

The Use of Chained Picture as Media to Improve Students Writing Skill of Narrative Text

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ABSTRACT

The background of the research in this study is based on the phenomenon of students' difficulties in learning to write English narrative texts. To improve the writing of narrative texts, teachers need strategies or media so that students are happy and easy to write. Picture chain is one media that aims to improve students' narrative text writing skills. The research uses Classroom Action Research. Classroom action research is a reflective study conducted by the teacher to get a solution until it can be solved. The research was carried out at SMP plus Mamba'ul Hisan for the 2021/2022 academic year. Data analysis shows significant differences in student learning outcomes in the pre-cycle, cycle I, and cycle II, around 55.5%, 64.5%, and in the second cycle, 74.75% for the second cycle. It shows that students' achievement in writing narrative texts increases.

Keywords: Chain pictures, media, writing, narrative texts

I. INTRODUCTION

Submission of a manuscript implies: that the work described has not been published before; that it is not under consideration for publication anywhere else; that its publication has been approved by all co-authors, if any, as well as by the responsible authorities – tacitly or explicitly

– at the institute where the work has been carried out.

English is a foreign language subject that students must study at school. It has been formulated in competence standard and basic competence of English in junior high school (Aziz & Dewi, 2019), which includes four aspects of English

language skills that students in English lessons must master: listening, speaking, reading, and writing (Aziz & Dewi, 2019). Writing is one of the two productive skills in English. Writing involves communicating a message that readers can read and analyze (Maulidah & Aziz, 2020). People need ideas or sources taken from newspapers, websites, magazines, etc. Writing is a language skill that is done indirectly face to face with other people. Thus, teaching writing trains students to use language to say the heart content and exciting thoughts and ideas. Writing has always been part of an English teacher's syllabus. Writing is a communication medium with a skill that requires a lot of practice. It requires mastering grammatical and rhetorical tools and conceptual and judgmental tools (Heaton, 1988). Writing greeting is different from speaking (Byrne, 1979; Mayers, 2005). Although writing is the primary means of recording speech, it should be recognized as a secondary communication medium.

Writing skills are one way to improve students' ability to express story ideas and their memories in written form. Meyers states that narrative is one of the most powerful ways of communicating with others. Moreover, Anderson notes that narrative is a piece of text that tells a story and, in doing so, entertains or informs the

reader or listener (Anderson & Anderson, 1997). Narrative can be described as a way of telling stories. The process of telling events and describing the details of our lives contributes to our conscious understanding. For learning to write more exciting and fun, teachers can use interest strategies or interest media to increase learning effectiveness.

There are so many media that can be used to teach writing, for example, newspapers, pictures, songs, and others. Some media is used to improve students' writing skills (Aziz & Dewi, 2020). Picture media is one of the media to increase the effectiveness of learning. In learning, there are many strategies to improve the quality of student learning. The researcher uses chain picture media as a strategy in education because of the researchers' problems at SMP Mambaul Hisan Winangun; many students do not master writing skills well. They have difficulty in writing English and also difficulty in expressing their ideas. Researchers use chain picture techniques to make the learning process enjoyable to achieve effective results. It is expected to develop students' imagination knowledge and write English well.

Based on the background and problem identification, the researcher focused on improving the students' narrative text

process using chain pictures. This research aims to provide an exciting chain of the photograph and attract students' interest in learning to write narrative text. So, the researcher wants to show how using chain pictures in teaching narrative text writing improves and fun in grade 9th SMP Mambaul Hisan Winangun students.

II. LITERATURE REVIEW

A. Understanding of Writing

Writing is one of the essential skills that students need to develop. Writing is very important for the global community's academic context, business, and personal relations (Weigle, 2007). Writing skills are motor skills that can be created with other activities to support success in writing, such as when playing while writing whatever they do. The essay expresses ideas or thoughts in written form using language representations and symbols. The writing system itself is not a human language (with the debatable exception of computer language); they translate language into a form that can be reconstructed by other humans separated by time and space (Ong, 2013).

Meyers defines writing as "a way to produce language you do when you speak naturally (Mayers, 2005). It means that we can write as quickly as we speak. In contrast, Harmer states that good writing is more

complex than producing speaking (Harmer, 2006). Unlike listening and speaking, writing is not something that can get naturally. Writing is a productive skill that will be acquired because of practice.

