



The Use of Estafet Writing Method in Learning Short Story Writing of Grade XI Students of Vocational School

Penggunaan Metode Estafet Writing dalam Pembelajaran Menulis Cerpen Siswa Kelas XI SMK

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Abstract: This study aims to implement the estafet writing method to improve the short story writing skills of Grade XI students at SMK Kesehatan Madani Indonesia. The study employed a Classroom Action Research method conducted in two cycles. Each cycle consisted of planning, action implementation, observation, and reflection stages. Data collection techniques were carried out through direct observation and interviews with teachers and students. The results showed that the implementation of the estafet writing method effectively improved students' short story writing skills. In the first cycle, student participation increased, although challenges remained in discussions and story structuring. In the second cycle, with smaller group formations and more focused themes, students demonstrated significant improvements in contribution, creativity, and the quality of their writing. The average student scores increased from the pre-cycle to the second cycle, with a completion rate reaching 100%. This method not only enhanced students' writing skills but also fostered teamwork, creativity, and active participation in learning.

Keywords: estafet writing, writing skills, short stories

Abstrak: Penelitian ini bertujuan untuk menerapkan metode *estafet writing* guna meningkatkan kemampuan menulis cerpen siswa kelas XI di SMK Kesehatan Madani Indonesia. Penelitian ini menerapkan metode Penelitian Tindakan Kelas yang dilaksanakan dalam dua siklus. Setiap siklus terdiri dari tahap perencanaan, pelaksanaan tindakan, observasi, dan refleksi. Teknik pengumpulan data dilakukan melalui observasi langsung serta wawancara dengan guru dan siswa. Hasil penelitian menunjukkan bahwa penerapan metode *estafet writing* terbukti efektif dalam meningkatkan kemampuan siswa dalam menulis cerpen. Pada siklus pertama, partisipasi siswa meningkat meskipun masih terdapat kendala dalam diskusi dan penyusunan cerita. Pada siklus kedua, dengan pembentukan kelompok yang lebih kecil dan tema yang lebih terarah, siswa menunjukkan peningkatan yang signifikan dalam kontribusi, kreativitas, dan kualitas hasil tulisan. Rata-rata nilai siswa meningkat dari pra-siklus hingga siklus kedua, dengan persentase ketuntasan mencapai 100%. Metode ini tidak hanya meningkatkan kemampuan menulis siswa, tetapi juga mendorong kerja sama, kreativitas, dan partisipasi aktif dalam pembelajaran.

Kata kunci: *estafet writing*, keterampilan menulis, cerpen

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INTRODUCTION

In learning, creativity is essential for creating effective solutions to overcome problems that arise during the learning process (Sari et al., 2021). Educators play an important role in conditioning students to experience better behavioral changes in the future (Ali, 2020). One aspect of language skills that needs to be developed is writing. Writing is a way to convey messages through written language by expressing ideas or thoughts that can be easily understood by readers. Writing skills are honed through knowledge and language skills. In written communication, there are four important elements: the writer, the content or message conveyed, the medium (i.e., writing), and the recipient or reader. In the writing process, it is necessary to consider word choice, sentence structure, and how to communicate information clearly and structurally, not spontaneously or without consideration (Riyanti et al., 2022). In Indonesian language learning in the classroom, it is advisable to use Indonesian, considering that many students are accustomed to using regional languages. This can be gradually addressed by using a mixed language between Indonesian and regional languages in the classroom (Yanda & Ramadhanti, 2019).

In learning, especially in Indonesian language lessons, various effective strategies are needed to improve student quality. Educators must be able to manage and condition students creatively and solution-oriented in facing various problems. In the context of writing learning, which requires language skills, educators' creativity will have a significant influence and can inspire students. Therefore, the use of proper and correct Indonesian in learning is very important to accustom students, so they can use the language more effectively. This will certainly affect their writing skills.

