructing well-known stories into new and imaginative narratives, students developed a better understanding of narrative structure and gained more confidence in expressing their ideas. The model also made learning more engaging and meaningful, as it encouraged students to connect the content with their own experiences and imagination. Therefore, it can be concluded that the Fractured Story model is an effective approach to improve students' ability in writing narrative texts in English language learning.

Keywords: Narrative Text, Fractured Story, Writing Skills, Creative Writing, Classroom Action Research.

Introduction

This research started from a problem related to students' problems in understanding narrative text in class. Most students do not understand the structure of narrative text, which is a text that tells a series of events in sequence with the aim of entertaining readers while conveying moral messages. The structure of narrative text, which consists of orientation, conflict, and resolution, helps in understanding and extracting moral values (Nurdin et al, 2023). In the high school English learning curriculum, especially grade X, story text is an important material that students must master. This research is important because it can help students acquire overall language skills, especially in writing. Research into

Indonesian fantasy and folklore texts reveals consistent structural elements, including orientation, complication, and resolution (Rozak et al, 2020). However, many students still have difficulty writing coherent and interesting story texts. They often have difficulty creating a storyline, choosing the right diction, and writing their imagination. A learning model that encourages creativity and makes it easier for students to understand story structure is needed. It was found that the retelling model significantly improved students' listening skills for short stories (arwati et al, 2021). Because it allows students to explore their ideas and strengthen their understanding of the elements in the story text, the use of solved stories is thought to improve their writing ability. Recent studies have explored various approaches to improving students' short story writing skills. The use of story mapping activities has been shown to improve students' ability to integrate key story elements and develop characters (Meliyawati & Ediwarman, 2024). Consequently, the purpose of this study is to determine how effective the split story model is in improving the ability of grade X students at SMAN 1 Pademawu to write story texts.

The importance of narrative text in learning cannot be separated from the nature of humans who like to tell and hear stories, Narrative texts play an important role in English language learning, providing various benefits for students. These texts serve as valuable resources for moral development, allowing teachers to identify and teach values such as honesty, responsibility, and tolerance (Sarwani, 2015). Stories are an effective medium to convey values, experiences, and cultural understanding. Research suggests that narrative texts can enhance students' comprehension and creativity while incorporating cultural elements. Semantic mapping has been shown to effectively improve students' understanding of narrative texts (Balitar, 2020). Therefore, research on narrative text writing in Indonesian schools highlights the importance of writing narrative texts in developing students' literacy skills and expanding their knowledge. Research shows that mastery of narrative text structures and linguistic features is essential for effective writing (Turnip & Lubis, 2022). Narrative text storytelling is essential for the development of students' overall language skills. More than just entertainment or classroom time fillers, narrative texts are tools designed to teach creativity, critical thinking, and an understanding of the structure and conventions of the English language. Storybooks are part of the curriculum in senior high school, especially in grade X. The curriculum aims to improve students' mastery of language forms. The curriculum aims to improve mastery of language forms and the ability to convey ideas systematically, rationally, and interestingly. In learning, story texts are very important because humans naturally like to tell and listen to stories. Stories are an effective tool for conveying values, experiences and cultural understanding. Research shows that mastering narrative text writing can increase students' literacy awareness and broaden their perspectives. Research shows a strong correlation between students' knowledge of narrative text structures and linguistic features and their ability to write imaginative stories (Turnip & Lubis, 2022). The split story model can be a relevant approach to solve such problems. The model not only enhances students' understanding of narrative structure, but also allows them to express and explore their own ideas by having students transform a familiar story into a creative and unique new version. Therefore, evaluating and researching the

effectiveness of this very activity model not only improves writing skills but also enhances language sensitivity and creative thinking skills. Although story texts have many pedagogical advantages, many students fail to write this type of text. Students in some schools, such as SMAN 1 Pademawu, still face difficulties in conveying ideas, creating a logical storyline, and using appropriate language structures. This condition shows that the learning methods used have not fully met the needs of students to write narrative texts.