Writing is an excellent way to measure knowledge. Writing is also one of the skills in learning English. Teaching writing in English is giving English writing instructions to students. Writing is also a tool to share one's feelings, thoughts, and ideas poured through writing. It is supported by Browne (1999), stating that writing as a communication method can establish and maintain contact with other people, convey information, express thoughts, feelings, and reactions, entertain, and persuade students.

The Types of Writing

The types of writing are divided into five sections, where every kind of writing has its character. The types of writing are:

1) Recount Writing

The purpose of a recount can vary. Some are written to inform, whereas others are written to entertain. Because of this, there are a few different types of recount writing. To help you get to grips with this, here is a list of the main types of recounts writing you might encounter:

2) Expository Writing

The word expository contains the word expose, so expository is an apt descriptor for this type of writing because it reveals, or

sets forth, facts. It is probably the most common writing genre you will encounter throughout your day. A topic will be introduced and laid out logically without referencing the author's personal opinions in an expository piece.

3) Descriptive Writing

Descriptive writing aims to help the reader visualize, in detail, character, event, place, or all of these things at once. The author might describe the scene in terms of all five senses. Descriptive writing allows a great writer with more artistic freedom than expository writing.

4) Persuasive Writing

The aim of persuasive writing, or argumentation, is to influence the reader to assume the author's point of view. The author will express personal opinions in the piece and arm him- or herself with evidence so that the reader will agree with them.

5) Narrative Writing

Narrative writing aims to tell a story, whether real or imaginary. Pieces in a narrative style will have characters, and through the narrative, the reader learns what happens to them. Narrative writing can also include dialogue.

B. Understanding of Chained Picture

The research uses the chain picture method to make students more active in learning writing skills, primarily narrative texts. In

learning narrative texts using the chain picture method. Image media serves to channel messages using the sense of sight to facilitate children's understanding, memory, interest, and provide a relationship between the content of the subject matter and the natural world, and can come up with ideas that can make them excited. So with the media, the image can be concreted or simplified (Denafri et al., 2020).

Writing skills will not come automatically but must go through regular practice and practice. Writing activities are assessed as more strenuous than other language activities. The chain picture method is used to help students write in language learning. The chain pictured convinces students to continue drawing as a form to learn to write something conventionally instead of separating between writing and drawing. Students learn faster and produce more complex essays. An image is an artifact that can create a similarity to a subject (an object or scene or person or abstraction). Chains are links to connect (Hornby, n.d.). From the above definition, the writer concludes that a chain picture is a series of paintings that have a relationship between one image and another to present a meaningful story. It is a medium that can be used in teaching and learning. It is used to help students increase and arouse their imagination in writing practice.

III. METHOD

This research is a type of CAR (*classroom action research*). Classroom action research is any systematic inquiry conducted by teacher

researchers, principals, school counselors, or other stakeholders in the teaching/learning environment to gather information about how their particular schools operate, teach, and how well their students learn (Mills, 2000). Therefore, classroom action research is problem-based research whose aims are to solve the problems that arise in the class and improve teaching-learning activity through a cyclical process involving some phases of planning, acting, observing, and reflecting. In addition, action research is portrayed as a cyclical process involving steps of planning, working, observing, and reflecting; it is typical for a project to go through two or more cycles in an iterative process. Classroom action research (CAR) has four steps: planning, action, observation, and reflection (Kemmis et al., 2014)

A. Planning

The first step is to make a plan. Planning is how to take actions to improve learning practices or student understanding. The project is prepared before taking action in class, for example identifying problems, formulating problems, and solving problems. This planning is based on the issues that exist in the school.

B. Action

The second step is action. Action is implementing what has been planned in the first stage, namely planning. In this step, the

researcher conducts a pre-cycle before applying the treatment.

