Jurnal Pembelajaran Bahasa dan Sastra
Volume 5, Nomor 1, Januari 2026
DOI: https://doi.org/10.55909/jpbs.v5i1.1219

https://pembahas.dialeks.id/index.php/jp
p-ISSN : 2809-5367
e-ISSN : 2809-6355

The Effect of the Picture and Picture Model Assisted by the TikTok Application on Procedural Text Writing Skills

Melati Fitri Insani[1]*, Deden Ahmad Supendi[2], Tanti Agustiani[3]
[123]Prodi Pendidikan Bahasa dan Sastra Indonesia, Universitas Muhammadiyah Sukabumi, Jawa Barat, Indonesia
*E-mail: melatifitri@ummi.ac.id

ABSTRACT
This study aims to determine the effect of the Picture and Picture learning model assisted by the TikTok application on the procedural text writing skills of ninth-grade students at SMP Negeri 1 Jampang Tengah. This study was conducted based on the fact that students' low ability to compose procedural texts using sequential steps according to the text structure, inappropriate use of linguistic rules, and low student participation in writing lessons. This study used an experimental method with a posttest-only control group design. The study population was all ninth-grade students of SMP Negeri 1 Jampang Tengah in the 2025/2026 academic year who participated in procedural text writing skills learning using Picture and Picture assisted by the TikTok application. The study sample consisted of two classes: class IX B as the experimental class and class IX C as the control class, each with 28 students. The research instruments were a procedural text writing test and a learning observation sheet. Learning in the experimental class was carried out through the presentation of images on TikTok as stimuli, activities to sort images based on the Picture and Picture model, group discussions, and practice writing procedural texts. Meanwhile, the control class received conventional learning. Data were analyzed using the nonparametric Mann–Whitney U statistical test because the posttest data were not normally distributed. The results showed that the average procedural text writing skill score for the experimental class was 82.75, while the control class was 61.42. The Mann–Whitney U test results showed a significance value of 0.000 < 0.05, indicating a significant difference between the two classes. Thus, the Picture and Picture learning model assisted by the TikTok application has a significant effect on procedural text writing skills.

Keywords: picture and picture, TikTok aplication, procedural text writing

Pengaruh Model Picture and Picture Berbantuan Aplikasi TikTok terhadap Keterampilan Menulis Teks Prosedur

ABSTRAK
Penelitian ini bertujuan untuk mengetahui pengaruh model pembelajaran *Picture and Picture* berbantuan aplikasi TikTok terhadap keterampilan menulis teks prosedur siswa kelas IX SMP Negeri 1 Jampang Tengah. Penelitian ini dilakukan berdasarkan fakta tentang rendahnya kemampuan menyusun teks prosedur menggunakan langkah-langkah secara runtut sesuai dengan struktur teks, penggunaan kaidah kebahasaan yang kurang tepat, serta rendahnya partisipasi siswa dalam pembelajaran menulis. Penelitian ini menggunakan metode eksperimen dengan desain *posttest-only control group design*. Populasi penelitian adalah seluruh siswa kelas IX SMP Negeri 1 Jampang Tengah tahun ajaran 2025/2026 yang mengikuti pembelajaran keterampilan menulis teks prosedur menggunakan *Picture and Picture* berbantuan aplikasi TikTok. Sampel penelitian terdiri atas dua kelas, yaitu kelas IX B sebagai kelas eksperimen dan kelas IX C sebagai kelas kontrol, masingmasing berjumlah 28 siswa. Instrumen penelitian berupa tes menulis teks prosedur dan lembar observasi pembelajaran. Pembelajaran di kelas eksperimen dilaksanakan melalui penyajian gambar di TikTok sebagai stimulus, kegiatan mengurutkan gambar berdasarkan model *Picture and Picture*, diskusi kelompok, dan latihan menulis teks prosedur. Sementara itu, kelas kontrol memperoleh pembelajaran konvensional. Data dianalisis menggunakan uji statistik nonparametrik Mann–Whitney U karena data posttest tidak berdistribusi normal. Hasil penelitian menunjukkan bahwa rata-rata nilai keterampilan menulis teks prosedur kelas eksperimen sebesar 82,75, sedangkan kelas kontrol sebesar 61,42. Hasil uji Mann–Whitney U menunjukkan nilai signifikansi 0,000 < 0,05 sehingga terdapat perbedaan yang signifikan antara kedua kelas. Dengan demikian, model pembelajaran *Picture and Picture* berbantuan aplikasi TikTok berpengaruh signifikan terhadap keterampilan menulis teks prosedur.