Writing short stories is a skill for expressing events seen or experienced by the author. However, such writing is also the result of the author's imagination in portraying interesting parts of life from their perspective (Noprina, 2023). In writing short stories, students need to rely on their imagination, which can come from personal experiences, fictional stories, or other elements that support short story writing (Nurhayati & Soleh, 2022). Short stories must have their own appeal by crafting the story into something unique. Short stories generally feature a limited number of characters and are built upon various internal and external elements (Musthofa et al., 2019). Although story ideas can originate from the author's views on their surroundings or personal experiences, short story writing still requires imagination that goes beyond reality. Despite involving few characters and a short plot, short stories must have an appeal that captivates readers and leaves a lasting impression on their hearts and minds. The estafet writing method is one effective strategy to improve students' short story writing skills. This method is part of collaborative learning aimed at honing writing skills through group-based sequential writing activities. This method encourages students to actively think, collaborate, and complement each other in composing a coherent and cohesive text.

This research aims to improve students' ability to write short stories and manage the discussion system in the short story writing process using the estafet writing method. Estafet writing is a writing learning method that emphasizes collaboration among students in groups to sequentially create a text. Each group member contributes by adding ideas or sentences sequentially, resulting in a coherent and complete text. This method not only hones students' writing skills but also develops creative thinking, teamwork, and effective communication skills. Various studies show that estafet writing is effective in improving narrative, short story, poetry, and other text writing skills (Islamiah et al., 2023; Nurwahidah et al., 2020; Sari & Hasanudin, 2022). Additionally, this method creates a more dynamic and enjoyable learning atmosphere, making it easier for students to express their ideas in written form.

Several studies show the effectiveness of this method in improving students' writing skills at various educational levels and text types. Nurwahidah et al. (2020) found that the use of the estafet writing method was effective in improving students' ability to write short stories at the high school level. This study showed an increase in students' average scores from pre-test to post-test after implementing this method, with significant results in text structure and creativity in writing. Sari & Hasanudin (2022) also stated that this method could improve high school students' short story writing skills.

At the elementary school level, research by Islamiah et al. (2023) showed that the estafet writing method effectively improved the writing skills of fourth-grade elementary school students through classroom action research conducted in two cycles. The research results showed significant improvement in students' writing abilities from the first to the second cycle. Meanwhile, Sella (2024) also revealed that this method successfully improved student learning outcomes in Indonesian language subjects at the madrasa level.

In narrative text writing, Ningsih (2018) found that the estafet writing method helps students overcome barriers in expressing ideas and arranging coherent sentences. Meanwhile, Widiyanti & Hidayat (2020) focused on applying this method in writing pantun texts in junior high school and found that it helped students be more creative in producing literary works.

Another study by Finanti & Santosa (2023) in vocational schools showed that this method is effective in improving poetry writing skills. Through two cycles of classroom action research, there was a significant improvement in student learning outcomes. Additionally, research by Asri et al. (2019) highlighted the effectiveness of this method in improving image-based essay writing skills in high school students.

The results of these various studies prove that the estafet writing method is not only effective in improving students' writing skills but also creates a more active, collaborative, and enjoyable learning atmosphere. This method opens opportunities for students to actively participate, exchange ideas, and develop creativity in writing various types of texts. Therefore, the estafet writing method can be recognized as one of the effective strategies for improving students' writing skills at various educational levels.

The estafet writing method is a group and Estafet Writing technique. Each student takes turns expressing pre-determined ideas, resulting in a complete text at the end of the lesson. The success of the resulting text depends on the cooperation between students who influence each other. This method aims to allow students to freely express themselves through shared imagination with their peers in creating text or writing in an enjoyable way (Amin & Sumendap, 2022). The implementation of the estafet writing method to improve short story writing skills at the high school level can be done by educators organizing class study groups, assigning different themes to each group, and explaining the steps of the estafet writing method in short story writing. Educators give students time to discuss and collaborate in exploring the given theme. Finally, educators allow group representatives to present their short story works (Sari & Hasanudin, 2022). The estafet writing method is expected to stimulate students' enthusiasm and creativity in writing short stories because it is conducted in groups. In groups, each student can help and motivate each other to boost enthusiasm and imagination in short story writing.

METHOD

This study is classroom action research involving direct field observation and interviews with teaching teachers and students. Classroom action research was carried out in several cycles, encompassing the stages of planning, implementation, observation, and reflection. Each cycle involved an evaluation and reflection process to identify obstacles and design improvements for the following cycle, ensuring that students' learning outcomes showed improvement (Hanifiyah & Rokhmansyah, 2023; Zamzanie & Rokhmansyah, 2024). The focus of the research was to improve students' short story writing skills. The research subjects were 11 students from Class XI DKV at SMK Kesehatan Madani Indonesia, consisting of 9 female and 3 male students. This study was conducted in two cycles, with the first cycle on Wednesday, November 20, 2024, and the second cycle on Monday, November 25, 2024. Data collection techniques included observation during the learning process and interviews regarding students' opinions after the lessons.