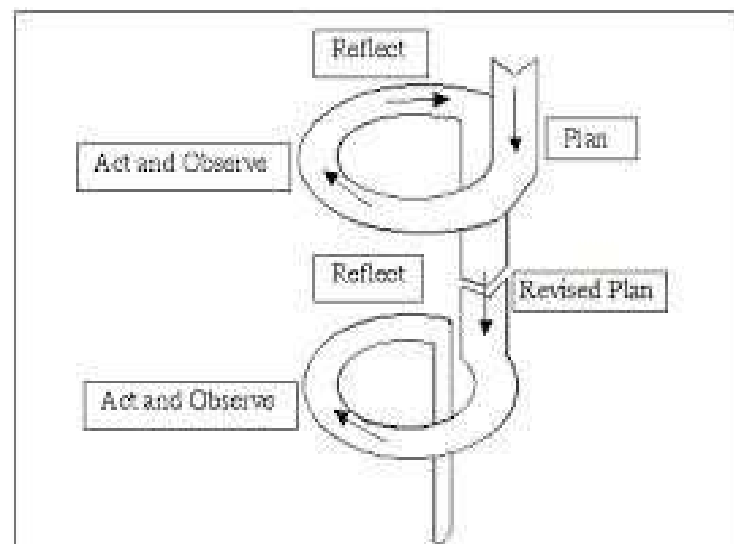
C. Observation

The third step is observation. Observation is a tool to observe how much influence the action has on the target. At this stage, the researcher identifies and analyzes the data collected.

D. Reflection

The last step is reflection. Reflection is an activity to reevaluate what has been done with researchers observing that students' practices or actions in teaching and learning are getting better. The reflection activity also determines the next cycle, namely, planning the next lesson.

This research observes how to improve students writing skills using chain pictures in narrative text and the data used by researchers using qualitative and quantitative designs



Picture 3.1 adopted from (Kemmis et al., 2014)

IV. RESULT AND DISCUSSION

The research was begun by conducting observation during the teaching-learning process.

A. Identifying the Problem

Before starting the study, the researcher made a pre-research comment on Thursday, August 5, 2021 at SMP plus Mamba'ul Hisan to understand better the English teaching and learning process in the second grade. Based on the pre-research observation, the researcher interviewed an English instructor to learn about the students' conditions throughout the teaching-learning process. According to the conversation with the English instructor, there are specific issues in the English teaching-learning process related to student learning results. Based on these problems, the researcher proposes a solution by using a basic technique that, ideally, may improve students' reading and learning outcomes.

Based on the observations in this activity, the student's writing skills of narrative texts are deficient. It is evident from the word that students' writing skills in narrative text activities are less than 50%. It was inadequate because it needed to reach at least 50% as the minimum target. Nine students have a terrible assessment, eight students have a dreadful judgment, and three have a good evaluation. It was found that the average achievement of students' writing narrative text skills was 55,5%.

From the pre-test results above, it can be concluded that the students' ability to write narrative texts is still low. Most students are poor in all these components, especially content, organization, and grammar.

Low student writing and learning results in class IX SMP plus Mamba'ul Hisan prompted the instructor to become less interested and precise in approach selection. The teacher's delivery of content learning remains repetitious, resulting in the teacher's dominance in learning activities. It is due to students becoming bored with the teaching-learning process, failing to comprehend the information, failing to listen when the teacher presents learning material, and becoming less involved in the teaching-learning process.

1) *The Result of Cycle I*

a. Planning

On Monday, August 9, 2021, at the stage of the action plan, class IX SMP plus Mamba'ul Hisan, with 1 hour of study time allocated in line with the RPP created by researchers. Functional text is the action of researchers planning the implementation of learning (RPP) based on the learning content. I use simple media and teaching materials in the classroom cycle of action research to produce valuable text. In the first cycle, with a basic knowledge of the material.

b. Action

The first class action cycle implementation on Monday, August 22, 2021, learning starts at 09.00-10.00 WIB. Class IX, present in the first

cycle, were 20 students; the material was delivered regarding the definition and example.

In this stage, the instructor and researcher carried out an activity as stated in the lesson plan, arranged the class during the writing activity, and collected data. At the same time, the students worked on their writing skills in class.

The teacher identified the learners' level of strategy use in learning before beginning the teaching-learning process in the first cycle. While the students were studying in class, the teacher observed them.

In the first activity, the teacher asked about the students' well, toward which they eagerly responded. In terms of understanding how to write narrative text, the students were introduced to chain picture mediums. The teacher provided data on how to use a chain picture. The teacher then explained that chain pictures are media that assist them in writing narrative texts and make it easier for them to write them. The teacher gave the students the chain picture of "snow white" and analyzed it. Some students have difficulty comprehending the chain picture. Therefore, the teacher assists the students in exploring the chain diagram. So, the teacher helps the students to analyze the chain picture. The teacher asked the students about the simple past tense and gave examples of the simple past tense.

