



Effect Chain Writing Method with Let's Read Application on Short Story Ability

Pengaruh Metode *Chain Writing* Berbantuan Aplikasi *Let's Read* terhadap Kemampuan Menulis Cerita Pendek

Shofiah Ajjahra^{1*)}, Mubarak Ahmad²⁾

1) 2) Faculty of Teacher Training and Education, Universitas Muhammadiyah Prof. Dr. HAMKA, Indonesia

Abstract

This research is pushed by the phenomenon of low writing proficiency of students. Many students experience confusion when trying to form sentences, which in turn hinders their skill to write short stories effectively, both in terms of structure, vocabulary, and idea development. It is believed that applying the chain writing method could enhance students' abilities to write short stories. Through pretests and posttests on 4th grade students in elementary schools, it is concluded that there is an influence of the chain writing method, particularly with the guidance of the digital media application "Let's Read." This is supported by the outcomes of the posttest's mean score in the empirical Group being greater than in the control Group. The score for the control class was 74.6 while the score for the empirical class was 85.6. The outcomes of information analysis fulfilled a t_{count} value $(-5.578) > t_{\text{table}} (-1.672)$ and fulfilled a remarkable score of sig. (2-tailed) $0.000 < 0.05$. With these outcomes, it can be concluded that the chain writing method with the Let's Read application has a remarkable influence on short story writing skill of 4th grade students in elementary schools, compared to conventional studying by the lecture method.

Keywords: Studying Method, Chain Writing, Writing Short Stories.

Abstrak

Penelitian ini didasari oleh rendahnya keterampilan menulis siswa yang terlihat dari kesulitan mereka dalam menyusun cerita pendek, khususnya dalam aspek struktur, perbendaharaan kata, dan pengembangan ide. Metode Chain Writing ditengarai berpotensi untuk meningkatkan kemampuan siswa dalam menulis cerita pendek. Berdasarkan hasil pre-test dan post-test yang dilakukan pada siswa kelas IV sekolah dasar, ditemukan bahwa metode Chain Writing memberikan pengaruh yang signifikan, khususnya ketika didukung oleh media digital berupa aplikasi Let's Read. Hal itu dibuktikan dengan hasil nilai rata-rata post-test pada kelompok eksperimen lebih tinggi dibandingkan pada kelompok kontrol. Nilai rata-rata post-test kelas kontrol adalah 74,6 sedangkan nilai rata-rata post-test kelas eksperimen adalah 85,6. Hasil analisis data diperoleh nilai $t_{\text{hitung}} (-5.578) > t_{\text{tabel}} (-1.672)$ dan diperoleh nilai signifikan sig. (2-tailed) $0,000 < 0,05$. Dari temuan tersebut disimpulkan bahwasannya metode Chain Writing berbantuan aplikasi Let's Read mempunyai pengaruh yang signifikan terhadap keterampilan menulis cerita pendek siswa kelas IV di Sekolah Dasar dibandingkan dengan pembelajaran konvensional dengan metode ceramah.

Kata Kunci: Metode Pembelajaran, Chain Writing, Menulis Cerita Pendek.

Received (29 Oct). Revised (1 Nov). Accepted (08 Dec)

How to Cite: Ajjahra, S. & Ahmad, M. (2025). Effect Chain Writing Method with Let's Read Application on Short Story Ability. *JEER: Journal of Elementary Educational Research*, 5(2): 202-215.

*Corresponding author:

E-mail: shofiahajjahraa@gmail.com

INTRODUCTION

Writing skills are an important aspect that supports students' literacy in Indonesian language subjects. The OECD, through the Programme for International Student Assessment (PISA), evaluates the literacy, mathematics, and science competencies of 15-year-old students. In 2022, Indonesia obtained a reading literacy score of 359, ranking 69th out of 80 participating countries (OECD, 2023). This low score indicates a limited reading ability among students, which in turn has implications for their writing proficiency. The skill to write at the elementary school degree is crucial because it is the first step to build written language skills to a greater degree (Cahyaningtyas et al., 2024). By writing a person be able to convey and pour his thoughts into writing (Khojanah, 2023). So, studying to write aims to enhance students' skill to comprehend and use written language effectively (Alifa & Setyaningsih, 2020).