RESULTS AND DISCUSSION

SMK Kesehatan Madani Indonesia was established in 2014 and annually accommodates approximately 80 students. Since 2022, the school has implemented the Merdeka Curriculum as part of its efforts to improve education quality. This study applied classroom action research, consisting of four main stages: (a) planning, (b) implementation, (c) observation, and (d) reflection. This approach was used to ensure the effectiveness of the learning process and improve student outcomes.

Before planning actions, the researcher first observed classroom conditions during an Indonesian language lesson focusing on short story material in the pre-cycle stage. While the teacher was explaining short story material, several students appeared inattentive. Some seemed drowsy, while others chatted with their peers. When the teacher assigned a task to read a short story, several students showed reluctance and did not read it at all. As a result, when asked to write a short story, many students struggled, citing a lack of ideas and viewing short story writing as a boring activity. Most students complained about being unable to come up with ideas for their writing. Some sought help from friends to generate ideas or even complete their tasks. Others did not finish their assignments because they found it difficult and were unwilling to think. To address these issues, the researcher discussed with the Indonesian language teacher to formulate appropriate and effective steps.

1. Cycle 1

a. Planning

The researcher and the Indonesian language teacher sought references for effective methods of teaching short story writing from various online sources. One method selected was Estafet Writing, a collaborative writing technique. Each student took turns writing parts of a short story based on ideas and concepts agreed upon during a prior discussion. During the discussion, students collectively determined the theme, title, and plot to produce a complete and coherent short story. This method was chosen because it was believed to stimulate students' imagination through group discussions. Discussions were expected to spark ideas and broaden students' perceptions, enabling each individual to contribute based on their observations, experiences, and feelings.

b. Implementation

The action was carried out after thorough planning. Before assigning tasks, the teacher reviewed short story material and provided stimuli to the students. Since many students had forgotten previous lessons due to inattention, the teacher formed groups and asked students to express their understanding of short stories in their own words. Once students demonstrated an understanding of short stories, the teacher proceeded with the writing assignment. The teacher explained the estafet writing method and its implementation guidelines. Additionally, the teacher clarified the purpose of this method: to help students write short stories effectively, enhance their imagination, and foster enthusiasm through discussion. Students were expected to collaborate effectively to achieve shared writing goals. The activity began with a discussion on the short story's theme, followed by determining the characters and plot. Once an agreement was reached, the Estafet Writing activity commenced. Each student contributed their ideas sequentially by writing one sentence at a time.

c. Observation

Field observations revealed that learning short story writing using the estafet writing method was quite enjoyable for students. During discussions, debates occasionally occurred regarding the ideas and themes to be adopted. Some previously unmotivated students actively participated in sharing ideas and engaging in discussions. Although a few students remained silent and merely observed their peers' debates, the discussion proceeded in an orderly manner. The process of determining the theme, characters, and plot took about 30 minutes, ultimately leading to a consensus on the theme of fables or animal stories. Once the theme was agreed upon, students began writing their story sequentially. Although some students faced difficulties in continuing the story, their peers encouraged them and offered suggestions. The lesson proceeded calmly and effectively, with discussions and assignments carried out without unnecessary noise. The teacher circulated the classroom, observing students' participation and acting as a mediator during disagreements. The teacher also provided guidance to students struggling to express their ideas in writing. At the end of the activity, students presented their group stories in front of the class while others listened attentively. Most students were satisfied with their collaborative results, although some felt certain parts of the story were inconsistent. Nevertheless, the overall outcome was positive.

d. Reflection

After the lesson concluded, the teacher conducted a reflection session by asking questions related to the definition of a short story and its elements. The students responded well, demonstrating their understanding of the material. The teacher also inquired about the students' enthusiasm and improvement in imagination when writing short stories using the Estafet Writing method. Nearly 100% of the students admitted that it was easier for them to spark their imagination, primarily due to the group discussions that stimulated their enthusiasm and helped them collaboratively explore ideas.