Kata kunci: picture and picture, TikTok, menulis teks prosedur

Submitted	Accepted	Published
14/01/2026	21/01/2026	23/01/2026

Citation	Insani, M. F., Supendi, D. A., & Agustiani, T. (2026). The Effect of the Picture and Picture Model Assisted by the TikTok Application on Procedural Text Writing Skills. *Jurnal Pembelajaran Bahasa dan Sastra, Volume 5, Nomor 1, Januari 2026, 875-882. DOI: https://doi.org/10.55909/jpbs.v5i1.1219*

Publisher
Raja Zulkarnain Education Foundation

https://pembahas.dialeks.id/index.php/jp
p-ISSN : 2809-5367
e-ISSN : 2809-6355
Jurnal Pembelajaran Bahasa dan Sastra
Volume 5, Nomor 1, Januari 2026
DOI: https://doi.org/10.55909/jpbs.v5i1.1219

INTRODUCTION

The development of digital technology requires the world of education to adapt to develop human resources with 21st-century skills. UNESCO (2020) emphasized that learning is no longer limited to conventional classrooms but rather requires the use of information and communication technology to improve the quality and accessibility of learning. In Indonesian language learning, mastery of language skills is a crucial aspect that must be developed, particularly writing skills, which require logical, systematic, and creative thinking (Tarigan, 2008; Nurgiyantoro, 2012). One writing skill that junior high school students must master is writing procedural texts, which present systematic steps for carrying out an activity.

However, initial observations and interviews with Indonesian language teachers at SMP Negeri 1 Jampang Tengah indicate that ninth-grade students' procedural text writing skills are still relatively low. Most students scored below the Minimum Completion Criteria (KKM) and tended to copy sample texts without understanding the structure and content of procedural texts. Learning that is still dominated by conventional methods leads to students being passive, lacking motivation, and having difficulty developing written ideas. This situation highlights the need for learning innovations that actively engage students and help them understand concepts visually and systematically.

One learning alternative that can be implemented is the Picture and Picture learning model, supported by the TikTok application. The Picture and Picture model is a cooperative learning model that emphasizes the use of images to help students think logically and sequentially to understand a concept. TikTok, as a digital medium, is used to present images of procedural steps, which are then arranged sequentially by students, which are then used as the basis for writing procedural texts. The use of TikTok is expected to provide more interactive, contextual learning, and be tailored to the characteristics of students in the digital age.

Previous research has shown that the Picture and Picture model has a positive impact on procedural text writing skills. Wulandari et al. (2023) reported a statistically significant increase in students' writing skills after implementing the Picture and Picture model. Similar findings were also presented by Devi et al. (2025), who demonstrated a significant increase in students' procedural text writing scores after implementing the model. However, most of these studies still use conventional images and have not integrated digital technology as a learning medium.

Based on this description, this study presents an update by combining the Picture and Picture learning model and the TikTok application as a learning medium for writing procedural texts. This research was formulated to answer the question: does the Picture and Picture learning model, assisted by the TikTok application, affect the procedural text writing skills of ninth-grade students at SMP Negeri 1 Jampang Tengah?

The purpose of this study was to determine the effect of implementing this model on students' procedural text writing skills.