To achieve the expected writing skills, one way that can be done is to train students to write short stories. Short stories describe a fictional story that is organized in a concise and clear manner (Nusrah et al, 2023). Writing short stories can be a way for students to communicate their feelings and thoughts in written form (Nazidah, 2023). Thus, writing short stories employs a role in stimulating students' creative thinking to express ideas in written form (Munir & Hendaryan, 2023).

To enhance the skill to write short stories, teachers are able to use the *Chain Writing* method as a way to do so. This method's goal is to assist students in language studying, particularly in enhancing the skill to write short stories. The *Chain Writing* method is carried out in Groups and arranged in chains in order to connect one student to another. The *Chain Writing* method gives opportunities for students to exchange ideas that are then combined into a complete writing (Lestari et al, 2019). The advantage of the *Chain Writing* method is that it involves students studying in Groups or groups which allows them to socialize with each other.

The *Chain Writing* method is theorized to be more effective if combined with the right studying media. In this case, the potential digital media to use is the *Let's Read* application. *Let's Read* application is a digital reading application that is easily accessible to teachers and students. *Let's Read* contains educational stories specifically for children and can be accessed for free through the application and *website* (Saputri & Ritonga, 2024). The use of the Let's Read application has the potential to enhance students' interest and facilitate their comprehension with story content, thereby enriching their

vocabulary and encouraging the development of their ideas (Samsudin & Rahmawati, 2023). This approach can serve as an initial stimulus for students to write and continue the story by utilizing the Chain Writing method. Thus, the integration of the Chain Writing method with the Let's Read application has the potential to foster creative and collaborative writing instruction.

Through previous research, it is concluded that the *Chain Writing* method has an influence on enhancing students' writing skills. Research by Putri & Marta (2022) that examines the utilization of the *Chain Writing* method to enhance narrative essay writing skills in elementary schools stated that there was an increase in students' skill to write narrative essays. Furthermore, research employed by Nuralam at a junior high school stated that the students' skill to write short stories with the *Chain Writing* method was enhanced (Nuralam et al, 2024). Research employed by Khairunnas also proved that the *Chain Writing* method is able to enhance students' short story writing skill (Khairunnas et al., 2024). The use of the *Let's Read* application can also increase students' interest in reading. Research employed by Saputra stated that the *Let's Read* application is able to increase students' interest in reading in Indonesian language when studying (Saputra et al, 2023). Another research employed by Hafazah & Sukri (2024) proved that students comprehend short texts more easily and also are not as easily bored by the images displayed in the story in the *Let's Read* application. With these studies, it can be seen that the use of the *Chain Writing* method and the *Let's Read* application is suspected to be able to increase students' writing skills, particularly in writing short stories.

While these studies highlight the individual strengths of each approach, their findings also reveal an important gap that remains unexamined. Previous studies showed that the Chain Writing method effectively improves students' writing skills, while the Let's Read application enhances reading interest, comprehension, and vocabulary through short, illustrated texts. However, these findings have been examined separately, and no research has explored how the reading support provided by Let's Read might strengthen the collaborative writing process in Chain Writing. This creates a clear research gap, as there is still no evidence on whether integrating Let's Read as a reading stimulus with Chain Writing as a writing strategy can more effectively enhance elementary students' short story writing skills. Therefore, this study aims to address that gap by examining the combined use of the two approaches.

The contribution of this study lies in the development of instructional strategies in elementary schools by integrating the Chain Writing method with the Let's Read digital literacy media, as no prior research has been found that examines the impact of combining the Chain Writing method with the Let's Read digital library application to increase students' short story writing skills at the elementary level. Therefore, this research seeks to examine the influence of utilizing the *Chain Writing* method guided by the *Let's Read* application on students' short story writing skill in elementary schools.