Narrative text is a type of text that aims to tell a series of events that happen to certain characters in a structured flow, Narrative texts are texts that aim to tell a series of events involving certain characters in a structured storyline. Research shows that expository texts are the primary choice of 11th grade students as their favorite narrative texts (Rozalina et al, 2023). The main purpose of the text is to entertain the reader, but moral messages, life values and cultural understanding are often conveyed in it. An understanding of the features of narrative texts is essential for English language learning so that students can write and analyze texts correctly. The structure of narrative text consists of orientation, conflict, and resolution, which help students understand the story as a whole and identify moral values in it (Nurdin et al, 2023). Narrative texts have a standard structure that distinguishes them from other types of texts. This structure includes: Introduction of characters, setting (place and time), and the beginning of the story Complications: The emergence of problems or conflicts between the main characters. This part plays a major role in the story and determines the tension that exists within it. Resolution: The resolution of the conflict or problem that arose earlier. The story may end happily (happy ending) or sadly (sad ending). Studied fantasy stories, noting structures such as orientation and resolution, as well as linguistic features such as pronouns and figurative language. (Ratnasari et al, 2023). Descriptive language is used to describe a character, place, or atmosphere, such as a beautiful forest, an angry person, etc. Directive speech or quotation marks: to indicate conversations between characters in the story. Characters and Plot In narrative texts, the main character usually develops or changes due to conflict. Although there are some stories that use a back-and-forth or flashback plot, the plot is usually logically organized in chronological order. The presence of imaginative or creative elements is another characteristic of story texts. Research shows that elementary school students can develop fiction writing skills through structured training programs that combine theory and practice (Yazid, Fadhila, Husni & Aprilia, 2020).

As an educator and researcher in the field of language teaching, the researcher believes that story text is not only a type of text that students must master, but also a medium to build students' creative, reflective and communicative abilities. In high school, the implementation of the 2013 Curriculum for short story production integrates scientific approaches and authentic assessment, with a focus on observation, questioning, experimentation, argumentation, and communication (Swandewi et al, 2019). However, many students face difficulties in writing story texts in learning practices, especially at the high school level. Lack of story concept, limited vocabulary, difficulty in developing plot, and confusion in understanding narrative structure are some of the problems. Therefore, learning approaches that are innovative, engaging and encourage students' creativity are

needed, one of which is the split story model. Research shows some innovative methods to improve students' creative skills. The "recycling machine" approach involves modifying folktales by changing the ending or plot elements, which can improve students' ability to write short stories (Lubis et al, 2021). Overall, the storytelling method provides an innovative and imaginative teaching approach, improving student understanding and teacher competence (Anwar & Nugroho, 2023). Problem-based learning models foster creative thinking and 21st century skills by engaging students in authentic and unstructured problems (Nugraha, 2022). Therefore, fractured story is not just an alternative model; it is a strategic solution to improve the ability to write story text creatively and meaningfully. Therefore, using the fractured story model in narrative text learning is a methodological experiment rather than a student needs-based approach. The aim is to bridge the gap between narrative text theory and real and relevant writing practice.

A narrative text is an imaginative story to entertain people (narrative writing is an original story that aims to treat people) (Eliyawati, 2020). Narrative text requires creativity and logical organization of ideas. However, when asked to write a narrative text from scratch, many students have difficulty. Lack of story ideas, inability to structure the narrative, and students' lack of desire to write are common problems. Research shows that creating an engaging and innovative learning environment is essential for effective teaching, particularly in the teaching of writing. Applying creative approaches such as rewriting familiar stories with new elements can improve students' writing skills and motivation (Cahyono & Sunarsih, 2020). Instead, they can learn to write thoroughly starting from the basics they already understand. There are several reasons why narrative texts should be delivered using the fractured story model: 1. Easier Access to Narrative Structure Since students are already familiar with the original story, they can more easily understand the structure of narrative text (orientation, complication, & resolution). 2. Enhancing Students' Creativity and Imagination through story modification, which encourages them to think creatively in changing story elements, fostering the courage of imagination and exploring the unlimited potential of narrative, 3. Students are more motivated to complete the task because it makes it more fun and challenging. Their confidence in writing increases when they can transform the story into their own. 4. Improves Critical Thinking Skills: When transforming a story, students have to look at the elements in the original story, consider the storyline, and make decisions that affect the overall storyline. This improves critical thinking skills, 5. Bringing Learning Closer to Students' World: By using stories that they are familiar with or that are funny and contextualized, learning is closer to the students' world. This makes them feel involved and have an emotional bond with the writing task. By incorporating familiar stories, humor, and contextual elements, students develop a stronger emotional connection with the writing task (Pendahuluan, 2023).