The results of this study are expected to benefit students in improving their writing skills, teachers as an alternative for innovative digital-based learning, schools as a learning development tool that aligns with the demands of 21st-century education. For students or prospective teachers, this research can serve as a reference in designing creative Indonesian language lessons, utilizing digital media, and integrating cooperative learning models into teaching practice.

METHOD

This study used a quantitative approach with an experimental method to determine the effect of implementing the Picture and Picture learning model assisted by the TikTok application on students' procedural text writing skills.

The research design used was a posttest-only control group design, comparing the learning outcomes of the experimental and control groups after receiving a learning treatment (Sugiyono, 2018;

https://pembahas.dialeks.id/index.php/jp
p-ISSN : 2809-5367
e-ISSN : 2809-6355

Razak, 2017; Muslich & Irawati, 2017). The experimental group received learning using the Picture and Picture model assisted by the TikTok application, while the control group received conventional learning.

The research was conducted at SMP Negeri 1 Jampang Tengah, Sukabumi Regency, West Java, in the 2025/2026 academic year. The study population was all ninth-grade students, consisting of several parallel classes, with a total of 176 students. The study sample consisted of 56 students selected using a probability sampling technique, namely cluster sampling (Sugiyono, 2018). Therefore, class IX B was selected as the experimental class (28 students) and class IX C as the control class (28 students). Learning in the experimental class took place on January 15, 2026, for 3 × 40 minutes, while learning in the control class took place on January 14, 2026, for 2 × 40 minutes. All learning activities are structured based on teaching modules aligned with the Independent Curriculum and the Learning Objectives Flow (ATP). Research data was obtained through written tests in the form of a post-test for writing procedural texts and observations of the learning process.

The research instruments consisted of a procedural text writing test and an observation sheet. The test was used to measure students' procedural text writing skills, while the observation sheet was used to determine the implementation of the learning and the activities of teachers and students during the learning process. The test was administered as a post-test to both classes after the learning intervention.

Assessment of procedural text writing skills was based on several indicators: (1) completeness of the text structure (objectives, materials/tools, and steps), (2) clarity and coherence of content or instructions, (3) appropriate use of linguistic rules (imperative verbs, temporal conjunctions, and imperative sentences), and (4) accuracy of spelling and punctuation. Each indicator was assessed on a scale of 1–4 with the following criteria: score 4 (very good), score 3 (good), score 2 (sufficient), and score 1 (poor).

The scoring rubric was established as follows. A score of 4 was awarded if the indicator was met completely and accurately without significant errors. A score of 3 was awarded if the indicator was met with minor errors. A score of 2 was awarded if the indicator was met but still contained several fundamental errors. A score of 1 was awarded if the indicator was not met or had many errors.

The final writing skill score was obtained from the sum of the scores for all indicators, which was then converted to a scale of 0–100. The writing skill categories were defined as follows: 88–100 (very good), 75–81 (good), 63–69 (adequate), and 0–57 (poor).

The research data were analyzed quantitatively. The normality test indicated that the data were not normally distributed, therefore, the nonparametric Mann–Whitney U statistical test was used to test the hypothesis with a significance level of 0.05. If the significance value is <0.05, there is a significant difference between the experimental and control classes, indicating that the Picture and Picture learning model assisted by the TikTok application has an effect on students' procedural text writing skills.

RESULTS

1. Posttest Results of the Experimental Class' Procedural Text Writing Skills

The posttest results for the experimental class were obtained after students participated in a procedural text writing lesson using the Picture and Picture model with the help of the TikTok application. Assessment of procedural text writing skills was based on four aspects: the accuracy of the procedural text structure, clarity of content or instructions, completeness of use of linguistic rules, and accuracy of writing rules. The following table shows the posttest results for the experimental class.

https://pembahas.dialeks.id/index.php/jp
p-ISSN : 2809-5367
e-ISSN : 2809-6355

Jurnal Pembelajaran Bahasa dan Sastra
Volume 5, Nomor 1, Januari 2026
DOI: https://doi.org/10.55909/jpbs.v5i1.1219