METHOD

This research used a quantitative approach by a quasi experimental design through *pre-test* and *post-test* on students who learned to write short stories by the *Chain Writing* method supported by *Let's Read* application. The class was divided into two groups: the control class and the experimental class. According to (Sugiyono, 2017), the design would follow:

Table1. Quasi-Experiment Design

Class Group	Pretest	Treatment	Posttest
Experiment	O ₁	X	O ₂
Control	O ₃		O ₄

The research was employed on fourth grade elementary school students with a population of 60 students. The sample was decided using a saturated sampling, where the entire population was sampled. The samples of this research were 30 students of class A as the control class, and 30 students of class B as the experimental class. The instrument that was used was a short story writing test developed based on the indicators of writing skills outlined in the Merdeka Curriculum. To ensure the appropriateness and feasibility of the instrument, a validity test was conducted through expert judgment by a lecturer specializing in Indonesian language and an elementary school teacher. The analysis yielded an Aiken's V value of 0.63, indicating a high level of validity. Subsequently, a reliability test was conducted utilizing the Percentage of Agreement (PA), which showed an agreement rate of 66.7%, indicating a satisfactory level of reliability.

Information was gathered through the outcomes of short story writing skill tests given before and after treatment. The data were then processed utilizing SPSS version 25 software, employing the Shapiro-Wilk method to test the normal distribution, and Levene's test to assess homogeneity. To measure the influence, t-test (*Independent*

Samples t-Test) was used to test whether the *Chain Writing* method supported by *Let's Read* Application remarkably influenced students' short story writing skill.

RESULT AND DISCUSSION

In writing short stories, the basic competency that students must master is to compose short stories by paying attention to the elements that build short stories. These elements include theme, character, characterization, plot, setting, point of view, and mandate (Sugerman et al., 2022). Indicators of writing short stories are fulfilled on the studying Outcomes (CP). Aspects of writing short stories are as follows:

Table 2. Indicators of Short Story Writing

Aspects	Indicator
Content	The story contains theme, plot, characters, setting, conflict, and mandate.
Story Structure	Coherent storyline (beginning, middle, end).
Language Usage	Uses good and correct Indonesian language rules.
Grammar, spelling, and punctuation	Uses proper punctuation according to its function, with capital letters at the beginning of sentences.
Writing neatness	Writing with clear, neat, legible writing.

(Source: Indonesian Language Grade 4 Book, Kemendikbudristek)

In phase B of the Merdeka Curriculum, the writing skill of fourth grade students is based on the studying Outcomes (CP): students are able to write a series of diverse sentences, use simple rules of language and new vocabulary, and are able to write sentences skillfully. The skill to write short stories has 5 aspects: originality of writing, the relating content with the title, the orderliness of the text, the choice of vocabulary, and the choice of grammar (Maulina et al., 2021).

In studying writing short stories, the experimental Group was taught with the *Chain Writing* method supported by the *Let's Read* application, while the control Group was taught using the lecture method. The *pre-test* and *post-test* outcomes were assessed with the following criteria:

Table 3. Classification of Short Story Writing Assessment

Score	Category
85 - 100	Very good
75 - 84	Good
60 - 74	Poor
<60	Very Poor

In table 3, the outcomes of the *pre-test* and *post-test* are assessed based on criteria that shows the degree of mastery of students' abilities in writing short stories. Frequency on the outcomes of the *post-test* in the control and experimental classes were measured to decide the highest and lowest scores of students in writing short stories.

Table 4. Frequency of experimental Class Posttest

score	Frequency	Percent
85 - 100	20	67%
75 - 84	9	30%
60 - 74	1	3%

In table 4, the frequency of the experimental class' *post-test* outcomes shows 67% with as many as 20 students fulfilled the highest score in the range of 85-100, 30% with 9 students achieved a score in the range of 75-84, and 3% with 1 student got a score in the range of 60-74.