Similarly, the "fractured story" approach to folklore improved secondary school students' ability to write short stories by changing the ending and plot structure (Lubis et al., 2021). A training program focusing on the basic concepts of fiction writing, combined with practical exercises, proved effective in developing students' ability to create fiction stories (M.yazid, Dina Fadhila, M. Husni, Dina Aprilia, 2020). Research on creative writing

in the Indonesian educational context reveals some key characteristics and approaches. Short story writing instruction usually follows a structured process that includes prewriting, writing, and postwriting stages, using a scientific approach (Iskandar & Harsiati, 2023). From some of the facts above, the researcher took the research focus on how to improve the ability to write narrative text through the fractured story model in class X SMAN 1 Pademawu.

Methodology

This research uses the Classroom Action Research (PTK) method or called by another term CAR (classroom action research). Classroom action research is used to solve a problem in the classroom. It is considered important to improve the quality of teaching, as evidenced by its inclusion in teacher training programs and webinars (Listyani, 2023). This is in accordance with the purpose of this study, which is to improve students' ability to write narrative text by using the fractured story model. Narrative is one of the genres that is quite challenging to write. Many narrative stories are already quite familiar to readers. However, creating an original narrative story certainly requires high imagination and creativity (Oktanaina et al, 2024). CAR allows researchers to take direct action in the classroom, evaluate the results, and reflect on the learning process continuously to achieve effective improvement. PTK has its drawbacks, including longer time and time requirements as it is used in several cycles and demands high commitment from teachers and students. To overcome these shortcomings, researchers plan carefully, communicate with teachers, and continue to encourage students to remain enthusiastic and actively participate during the learning process. Effective communication between teachers and students, including personal approach, discussion, and negotiation, can help build interest in learning (Nadia & Delliana, 2020).

This research/study was conducted at SMAN 1 Pademawu in Pamekasan Regency, Madura, during a two-month period as part of the Field Experience Program (PPL). The focus of the study was class X, which consisted of 28 students. The selection of this class was based on the results of the initial observation which showed that students' narrative text writing skills were still low, as well as because the class was the responsibility of the researcher during teaching practice. Writing is the most important skill that foreign language students need to develop. It is the last stage in learning language after listening, speaking, and reading. In other word, writing is an indicator whether the students have gained all skills or not (Rangkuti et al, 2021). Similarly, the Classroom Reading Program method has been effective in improving narrative writing skills among students (Syafuddin & Ihsan, 2023). The participants in this study were selected based on the criteria of full participation in the learning process. This summary synthesizes findings from three studies on student participation and learning outcomes. Research shows that active participation is essential to achieve learning objectives (Rohmah et al, 2023). Students who were consistently absent or did not participate in learning activities were excluded from the main data analysis. The research was conducted in the classroom as part of an English lesson. To support the implementation of the Fractured Story model, the learning environment was

designed to be active, communicative and collaborative. The study lasted for two months and included phases of planning, action implementation, observation, and reflection. Each cycle consisted of two meetings, and each meeting lasted 90 minutes, in accordance with the school's English schedule. Data collection in this study used written tests, observation sheets, and documentation (photos/videos of the learning process). In order to obtain valid data, all data was validated (Blaang, 2020).