After giving the example of the simple past tense, the teacher explained the narrative text material, and the students wrote the material in their book. But some students sitting in the

backside of the class did not pay attention to explanation and the teachers' instruction, and they tried to talk to each other by her friend, they were looked bored and sleepy. To solve the problem, the teacher gave more attention to the students, and sometimes the teacher walked behind of class.

The teacher asked the students about their understanding of writing a narrative text before they experienced it on "snow-white" Rizky, Edi, Afdal, and the others are among the students who battle with the narrative text. As a result, the teacher joins them in a conversation about the topic. The teacher instructed the students to create a narrative text using a chain picture medium based on the theme at the end of the assignment. During the teaching-learning process, the teacher also asked about students' problems.

c. Observation

The researcher observed the students' writing of narrative text achievement by using the observation sheets, evaluated the results, collected the data, and monitored the teaching-learning process. It was used to find out to what extent the action result reached the objective. The steps were as follow:

- During the teaching-learning process, the researcher monitored the students' activity.
- To determine the impact of utilizing chain picture media on students' accomplishment in writing narrative text based on the topic, the researcher observed the students'

achievement in writing narrative text based on the issue.

According to the observations, using chain image media can help students improve their text narrative writing skills. It is evident from the words that 50% of students can make narrative texts with all its aspects. Many students make mistakes in using “to be” and “past verbs.” Out of 20 total third-grade students, 16 students have bad grades, and four have moderate rates. The achievement of students’ narrative text writing skills was 64,5%, an increase from the pre-test results, although it was still less than 70 as a moderate assessment. Because the score on I was not sufficient for the cycle, the teacher and researcher decided to use another series of pictures.

d. Reflection

Based on the activity during cycle I, the researcher noted that some problems should be solved in the next cycle; the issues were as follow:

- 1) The researcher would repeat the strategy in cycle II to solve the problem because cycle I was enough. The use of other chain pictures can improve students’ narrative text student learning.
- 2) Before the teacher begins the activity, the class must be conducive to teaching and learning. The teacher must have reasonable control over the course.
- 3) Some kids were observed to be passive during the activity. The teacher’s

responsibility is to pay attention to and motivate students to engage in these activities. It may be done by approaching them by name and asking them about their problems.

- 4) Time management is essential in the teaching and learning process; students take more time to practice conversation in front of the class. As a result, the instructor must carefully plan and allow time.

2) *The Result of Cycle II*

The activity of cycle II was in line with the steps of the planning activity. Cycle II activity was conducted on Monday, August 23, 2021. The steps were as follow:

a. Planning

- 1) The researcher reanalyzed the problem to solve the first cycle and decided to use another chain image as a medium to improve students’ narrative text writing skills.
- 2) Researchers identify learning design, such as compiling lesson plans that are by the teaching and learning process using chain images.
- 3) Researchers prepare to learn resources, such as observation sheets and teaching materials.
- 4) Prepare a present list to find out the activeness of students in participating in the teaching and learning process.

b. Action

The researcher does an activity in this stage, as outlined in the lesson plan; class management during the lesson while students are engaged in writing exercises and data collection. In class, they will practice creating narrative texts. The researcher went over the most recent literature on narrative text authoring. It implies that students do not forget what they learned previously.

The students were introduced to using chain image media to write for the second time. The teacher explains that chain pictures are a medium that helps them and helps them learn more quickly to write narrative texts.

First, the researcher asked about the condition of the students, and the students answered enthusiastically. The researcher asked the students about the narrative text, and the students responded about the narrative text. The researcher asked students to give examples of simple past tense. Some students give examples.

The researcher distributed the picture of the “Cinderella” chain to the students and asked the students to analyze the picture. The researcher explained the material and helped the students study the chain image.

The researcher gives an example of a narrative text based on the topic by telling a story. After that, students were asked to open their books and write a conclusion from the teacher’s report. Due to time constraints, the researcher only delivered the main story based on the topic.

In this cycle, students were asked to make a narrative text based on the teacher’s retelling of the story and chronologically the chain image.

During the discussion, the researcher went around to the students and asked about the difficulty of the material. The researcher also immediately corrected the students’ writing. The researcher evaluates the students by updating their writing assessments, such as arranging words, choosing the correct diction, and saying the proper verbs. Sometimes, some students ask the teacher if they face any problems. It’s about the chronological image of the chain, which is called asking for clarification. Some students asked about complex material; they asked the teacher to repeat analyzing the chain image and give examples of “to be” and “past verb.”

c. Observing

Researchers observed the condition of students’ and students’ writing achievement by using observation sheets, evaluating results, collecting data, and monitoring the teaching and learning process.