Table 5. Frequency of Control Class Posttest

score	Frequency	Percent
85 - 100	6	20%
75 - 84	12	40%
60 - 74	12	40%

In Table 5, the frequency of the control class' *post-test* shows 20% frequency with 6 students who achieved the highest score with the range of 85-100, then 40% with 12 students got a score in the range of 75-84, and 40% with as many as 12 students got a score in the range of 60-74.

The use of *pre-test* and *post-test* at the end of the study aims to measure the skill when writing short stories before and after the experiment.

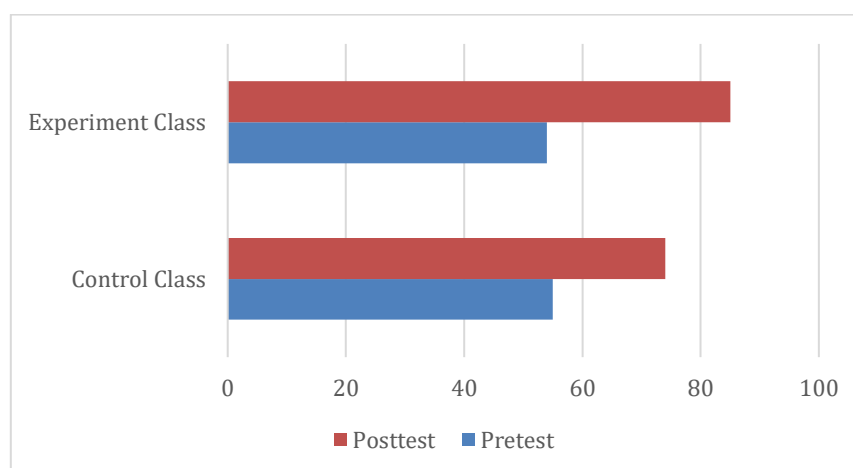


Figure 1. Mean Pretest Posttest Scores of the Control and Experiment Classes

Figure 1 shows a comparison of the mean scores in the control Group and the experiment Group. The control class *post-test* outcomes reached a mean score of 74.6

while the empirical class reached a mean score of 85.6. This shows that the mean *post-test* in the Experiment Group is greater than in the control Group.

Furthermore, a normality test was employed to decide whether the information in each Group (*pre-test* and *post-test* for control and experiment classes) were normally distributed or not.

Table 6. Normality Test

Statistic	Pre-test		Post-Test	
	Control Class	Experiment Class	Control Class	Experiment Class
N	30		30	
Mean	55.5	54.0	74.6	85.6
Std. Deviation	6.208	6.352	7.980	7.279
Skewness	.146	.186	-.047	-.319
Std. Error of Skewness	.427	.427	.427	.427
Kurtosis	-.279	.523	-.757	-.527
Std. Error of Kurtosis	.833	.833	.833	.833
Shapiro-Wilk	.935	.947	.953	.933
P-score of Shapiro Wilk	.067	.137	.206	.058
Minimum	45	40	60	70
Maximum	70	70	90	100

Based on table 6, the final information of the short story writing assessment by the *Chain Writing* method supported by the *Let's Read* application shows normal outcomes because the information scores of the Groups show $p < 0.05$, where the relevance degree is above $5\% = 0.05$.

Table 7. Independent Sample T Test

score	Levene's Test For Equality of Variance		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	.130	.720	-5.578	58	.000	-11.000	1.972	-14.947	-7.053
Equal variances not assumed			-5.578	57.517	.000	-11.000	1.972	-14.948	-7.052

The Levene Test was employed to decide whether the variance among the control and experiment Groups was the same or homogeneous. In table 7, because the relevance score is greater than 0.05, it can be summarized that both Groups have homogeneous variances both at *pre-test* and *post-test*.

Furthermore, the *Independent Sample t-test* was employed to measure the difference among the *post-test* scores in the two Groups: both control and experiment Groups. The outcomes of information analysis fulfilled a *t* score of -5.578, while the *t* table score is -1.672. Because *t* count (-5.578) > *t* table (-1.672) and fulfilled a remarkable score sig. (2-tailed) 0.000 < 0.05. Thus H_0 is refused and H_a is approved. So, it can be concluded that the *Chain Writing* method guided by the *Let's Read* application has a remarkable influence on the skill to write short stories of fourth grade students in elementary schools compared to the control class.