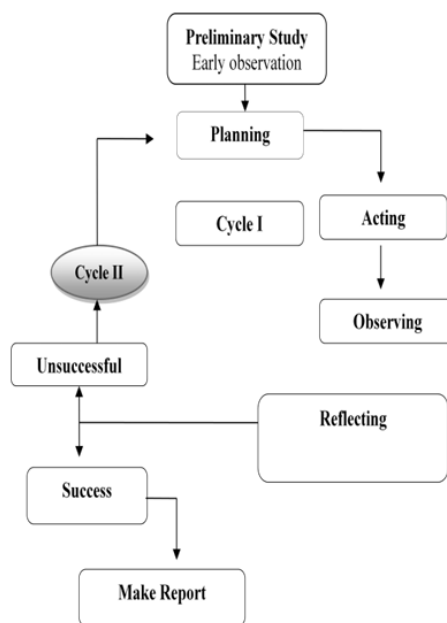


Figure 1. There are four steps in CAR research as shown in the following figure:

Before starting the first step, the researcher conducted an observation where the results of the observation found that in class X SMAN 1 Pademawu there was a problem of lack of ability in writing narrative text so that the researcher needed to take several steps:

The first step is planning, the researcher plans the fractured story model as a writing strategy in narrative text.

The second step is action. Researchers implement what has been planned in general planning, in this case, researchers use narrative text learning with understanding the fractured story model and implemented in the classroom.

The third step is observation. Researchers conduct Observation and action occur simultaneously. In this study, observations were made during the teaching and learning process. Observations were made not only of the teaching and learning process but also of the learning progress achieved by students. The author made observations during the application of the rumpang story model in learning to write narrative text.

The fourth step is to reflect. Reflection is carried out by researchers to evaluate the actions and progress of students in the learning process. Reflection refers to the activity of analyzing what has been done in action. Reflection includes the success and failure of the action and its impact. Reflection is important enough information to prepare the next action.

The subjects of this study were 28 students in class X SMAN 1 Pademawu. Data collection researchers used in-depth observation, interviews, and also documentation (students' grades).

Data analysis

To analyze, the researcher used the following steps:

1. Calculate the Average (Mean) Score

For example, if you have students' test scores before and after the action:

$$\text{Mean score} = \frac{\sum \text{scores}}{\text{number of students}}$$

Calculate the mean score **before** the intervention and **after** the intervention.

2. Calculate the Improvement (Gain) in Scores

Improvement = Mean score after – Mean score before

3. Calculate the Percentage of Improvement

$$\text{Percentage improvement} = \left(\frac{\text{Mean score after} - \text{Mean score before}}{\text{Mean score before}} \right) \times 100\%$$

4. Categorize Student Achievement

Sometimes, you also analyze the percentage of students who reach a certain mastery criterion (e.g., a score of 75 or above). Calculate:

$$\text{Percentage of students who achieve mastery} = \left(\frac{\text{Number of students with score} \geq \text{criteria}}{\text{Total students}} \right) \times 100\%$$

Success Criteria

The researcher also set success criteria to measure the extent of the success of the application of the fractured story model in narrative text writing. The criterion was 80% of the students achieved a minimum grade of 75 (B).

Result and Discussion

Findings

There are three stages in the implementation of this research, namely the preliminary study, cycle I, and cycle II.

Preliminary Study

In the preliminary study, the author observed the Introduction to Linguistics class to find out the conditions or atmosphere of the teaching and learning process before the application of the method. The results of the observation showed that the author found several problems, such as passive learners in the classroom and difficulties in understanding

the fractured story material in narrative text writing. Based on the data, 0% of learners reached the minimum target score. That means, no one met the minimum criteria. The following data is presented in tabular form:

Table 1. Score of learners' in preliminary study

No	Component	Results
1	Number of Students	28 people
2	Total Pretest Score	1255
3	Average Pretest Score	44,82
4	Number of Students Completed (≥ 75)	0 students
5	Percentage of Completion	0%

Cycle I

In this session, there are four steps taken by the author, namely planning, implementation, observation, and reflection.

In the planning stage, the author plans the materials and methods based on the problems experienced by students. The model used is the fractured story model in narrative text writing.

In the implementation stage, the author carries out what has been planned previously, namely presenting the theory of fractured story and implementing it in writing narrative texts.

In the observation stage, the writer made observations during the process of applying the fractured story model in writing narrative text. Based on the observation, the learners seemed motivated in following the learning, students enjoyed the application of the model. Most learners are active because the method used is student-centered learning (SCL). In addition, they understand the material more easily because they can share and discuss with their friends.