The researcher and the teacher who observed the lesson agreed that the classroom atmosphere was well-managed, and the short stories produced by the students were quite satisfactory. Both the researcher and the subject teacher concurred that the Estafet Writing method could help students boost their enthusiasm, generate ideas, and improve their ability to write short stories.

The researcher also conducted interviews with students regarding the Estafet Writing method in short story writing. Some of them enjoyed this method because it allowed them to collaborate in writing short stories, making it easier to continue the storyline being developed. However, other students felt that this method was less effective because their ideas were sometimes hindered by having to share the writing process with their peers. Additionally, the researcher interviewed the subject teacher. The teacher stated that this method was quite effective in sparking students' enthusiasm for writing short stories. Students appeared enthusiastic and critical during discussions about determining story ideas. Although some students remained passive during discussions, the implementation of the Estafet Writing method was considered successful in stimulating imagination and improving students' short story writing skills. This was evident from their written outcomes and reflections at the end of the lesson.

Nevertheless, the researcher highlighted both the strengths and weaknesses experienced by students when using the Estafet Writing method in short story writing for the Indonesian language subject. The strengths of the first cycle of learning included: (a) students were able to learn to discuss effectively and systematically, (b) students could boost their enthusiasm since tasks were completed collaboratively, (c) students could cooperate in determining the plot of the short story, (d) students could enhance their imagination through idea stimulation from their peers during the writing process, and (e) students indirectly gained an understanding of short story material during the discussion and Estafet Writing process. However, there were also some weaknesses, including: (a) time was often wasted debating story ideas, (b) some students were less active in discussions, and (c) ideas tended to focus on those agreed upon by the majority, leading to some parts of the story feeling disjointed. Despite these shortcomings, the Estafet Writing method, combined with a discussion model, successfully improved students' short story writing skills.

2. Cycle 2

a. Planning

Based on the weaknesses observed in the first cycle, the researcher and the Indonesian language teacher planned to form smaller groups. The goal was to reduce the time wasted during discussions about short story themes, increase overall student participation, and achieve more specific agreements on ideas so that students could write short stories effectively and accurately according to the determined aspects.

In the previous cycle, the researcher and the teacher divided the class into one large group due to the relatively small number of students. However, this time they agreed to form smaller groups to provide students with more space for expression. Each group would consist of 3–4 students. Furthermore, the teacher would offer students a selection of themes to minimize the time spent deciding on a theme. The suggested themes included health, education, and the environment. Once a theme was chosen, students could explore sub-themes and storylines more deeply and systematically.

b. Implementation

Before taking action, the teacher explained the reasons for forming smaller groups and restructuring the short story writing activity. The goal was to improve students' skills and enthusiasm for writing short stories. Afterward, the teacher reviewed the material related to short stories, such as the elements of short stories and the definition of the Estafet Writing method. Some students were able to answer well, while others seemed to have forgotten the material. Next, the teacher formed groups consisting of 3–4 students each. In this cycle, before starting the short story writing process, the teacher assigned an individual task for each student to read a short story from the internet as a reference. The time given for reading was 10 minutes. Afterward, students began discussing the sub-themes of the selected themes provided by the teacher.

After discussing and reaching an agreement on the sub-theme and storyline, students started writing their short stories using the Estafet Writing method in smaller groups. Once all groups had completed their writing tasks, each group was asked to present their work in front of the class. Other groups were given the opportunity to provide feedback, while the teacher was responsible for giving an assessment. At the end of the lesson, the teacher conducted a reflection to measure students' understanding of short stories. Most students were able to answer questions correctly and accurately, demonstrating an improvement in their understanding of the material that had been taught.

c. Observation

During the second cycle of learning, students appeared more focused and responsive compared to the previous cycle. In smaller group discussions, students did not spend excessive time debating. With predetermined theme options provided by the teacher and the initial task of reading short stories, students found it easier to identify sub-themes and storylines, which were then agreed upon collaboratively. Each student also appeared more confident in exploring ideas and expressing them in writing without deviating from the agreed storyline. Students were more focused because the small group discussion environment allowed them to align their ideas more easily. During the presentation session, students showed greater confidence when presenting their group's work. Other students actively provided constructive feedback and suggestions. Similarly, in the reflection session at the end of the lesson, students were able to easily answer the teacher's questions about short story material in the Indonesian language class.