Table 1
Posttest Results for the Experimental Class

No.	Sample Code	Score	Value	Category
1	009/IX-B/2026	15	94	very good
2	014/IX-B/2026	15	94	very good
3	018/IX-B/2026	15	94	very good
4	002/IX-B/2026	14	88	very good
5	004/IX-B/2026	14	88	very good
6	005/IX-B/2026	14	88	very good
7	006/IX-B/2026	14	88	very good
8	007/IX-B/2026	14	88	very good
9	015/IX-B/2026	14	88	very good
10	016/IX-B/2026	14	88	very good
11	020/IX-B/2026	14	88	very good
12	022/IX-B/2026	14	88	very good
13	026/IX-B/2026	14	88	very good
14	001/IX-B/2026	13	81	good
15	003/1XB/2026	13	81	good
16	008/IX-B/2026	13	81	good
17	017/IX-B/2026	13	81	good
18	024/IX-B/2026	13	81	good
19	025/IX-B/2026	13	81	good
20	027/IX-B/2026	13	81	good
21	028/IX-B/2026	13	81	good
22	010/IX-B/2026	12	75	good
23	011/IX-B/2026	12	75	good
24	019/IX-B/2026	12	75	good
25	021/IX-B/2026	12	75	good
26	012/IX-B/2026	11	69	adequate
27	023/IX-B/2026	11	69	adequate
28	013/IX-B/2026	10	69	adequate
	Total	369	2317	
	Mean	13,17	82,75	good

Based on the posttest results for the experimental class, the average score was 82.75, categorized as good. The highest score obtained by students was 94, while the lowest was 69. In terms of assessment aspects, the structural accuracy of procedural texts demonstrated the highest achievement, while the accuracy of writing rules was the aspect with the lowest achievement. The distribution of scores showed that no students fell into the poor category (0–57%). Three students fell into the adequate category (63–69%), twelve students fell into the good category (75–81%), and thirteen students fell into the excellent category (88–100%). These results indicate that the majority of students in the experimental class were able to write procedural texts with appropriate structure and content after implementing the Picture and Picture learning model assisted by the TikTok application.

3. Posttest Results of the Procedural Text Writing Skills of the Control Class

The posttest results for the control class were obtained after students participated in procedural text writing without using the Picture and Picture model assisted by the TikTok application. The assessment was conducted using the same instruments and assessment aspects as the experimental class. The following table shows the posttest results for the control class.

Table 2
Posttest Results of the Control Class

No.	Sample Code	Score	Value	Category
1	003/1XC/2026	13	81	good
2	023/IX-C/2026	13	81	good
3	024/IX-C/2026	13	81	good
4	001/IX-C/2026	12	75	good
5	021/IX-C/2026	12	75	good
6	028/IX-C/2026	12	75	good
7	010/IX-C/2026	11	69	adequate
8	016/IX-C/2026	11	69	adequate
9	017/IX-C/2026	11	69	adequate
10	026/IX-C/2026	11	69	adequate
11	004/IX-C/2026	10	63	adequate
12	015/IX-C/2026	10	63	adequate
13	025/IX-C/2026	10	63	adequate

https://pembahas.dialeks.id/index.php/jp
p-ISSN : 2809-5367
e-ISSN : 2809-6355

14	007/IX-C/2026	9	57	poor
15	012/IX-C/2026	9	57	poor
16	013/IX-C/2026	9	57	poor
17	018/IX-C/2026	9	57	poor
18	020/IX-C/2026	9	57	poor
19	022/IX-C/2026	9	57	poor
20	005/IX-C/2026	8	50	poor
21	006/IX-C/2026	8	50	poor
22	009/IX-C/2026	8	50	poor
23	011/IX-C/2026	8	50	poor
24	019/IX-C/2026	8	50	poor
25	027/IX-C/2026	8	50	poor
26	002/IX-C/2026	7	44	poor
27	008/IX-C/2026	7	44	poor
28	014/IX-C/2026	7	57	poor
	Total	272	1720	
	Mean	9,71	61,43	adequate

Based on the posttest results for the control class, the average score was 61.42, categorized as adequate. The highest score obtained by students was 81, while the lowest was 44. Of the four assessment aspects, the structural accuracy of procedural texts demonstrated relatively better achievement compared to the other aspects, while the accuracy of writing rules was the aspect with the lowest achievement.