The last stage is reflection, from the results of these observations, the author concludes that the application of the fractured story model in writing narrative text is classified as successful even though it has not reached the minimum target value as a whole. Based on the improvement of students' learning outcomes, there is a significant increase as illustrated in this table although not all meet the completeness value:

Table 2. Score of learners' cycle 1

No	Component	Results
1	Number of Students	28 people
2	Total Posttest I Score	1935
3	Average Posttest I Score	69.11
4	Number of Students Who Completed (≥ 75)	8 students

Based on the results in cycle I, the researcher decided to continue to cycle II because the research success target had not been achieved. In cycle I, only 28.57% of students

managed to achieve scores above the Minimum Completion Criteria (KKM), while the success criteria set in this study were that at least 80% of students reached the target. Nevertheless, there was a significant increase compared to the results of the preliminary study, so the researcher considered that the intervention carried out had a positive direction and was worth continuing and refining in the next cycle.

In cycle II, the researcher continued to use the same method, namely the fractured story model in narrative text writing. Just like in the previous cycle, cycle II was also carried out through four main stages, namely: planning, acting, observing, and reflecting. At this stage, researchers made improvements based on the evaluation results of cycle I, both in terms of learning scenarios, time management, and strategies for assisting students in group discussions. The results of cycle 2 are contained in the table below:

Table 3. Score of learners' cycle 11

No	Aspect	Result
1	Number of students	28
2	Minimum score	90
3	Maximum score	100
4	Average (Mean) score	95.89
5	Passing score criterion	≥ 75
6	Number of students passed	28
7	Mastery percentage	100%

Posttest II results showed a significant increase in student learning achievement after the implementation of the learning actions. The scores obtained by students ranged from 90 to 100, indicating a consistently high level of achievement across students. The average score was 95.89, which was well above the set passing criteria of 75. Interestingly, all 28 students scored above the threshold of completeness, so the completeness rate reached 100%. This means that all students successfully achieved the expected learning outcomes after the learning actions were implemented. Overall, this data shows that the learning method used was very effective in improving students' understanding and skills related to the material taught. The small variation in scores also shows that this improvement occurred evenly across the class, reflecting both student effort and the effectiveness of the learning approach applied.

Table 4. So the total of the results of the pretest, post-test 1 and post-test 2 analysis shows:

Test	Total Score	Average Score
Pretest	1935	45.00
Posttest I	2390	69.11
Posttest II	-	95.89

Analysis:**1. Progress from Pretest to Posttest I:**

- The average score increased from 45.00 to 69.11.
- This is an improvement of 24.11 points.
- Percentage improvement:

$$\frac{69.11 - 45}{45} \times 100\% = 53.58\%$$

- This indicates that after the first intervention, students' understanding improved by approximately 54%, Showing that the teaching method had a positive effect.

2. Progress from Posttest I to Posttest II:

- The average score increased from 69.11 to 95.89.
- This is an improvement of 26.78 points.
- Percentage improvement:

$$\frac{95.89 - 69.11}{69.11} \times 100\% = 38.73\%$$

- The second intervention led to further improvement, with scores increasing by nearly 39%. This shows continued effectiveness and consolidation of learning.

3. Overall Progress from Pretest to Posttest II:

- The average score increased from 45.00 to 95.89.
- This is a total increase of 95.89-45.
- Percentage improvement:
- Overall, the students more than doubled their initial average score, demonstrating a very strong impact of the interventions.

$$\frac{95.89 - 45}{45} \times 100\% = 113.09\%$$

Table 5. This is shown in the table and diagram below:

Test	Average Score	Improvement (Points)	Improvement (%)	Mastery Level (%)
Pretest	45.00	-	-	0%
Posttest I	69.11	24.11	53.58%	(Data needed)
Posttest II	95.89	26.78	38.73%	100%