d. Reflection

In the second cycle of learning, the researcher and the teacher agreed that forming smaller groups for short story writing using the Estafet Writing method proved to be more effective in helping students understand short story material. The collaboration within group discussions, the quality of the short stories produced, and their final scores showed significant and satisfactory improvement. All students actively participated in discussions within their respective groups, and there were no restrictions on ideas since each idea was thoroughly discussed before being put into writing. Therefore, it can be concluded that the Estafet Writing method for short story writing is more successful and effective when implemented in smaller group settings.

Table 1. Recapitulation of Students' Short Story Writing Results

No.	Name	Minimum Criteria of Mastery Learning	Pre-test		Cycle 1		Cycle 2	
1.	Angelly Shiva Refan	80	78	TL	83	L	89	L
2.	Daud Pisces Fariansyah	80	45	TL	78	TL	83	L
3.	Davina Putri Anggraeni	80	54	TL	79	TL	85	L
4.	Lailatul Munawaroh	80	67	TL	84	L	87	L
5.	Muhammad Afrizal	80	81	L	89	L	92	L
6.	Nafisa Aida Fitria	80	69	TL	83	L	86	L
7.	Sachio Omega Harren	80	32	TL	75	TL	80	L
8.	Shilla Dwi Martina	80	67	TL	82	L	85	L
9.	Siti Zairina	80	83	L	86	L	94	L
10.	Sofita Khoirotul Aisah	80	74	TL	83	L	85	L
11.	Vika Trias Salsa Aprilia	80	75	TL	82	L	87	L
Total Score			725		904		953	
Lowest Score			32		75		80	
Highest Score			83		86		94	
Completion Rate (%)			22,7%		74,3%		100%	
Number of Subjects			11		11		11	
Average Score			66		82		87	

Keterangan:

L : Passed (score above the minimum passing score)

TL : Not Passed (score below the minimum passing score)

Based on the research conducted at SMK Kesehatan Madani Indonesia, the estafet writing method has proven effective in improving students' short story writing skills. In the first cycle, several challenges, such as time-consuming debates and some students remaining passive during discussions, became major obstacles. However, the learning atmosphere became more conducive and creative, with students actively participating and showing improvement in their ability to express ideas.

These results align with the findings of Nurwahidah et al. (2020) and Sari & Hasanudin (2022), which state that the estafet writing method can improve students' short story writing skills through structured discussions and the active contribution of each student. The significant improvement in the second cycle demonstrates the effectiveness of this method when discussions are conducted in smaller groups, allowing each student more opportunities to contribute. Observations and reflections in this study support the findings that the estafet writing method can foster students' enthusiasm, train their imagination, and help them develop a coherent storyline more easily.

Based on the data from Table 1, there is a significant improvement from the pre-cycle, the first cycle, to the second cycle. In the pre-cycle, only 22.7% of students achieved scores above the Minimum Criteria of Mastery Learning. After implementing the estafet writing method in the first cycle, the completion percentage increased to 74.3%, with an average score reaching 82. This improvement indicates that the estafet writing method has a positive impact on students' short story writing skills. In the second cycle, with smaller group divisions and more focused guidance, the completion percentage reached 100%, with the average score increasing to 87. This improvement supports previous findings by Finanti & Santosa (2023) which demonstrate the effectiveness of the estafet writing method in enhancing students' writing skills through more focused discussions and active contributions in small groups. Therefore, it can be concluded that the implementation of the estafet writing method in small groups successfully maximized students' potential in writing short stories more effectively and efficiently.

CONCLUSION

The use of the estafet writing method in the short story material for the Indonesian language subject was successfully implemented to boost students' enthusiasm, spark their imagination, and improve their short story writing skills. Student debates during discussions fostered critical thinking skills, allowing them to collaborate effectively. Likewise, the alternating writing process enabled students to inspire each other with ideas in creating their short stories. The formation of smaller groups in the second cycle also reduced the shortcomings observed in the first cycle. After completing both cycles, it can be concluded that students have gained a thorough and comprehensive understanding of short story material.

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