The distribution of scores shows that fifteen students were in the poor category (0–57%), seven students were in the adequate category (63–69%), six students were in the good category (75–81%), and no students were in the excellent category (88–100%). These results indicate that the procedural text writing skills of students in the control class are still relatively low and have not developed optimally.

4. Statistical Comparison of Procedural Text Writing Skills

The comparison of procedural text writing skills between the experimental and control classes was analyzed using measures of central tendency and dispersion. The following table presents descriptive statistics for the experimental and control classes.

Table 3

	Experimental Class	Control Class
N	29	29
Mean	82,75	61,42
Median	81	57
Mode	88	57
Std. Deviation	7,421	11,331
Variance	55,083	128,402
Range	25	37
Minimum	69	44
Maximum	94	81

Based on the results of the descriptive statistical analysis, the mean, median, and mode of the experimental class were higher than those of the control class. Furthermore, the standard deviation of the experimental class was smaller than that of the control class, indicating that the distribution of students' scores in the experimental class was more homogeneous and centered around the mean. This indicates that students' procedural text writing skills in the experimental class were more evenly distributed than in the control class.

5. Data Normality Test

A normality test was conducted to determine whether the posttest data of the experimental and control classes were normally distributed, as a prerequisite for statistical analysis. The following table shows the data normality test.

https://pembahas.dialeks.id/index.php/jp
p-ISSN : 2809-5367
e-ISSN : 2809-6355

Jurnal Pembelajaran Bahasa dan Sastra
Volume 5, Nomor 1, Januari 2026
DOI: https://doi.org/10.55909/jpbs.v5i1.1219

Table 4
Data Normality Test

Tests of Normality						
	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Experimental Class	.225	28	.001	.903	28	.013
Control Class	.188	28	.013	.927	28	.050

Basis for decision-making:
a. If the Sig. value is > 0.05, then both groups are normally distributed
b. If the Sig. value is < 0.05, then both groups are not normally distributed

The results of the normality test indicate that the significance values of the posttest data in the experimental and control classes are mostly below the 0.05 significance level. Thus, it can be concluded that the posttest data for both classes are not normally distributed.

7. Hypothesis Testing Using the Mann–Whitney U-Test

Based on the results of the normality test, the data were not normally distributed. Therefore, hypothesis testing was conducted using the nonparametric Mann–Whitney U-Test to determine the differences in procedural text writing skills between the experimental and control classes. The results of the Mann–Whitney U-Test are presented in the following table.

Table 5
Nonparametric Mann-Whitney U-Test

Rank			
Class	N	Mean Rank	Sum of Ranks
Experimental	28	40.57.00	1136.00.00
Control	28	16.43	460.00.00
Total	56		

The analysis results show that the mean rank of the experimental class was higher than that of the control class. This indicates that, descriptively, the procedural text writing skills of students in the experimental class were better than those of the control class. The Test Statistics table is presented below.

Table 6
Statistics

Test Statistics	
Mann-Whitney U	54.000
Wilcoxon W	460.000
Z	-5.596
Asymp. Sig. (2-tailed)	.000

Based on the results of the Mann–Whitney U-Test, a significance value (Asymp. Sig. 2-tailed) of 0.000 was obtained, which is less than 0.05. Therefore, H0 is rejected and H1 is accepted. This means there is a significant difference between the procedural text writing skills of students in the experimental and control classes.