Development of the average value and completeness of students

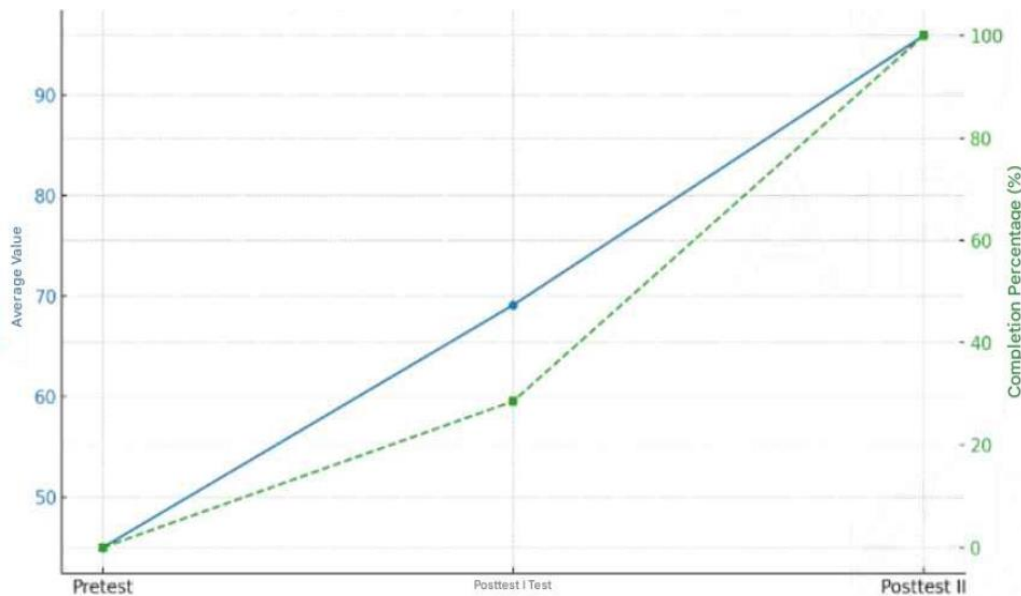


Figure 2. The improvement of learners' score

From the table and the diagram above, the analysis of students' test scores from the Pretest, Posttest I, and Posttest II demonstrates a clear and significant improvement in their learning outcomes over the course of the intervention. Initially, the Pretest results showed that the average student score was 45.00, indicating a low level of mastery before the intervention. None of the students reached the passing criterion of 75, reflecting the need for instructional improvement.

After the first intervention, measured by Posttest I, the average score rose substantially to 69.11. This represents an improvement of 24.11 points or approximately 53.58% compared to the Pretest scores. This significant gain suggests that the teaching methods and activities implemented were effective in enhancing students' understanding. However, although many students improved, it is likely that not all reached the mastery level at this stage.

Following a second round of teaching and reinforcement, Posttest II results showed an even greater improvement. The average score increased to 95.89, which is an increase of 26.78 points or 38.73% compared to Posttest I. When viewed from the Pretest baseline, this improvement amounts to 50.89 points or 113.09%, more than doubling the original average score. This indicates that the second intervention further consolidated and deepened the students' learning. Moreover, all students achieved scores above the mastery criterion of 75 in Posttest II, resulting in a mastery level of 100%. This is a strong indication that the instructional approach was highly successful in helping all students achieve the expected competencies.

In summary, the progressive increase in average scores from 45.00 in the Pretest to 95.89 in Posttest II, combined with the rise in mastery percentage from 0% to 100%, highlights the effectiveness of the applied teaching model and interventions. The consistent improvement demonstrates that the instructional strategies and classroom actions taken

were well-suited to address students' learning needs, significantly improving their knowledge and skills by the end of the study.

Conclusion

The findings of this study show that the Fractured Story model significantly improved students' narrative writing skills. Students' average scores increased from 45.00 in the pretest to 95.89 in the posttest II, with a 100% mastery rate achieved. This model helped students better understand narrative structure, enhanced their creativity, and increased their motivation to write. These results imply that creative, student-centered methods like Fractured Story can effectively bridge theory and practice in writing instruction. It is recommended that this model be implemented more widely in English classes to support active learning. Future studies could explore its application in other genres or educational levels, and examine its long-term impact on writing development. Teachers and schools are encouraged to adopt and support this model through training and integration into the curriculum.

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