Studying to Write Short Stories by the Treatment of Chain Writing method guided by Let's Read Application

Studying to write short stories utilizing the *Chain Writing* method guided by *Let's Read* application in the experiment Group fulfilled a mean score of 85.6. Based on the frequency of the experiment class' *post-test* results, 20 students reached the highest score range of 85-100. Meanwhile, 9 students reached the score range of 75-84 and while the score range of 60-74 was only had by 1 student. With this information, it can be concluded that the mean score of students' short story writing is in excellent range and exceeds the minimum score criteria (KKM).

In the studying procedure of writing short stories using the *Chain Writing* method with the *Let's Read* application, initially students were given a stimulus by listening to short stories displayed by the *Let's Read* application to push students' imagination and expand students' vocabulary. Then, students are divided into several small Groups of 4-5 students. Students were given the responsibility to decide who was in charge of being the first writer and so on. Students took turns writing according to a predecided order. Each student was given 7 minutes to write. After the last writer finished writing, students together with their groups were asked to double-check their writing. At the end of the study session, representatives of each Group read the result of the short stories that have been written.

Based on the researcher's observation, studying short story writing with the *Chain Writing* method using the *Let's Read* application encourages students to be active and enthusiastic. This can be seen in the studying procedure where students actively ask questions and give feedback. Through the *Let's Read* application that used illustrated short stories and rich vocabulary, students were interested in developing ideas. Within groups,

students assisted each other to put their thoughts into writing. Students looked more confident to write short stories and were motivated to continue the story.

Studying to Write Short Stories devoid of the Chain Writing method guided by Let's Read Application

Studying to write short stories without using the *Chain Writing* method and the *Let's Read* application in the control Group reached a mean score of only 74.6. Based on the frequency of the control class' *post-test*, it shows that only 6 students reached the score range of 85-100. Meanwhile, the other 24 students had a score range of 75-84 with 12 students and a score range of 60-74 with 12 students. It can be summarized that the students' skill in writing short stories has not reached the minimum criteria.

With the lecture and assignment method, the studying procedure was carried out independently without any supporting reading visuals, making students lean towards feeling passive and unenthusiastic. When writing short stories, students have difficulty communicating their ideas in complete sentences resulting in lackluster writing, less interesting ideas, and incomplete or flawed sentence structure.

The *post-test* results of students who learned to write short stories with the lecture method revealed a limited increase when compared to the *post-test* results of students who learned using the *Chain Writing* method and the *Let's Read* application. This is because the lecture method does not involve students actively, resulting in a one way study process and not student-centered.

The influence of Chain Writing method guided by Let's Read Application on Short Story Writing skill

Based on the outcomes of pre-observation, it can be seen that students have difficulty writing, particularly in writing short stories in terms of structure, vocabulary, and idea development. When given the task to write a short story, students feel confused about what words to use in the beginning and have difficulty stringing words into complete sentences, ending with students only writing briefly. One of the important elements in enhancing writing skills is that students must master vocabulary. Vocabulary mastery is important for students to communicate their ideas in writing. Vocabulary mastery can be learned through reading and discussion (Hikaya et al., 2025).

Based on the research outcomes, it is concluded that the mean *post-test* score in the control group increased remarkably compared to the *pre-test* score by a difference of 19.1. Meanwhile, in the experiment Group the mean difference among the *pre-test* and

post-test was greater, which is 31.6. This outcome shows that the use of the *Chain Writing* method with the *Let's Read* application on the experiment group has a more remarkable impact on increasing the outcomes of writing short stories than the control Group.