8. Observation Results of Learning Implementation

Based on observations conducted during the learning process, the implementation of the Picture and Picture learning model assisted by the TikTok application in the experimental class proceeded well and according to the planned stages. The teacher, as the researcher, was able to carry out the learning process in a coherent manner, starting from the introduction, main activities, and closing activities. During the main activities, the teacher presented the procedural text material concisely, displayed images through the TikTok application, divided students into groups, and facilitated discussions and the arrangement of image sequences. The teacher also provided guidance, re-

https://pembahas.dialeks.id/index.php/jp
p-ISSN : 2809-5367
e-ISSN : 2809-6355

inforcement, and feedback throughout the learning process, ensuring that all activities were carried out optimally.

Observations of students showed that they responded positively and actively during the learning process. Students appeared enthusiastic in participating in the activities, particularly when observing, arranging, and discussing the sequence of images using the TikTok app. Student engagement was evident during group work, discussions, and when writing procedural texts based on the resulting image sequences. The use of visual media and the TikTok app helped students become more focused, motivated, and able to express their ideas coherently and systematically. Therefore, the implementation of the Picture and Picture model, supported by the TikTok app, created more interactive learning and increased student engagement in writing procedural texts.

DISCUSSION

This discussion of the research findings aims to address the research questions regarding students' procedural text writing skills and the impact of implementing the Picture and Picture learning model supported by the TikTok app on ninth-grade students at SMP Negeri 1 Jampang Tengah in the 2025/2026 academic year.

1. Procedural Text Writing Skills in the Experimental Class

Procedural text writing in the experimental class was implemented using the Picture and Picture learning model supported by the TikTok app. The learning process included material delivery, group discussions to arrange the sequence of procedural images, presentations of discussion results, and individual procedural text writing assignments. The use of the TikTok app as a visual medium helped students understand the sequence of steps systematically and concretely.

Based on the posttest results, the experimental class obtained an average score of 82.75 with the highest score of 94 and the lowest score of 69. These results indicate that most students were able to write procedural texts well after participating in learning using the Picture and Picture model assisted by the TikTok application.

2. Procedural Text Writing Skills in the Control Class

The procedural text writing lesson in the control class was conducted without the Picture and Picture model assisted by the TikTok app. Students were asked to write procedural texts individually based on a chosen theme without the aid of structured visual stimuli.

The posttest results in the control class showed an average score of 61.42, with a highest score of 81 and a lowest score of 44. These findings indicate that students' procedural text writing skills in the control class were still moderate and not optimal.

3. The Effect of the Picture and Picture Model Assisted by the TikTok App

Based on the Mann–Whitney U test, the Asymp. Sig. (2-tailed) value was 0.000, which is less than the 0.05 significance level. These results indicate a significant difference between the procedural text writing skills of students in the experimental and control classes.

This difference confirms that the Picture and Picture model assisted by the TikTok app has a positive effect on procedural text writing skills. Visual stimuli in the form of systematically arranged images help students understand the structure, sequence of steps, and content of procedural texts more clearly. Thus, it can be statistically proven that the Picture and Picture learning model assisted by the TikTok application is effective in improving the procedural text writing skills of ninth-grade students at SMP Negeri 1 Jampang Tengah.

CONCLUSION

Based on the research results, it can be concluded that the implementation of the Picture and Picture learning model assisted by the TikTok application has a significant effect on the procedural text writing skills of ninth-grade students at SMP Negeri 1 Jampang Tengah in the 2025/2026 academic year. This is evidenced by the Mann–

Jurnal Pembelajaran Bahasa dan Sastra
Volume 5, Nomor 1, Januari 2026
DOI: https://doi.org/10.55909/jpbs.v5i1.1219

Whitney U test results, which showed a U value of 54.000, Z = -5.596, and Asymp. Sig. (2-tailed) = 0.000 ($p < 0.05$).