Used to determine the extent to which the action results achieve the goal. The steps are as follows:

- 1) The researcher observes the teaching and learning process of writing class.
- 2) Researchers observed students’ activities in writing narrative texts.
- 3) Researchers write down successes and problems during learning that are not sufficient in achieving goals

Based on the observations, the students’ narrative writing skills improved with the chain image media. It is proven from the results of words that more than 70% of students can write their narrative texts well in all aspects. It is better

than the results of cycle 1. 13 students are good at writing narrative texts, and seven students write narrative texts well. The achievement of students' narrative text writing skills was 74,75%. It increases from cycle one and over 70 as the minimum score. It can be concluded that chain image media can improve students' narrative text writing skills. Students' narrative text writing skills also increase due to the teaching and learning process situation.

d. Reflection

In general, based on the activities during cycle two as the last cycle of classroom action research planning, the results were quite significant. It includes the teaching and learning process, student activity, and student achievement in writing narrative texts. The results of the reflection are as follows:

- 1) The class is more conducive because students are entirely concentrated in participating in the activities.
- 2) When the teacher gives examples of the main story to stimulate, most students enjoy participating in the activity. They seem to be more active in the English writing class.
- 3) The teacher gives more time to students to practice writing narrative texts. So, students don't feel rushed.

3) Observation

In conducting observations, several essential things must be considered during the study. In this observation, the authors took nine items, which focused on research. Monitoring starts

from the beginning until the last analysis, and the results of the checklist observations can be seen in the appendix.

The first monitoring was carried out on Thursday, August 5, 2021. This observation was carried out during the pre-test. Here the author observes students on activities during the learning process. At the first meeting, there were 20 attendances in the class of students. All students listened to the teacher's explanation, and the four students who sat at the back did not pay attention to the learning process. Two students actively asked questions in this observation, such as Dirga and Fitri. During the pre-test, several students were busy. Apart from that, they were also disciplined in doing their assignments and working independently. In this case, one student does not do the task. Two students asked permission to leave the classroom to take a dictionary during the teaching and learning process.

The second monitoring was carried out on Monday, August 9, 2021. In this meeting, there were 20 students in the class. While the teacher applied the chain image media, they listened to the teacher's explanation; they did what the teacher said, and there were no bustling students. One student asked permission to leave the class. In the second activity, no students ignored the learning process. Dirga Kusuma, Edi Kurniawan, Fitri Ramadani, and Nurul Huda ask questions because they want to know more about narrative texts when the teacher gives them assignments.

The following monitoring was carried out on Monday, August 23, 2021. In this meeting, 20 students were attending the class. All the students in the class listened to the teacher's explanation. Five students were actively asking questions; there were no busy students. In this activity, one of the students asked permission to leave the class, but all students were disciplined in doing assignments, and there were no students who were not active during learning.

4) *Data Description*

The researcher evaluates the students' narrative text writing skills using a list of writing scores during the action. It includes five elements of writing: organization, Logical development of ideas, Grammar, Punctuation, and Style:

- a. The pre-test result can be seen in the table below:

Table 1 the Pre-Test Result

No	Name	Score
1	MA	45
2	ZSW	50
3	FR	65
4	DA	70
5	NH	70
6	BNR	50
7	MAF	60
8	DK	60
9	MAL	35
10	DFA	40
11	ST	70
12	AR	60
13	MFH	65
14	RHH	50
15	RAH	75
16	MFH	35

17	MDI	45
18	RAA	70
19	EK	50
20	CL	45
Me n		1.110

- b. The result of the student's achievement in the first cycle can be seen in the table below:

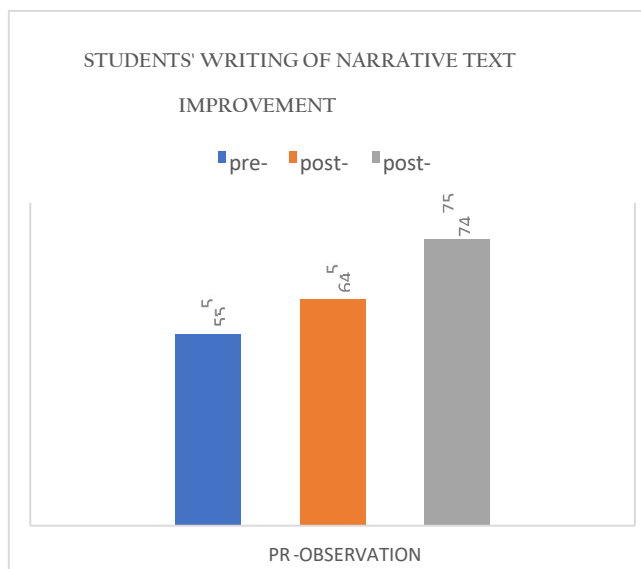
No	Name	Score
1	MA	60
2	ZSW	65
3	FR	70
4	DA	70
5	NH	75
6	BNR	60
7	MAF	65
8	DK	60
9	MAL	55
10	DFA	60
11	ST	70
12	AR	70
13	MFH	70
14	RHH	60
15	RAH	75
16	MFH	50
17	MDI	60
18	RAA	70
19	EK	65
20	CL	60
Mean		1.290

- c. The result of students' achievement in writing narrative in the second cycle was shown in the table below:

No	Name	Score
1	MA	80
2	ZSW	75
3	FR	70
4	DA	85

5	NH	65
6	BNR	75
7	MAF	80
8	DK	90
9	MAL	60
10	DFA	80
11	ST	75
12	AR	75
13	MFH	80
14	RHH	65
15	RAH	75
16	MFH	65
17	MDI	65
18	RAA	80
19	EK	70
20	CL	85
Me n		1.495

Data on Improving Student's Narrative Text of Writing Skills



The calculation of the two means of the pre-test and last cycle were 55,5 and 74,75. The difference between the two means was 19,25 ($X_2 - X_1$). It is indicated that the treatment effectively improved the students' writing skills.

V. DISCUSSION

The discussion contains a description and explanation of the research result from the collaboration work between the researcher and teacher, in the form of research and action hypothesis. The result of classroom action research has been carried out from before given action until after action cycle II can positively impact the teaching-learning process and encourage teachers to improve reading comprehension and student learning outcomes with this strategy. The students increased can observe improvement from action research conducted; it was found that:

1. The students give an opinion from the teacher's explanation material.
2. The students ask the teacher lesson that they are not understood well.
3. The students work together in the discussion from active students in the forum.
4. The students listen to an explanation from the teacher better when directly teaching the learning process.

Based on researchers' observations in the first cycle, as many as 20 students. Text narrative writing skills and student learning outcomes increased. With the increase in the process, I was not following the percentage of the success indicators that the researcher wanted to achieve. Text narrative writing skills and learning outcomes in the first cycle students gave opinions as many as four students (20%), six students asked the teacher (30%), seven students worked

together in discussions (35%), and students listened to explanations from teachers as many as 11 students (55%). At the same time, the learning outcomes can be seen from students with a minimum score of 70 as many as four students (20%). The learning outcomes in the first cycle have not been provided as a reference for the second cycle.

The implementation of cycle II experienced a significant increase. It can be seen from the performance indicators ten students gave opinions (50%), 11 students asked the teacher (55%), 13 students cooperated (65%), and 15 students listened to the teacher's explanation. (75 %). While the learning outcomes can be seen with the minimum criteria of 70 are 12 students (60%).

In addition to this research, several studies also support applying the method of the chained picture. One of them is research conducted by Niken Arina Kamalia, in her thesis entitled "The use of picture series to improve student's ability in reading narrative text, "That research aimed to find out how well the use of chained pictures improves students' reading skills. The study showed an improvement in students' reading skills through chained pictures.

Based on the review above, it is concluded that learning is carried out in class IX SMP plus Mamba'ul Hisan by using a chain image strategy. It can improve students' writing skills. So, research concludes that the teachers can use it to be applied in the teaching and learning process

VI. CONCLUSION

It concludes that students are more interested in writing narrative texts using picture media chains because chain pictures contain the chronology of a story. It can make it easier for students to write narrative texts. From the pre-test stage, cycle I and cycle II, it can be seen that picture chaining can improve the narrative text writing skills of eighth-grade students of junior high school. It is supported by the results of the last cycle's significance being higher (74,75%) than the pretest (55.5%) with these results, so there are significant results.

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