Based on the outcomes of the *Independent Sample t-Test* test, it shows a remarkable difference among the *post-test* score of the control class and the *post-test* of the experiment class. The experiment class is greater than the *post-test* score of the control class. The score (sig. 2-tailed) $0.000 < 0.05$ was reached. Thus H_0 is refused and H_a is approved. It can be concluded that the *Chain Writing* method using the *Let's Read* application has a remarkable influence on writing short story skills of fourth grade students in elementary schools.

The outcomes revealed that students' short story writing skills have increased with using the *Chain Writing* method and also the *Let's Read* application. This is supported by the theory of collaborative studying approach. The collaborative studying method is based on interactional theory that considers the intertwining of social procedures as a studying procedure (Ardania et al., 2024). This theory was found by Vygotsky who interpreted interactional theory as derived by constructivism theory. Vygotsky views that collaborative studying is done by small groups to obtain shared studying goals. According to Purwati (2020), collaborative studying is a type of studying activity that encourages students to actively participate in the studying procedure, by giving tasks to students to be completed in small groups. Collaboration means exchanging ideas and active participation. Thus, through group learning, students are able to provide feedback to one another (Le, 2021).

The use of the *Chain Writing* method allows for collaborative studying. Wonglakorn & Deerajviset (2023) state that collaborative writing enhances students' confidence in expressing their ideas in written form. This is supported by Khodabakhshzadeh & Samadi (2017), who found that collaborative writing can motivate students and significantly increase their writing performance. *The Chain Writing* method gives students the chance to write short stories in Groups and write in turn. Thus, students are able to exchange ideas and convey ideas to assist each other in writing a complete and imaginative short story. According to Nystrand, in theory the *Chain Writing* method that active writing is done in Groups (Apriani et al., 2021). It is able to enhance thinking power, interaction, and be able to foster social behavior, in which that the acquisition of studying objectives can be reached. The research employed by (Fitriyanti, 2017) revealed the

students' interest in writing by the use of the *Chain Writing* method. Another research employed by (Fadlilah et al., 2018) states that students were very motivated and passionate for studying and had increased their writing scores.

The use of *Let's Read* application as a digital studying media contributes remarkably to students' short story writing skill. The application as a digital studying media is able to assist students comprehend the structure of the story content and enhance students' vocabulary mastery. Paivio (1986) revealed that *Dual Coding* theory that combines verbal and visual in studying can enhance comprehension and memory (Kurniawan et al, 2022). *Let's Read* application is relevant because it combines verbal and visual contexts in the form of short stories equipped with pictures. The *Let's Read* application is a digital library that gives a variety of illustrated stories that are equipped by the developmental suit skill of elementary school students. The picture stories in the *Let's Read* application contribute to increasing reading interest and assist students in comprehending the content of the stories (Kamba et al., 2024). The stories given on the *Let's Read* application are available in various languages such as local languages, national language, and international languages (Saputri & Ritonga, 2024). The *Let's Read* application can be accessed online or offline. Thus, it is easily accessible by teachers and students.

The use of media in studying helped students to comprehend and absorb knowledge and creativity, and to help develop their potential. With the material presented becoming easier to understand, the studying objectives are able to be reached influentially and efficiently. *Let's Read* application is the right option in supporting students' writing skills in developing ideas and vocabulary. (Herlina et al, 2023) states that the *Let's Read* application is able to enhance student literacy as evidenced by students' interest in reading informational text content and fiction text on *Let's Read* media.

This study has implications for instructional practices in primary schools, particularly in providing teachers with alternative methods for teaching writing. It is recommended that teachers use the *Chain Writing* method with the support of the *Let's Read* application to stimulate students' imagination in writing short stories and to foster student engagement. The implementation of this method requires adequate technological infrastructure and the provision of digital-based instructional training for teachers to ensure optimal execution. However, this study has certain limitations that should be

considered, including its implementation in only two primary school classes, which restricts the generalizability of the outcomes to broader educational levels.