These significance values indicate a significant difference between the procedural text writing skills of students in the experimental and control classes. The experimental class had a mean rank of 40.57, while the control class had a mean rank of 16.43, indicating that the procedural text writing skills of students in the experimental class were higher. Thus, statistically it can be stated that the Picture and Picture learning model assisted by the TikTok application is effective and has a positive influence in improving students' procedural text writing skills.

REFERENCES

Ahyar, D. B., Prihastari, E. B., Setyaningsih, R., Rispatiningsih, D. M., Zanthy, L. S., Fauzi, M., & Kurniasari, E. (2021). *Model-Model Pembelajaran*. Yogyakarta: Pradina Pustaka.

Aji, W. N., & Setiyadi, D. B. P. (2020). Aplikasi Tiktok sebagai Media Pembelajaran Keterampilan Bersastra. *Jurnal Pendidikan Bahasa dan Sastra, 6(2)*, 147–157.

Alwasi, R., Mahmud, M., & Sakkir, G. (2024). Exploring the Tiktok Application as a Learning Tool Impact Students' Writing Skill at Senior High School. *International Journal of Language, Education, and Literature, 1(2)*, 102–112.

Amalia, L., Astuti, D. A., Istiqomah, N. H., Hapsari, B., & Daniar, A. S. (2023). *Model Pembelajaran Kooperatif*. Malang: Cahya Ghani Recovery

Aqib, Z. (2017). *Model-model, Media, dan Strategi Pembelajaran Kontekstual (Inovatif)*. Bandung: Yrama Widya.

Aulia, A. (2020). *Teks Prosedur dan Teks Eksposisi*. Jakarta: Guepedia.

Dalman, D. (2021). *Keterampilan Menulis*. Jakarta: Rajawali Pers.

Devi, D., Arni, A., & Hariadi, T. (2025). Pengaruh Penggunaan Model Picture and Picture terhadap Keterampilan Menulis Teks Prosedur pada Siswa kelas VII SMP Negeri 2 Kota Pontianak. *Jurnal Pendidikan Bahasa, 3(1)*, 44–59.

Hutamy, E. T., Swartika, F., Alisyahbana, A. N. Q. A., Arisah, N., & Hasan, M. (2021). Persepsi Peserta Didik terhadap Pemanfaatan TikTok sebagai Media Pembelajaran. *Jurnal Pendidikan dan Pembelajaran Digital, 1(1)*, 1270–1281.

Komaidi, D. (2017). *Panduan Lengkap Menulis Kreatif: Proses, Keterampilan, dan Profesi*. Yogyakarta: Araska.

Mana, L. H. A. (2021). Respon Siswa terhadap Aplikasi Tiktok sebagai Media Pembelajaran Bahasa Indonesia. *Jurnal Ilmiah Pendidikan, 2(4)*, 418–429..

Muslich, A. & Iswati, S. (2019). *Metodologi Penelitian Kuantitatif*. Surabaya: Airlangga University Press.

Octavia, S. A. (2020). *Model-Model Pembelajaran*. Yogyakarta: Deepublish.

Purwaji, Q., & Yustiana, S. (2025). Meningkatkan Keterampilan Literasi dalam Pembelajaran melalui Media Sosial Aplikasi Tiktok. *Jurnal Ilmiah Pendidikan Sosial, 11(2)*, 277–289.

Razak, A. (2017). *Menggapai Mixed Methods Bidang Pembelajaran Bahasa Indonesia.* Pekanbaru: Ababil Press.

Semi, M. A. (2007). *Dasar-Dasar Keterampilan Menulis*. Bandung: Angkasa

Sugiyono. (2018). *Metode Penelitian: Pendekatan Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta

Wulandari, A., Hartati, Y. S., & Indriani, N. (2023). Pengaruh Penggunaan Model *Picture and Picture* terhadap Keterampilan Menulis Teks Prosedur pada Siswa Kelas XI SMAN 3 Padang. *Jurnal Bahasa, Sastra dan Pengajaran, 3(2)*, 442–450.