CONCLUSION

With this research, it can be concluded that there is an influence of the Chain Writing method with the *Let's Read* application on the skill to write short stories. It is proven by the findings of the study that the mean *post-test* score in the experiment Group is greater than in the control Group. Through this method, students are more confident to write and motivated to develop their ideas actively as to enhance students' skill to write short stories. The findings of this research have the potential to be developed and used at a wider degree of education. The application of this method can be an alternative writing studying strategy that is creative, fun, and adaptive. Future research can be conducted at broader educational levels and explore other knowledge contexts to further investigate its impact.

REFERENCES

- Alifa, N., & Setyaningsih, N. H. (2020). Pengaruh Keterampilan Menyimak Dan Membaca Cerpen atas Keterampilan Menulis Teks Cerpen. *Jurnal Pendidikan Bahasa Dan Sastra Indonesia*, 9(2), 98–103. <https://doi.org/10.15294/jpbsi.v9i2.39634>
- Apriani, D., Amalia, Q., & Diani, T. (2021). Chain Writing Sebagai Inovasi Pembelajaran Menulis Di SD Kelas Rendah. *DIDAKTIS 6: Proseding Seminar Nasional Pendidikan Dasar 2021*, 6(1), 164–171. <https://doi.org/10.47827/jer.v6i4.1566>
- Ardania, N., Mafaza, F. M., Jannah, I. N., Putri, A. E., & Arochman, T. (2024). Analisis Pengaruh Implementasi Teori Vygotsky. 08(01), 77–85. <https://doi.org/10.31002/ijel.v8i1.1328>
- Cahyaningtyas, A. P., Purwati, P. D., Sukasih, S., & Irvan, M. F. (2024). Literacy Through Literature for Elementary School Students in Semarang City. *Jurnal Ilmiah Pendidikan Dasar*, 11(1), 69–83. <https://doi.org/10.30659/pendas.11.1.69-83>
- Fadlilah, H. N., Endang, U., & Yuniartin, T. (2018). Peningkatan Kecakapan Menulis Siswa Melalui Menggunakan Metode Menulis Berantai (Estafet Writing). *BESTARI: Jurnal Studi Pendidikan Islam*, 16(1), 24–28. <https://riset-iaid.net/index.php/bestari/article/view/395>
- Fitriyanti, R. (2017). Pengaruh Metode Chain Writing atas Hasil Belajar Menulis Siswa Kelas 3 Sekolah Dasar. *Scholaria: Jurnal Pendidikan Dan Kebudayaan*, 7(3), 276–297. <https://doi.org/10.24246/j.scholaria.2017.v7.i3.p276-282>
- Hafazah Nurul, Sukri, E. M. (2024). Pengaruh Platform Let ' s Read atas Peningkatan Literasi Membaca Siswa Kelas III SD Negeri Bangka. *Journal of Education, Science, Geology, and Geophysics (GeoScienceEd)*, 5(4), 921–927. <https://doi.org/10.29303/goescienceed.v5i4.478>
- Hikaya, N., Rahma Ashari Hamzah, Erika Rahmadani, & Adelia Putri. (2025). Mengembangkan Keterampilan Menulis di SD. *Jurnal Inovasi Edukasi*, 8(1), 1–13. <https://doi.org/10.35141/jie.12se1>
- Kamba, J. B., Haq, M. D., & Maria Dominika Niron. (2024). Transforming Literacy: The Impact of Chromebook and Let's Read on Elementary Students' Reading

- Engagement. *Jurnal Ilmiah Sekolah Dasar*, 8(3), 569–578. <https://doi.org/10.23887/jisd.v8i3.74968>
- Khairunnas, K., Munirah, M., & Alam, A. S. (2024). Pengaruh Metode Chain Writing Atas Kecakapan Menulis Cerpen Siswa Kelas IV SDN 30 Pinrang. *Jurnal Ilmu Pendidikan Muhammadiyah Kramat Jati*, 5(1), 337–343. <https://doi.org/10.55943/jipmukjt.v5i1.160>
- Khodabakhshzadeh, H., & Samadi, F. (2017). The Effect of Collaborative Writing on Iranian EFL Learners' Task Achievement in Writing and Their Perception. *International Journal of Applied Linguistics and English Literature*, 7(1), 113-139. <https://doi.org/10.7575/aiac.ijalel.v.7n.1p.113>
- Khojanah, A. (2023). Penerapan Metode Menulis Berantai dalam Pembelajaran Teks Novel: Suatu Praktik Baik. *Literaksi: Jurnal Manajemen Pendidikan*, 1(02), 233–240. <https://doi.org/10.70508/literaksi.v1i02.223>
- Kurniawan, C., Kusumaningrum, S. R., Lam, K.-F. T., & Surahman, E. (2022). Improving Language Teaching and Learning Process with Dual Coding Theory Approaches. *Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan*, 7(8), 281-305. <https://doi.org/10.17977/jptpp.v7i8.15313>
- Le, M. T. (2021). The Effects of Collaborative Writing to Learners' Text in terms of Writing Accuracy from Sociocultural Theory Perspective. *International Journal of TESOL & Education*, 2(1), 54–62. <https://doi.org/10.54855/ijte2202014>
- Lestari, V. A., Balawa, L. O., & Badara, A. (2019). Kritik Sosial pada Lirik Lagu Iwan Fals (Suatu Kajian Sosiologi Karya Sastra). *Jurnal Bastra (Bahasa Dan Sastra)*, 4(3), 430-453. <https://doi.org/10.36709/jb.v4i3.10752>
- Maulina, H., Hariana Intiana, S. R., & Safruddin, S. (2021). Analisis kecakapan Menulis Cerpen Siswa Sekolah Dasar. *Jurnal Ilmiah Profesi Pendidikan*, 6(3), 482–486. <https://doi.org/10.29303/jipp.v6i3.276>
- Munir, S., & Hendaryan. (2023). The Effectiveness of the Short Story Writing Program in Developing Students' Creative Writing Skills. *JPI (Jurnal Pendidikan Indonesia)*, 12(4), 782–791. <https://doi.org/10.23887/jpiundiksha.v12i4.65325>
- Nazidah, F. (2023). Pengaruh Penerapan Model Project Based Learning atas Keterampilan Menulis Cerpen Siswa Kelas Ix Smp Ypm 3 Taman Sidoarjo. *Fitrofin Nazidah Jurnal Basataka (JBT) Universitas Balikpapan*, 6(2), 485-507. <https://doi.org/https://doi.org/10.36277/basataka.v6i2.326>
- Nur Elvina Putri, Rudial Marta, Y. F. S. (2022). Peningkatan Keterampilan Menulis Karangan Narasi Menggunakan Metode Chain Writing Di Sekolah Dasar. *Modeling*, 9, 83–88. <https://doi.org/https://doi.org/10.69896/modeling.v9i4.1254>
- Nusrah, Rahmawati, S., & Puspitasari, A. (2023). Penerapan Metode Copy The Master dalam menumbuhkan Keterampilan Menulis Cerpen Siswa Kelas XI SMA Negeri 2 Bantaeng. *INNOVATIVE: Journal Of Social Science Research*, 3, 2051–2060. <https://j-innovative.org/index.php/Innovative/article/view/548>
- OECD. (2023). PISA 2022 Results Indonesia. *Factsheets*, 1–9. <https://www.oecd.org/publication/pisa-2022-results/country-notes/malaysia-1dbe2061/>
- Paivio, A. (1986). *Mental representations: A dual coding approach*. Oxford University Press.
- Purwati, Z. D. (2020). Collaborative Learning dalam Pembelajaran Bahasa Indonesia. In *Eprints.Uad.Ac.Id*. http://eprints.uad.ac.id/20206/1/Buku_Ref_Collaborative_Learning_dalam_Pembelajaran_Bahasa_Indonesia.pdf
- Rika Herlina, Ajo Sutarjo, & Muhammad Hanif. (2023). Penggunaan Let's Read Sebagai Media Pembelajaran Untuk menumbuhkan kecakapan Literasi Siswa Sekolah Dasar.

- Jurnal Perseda : Jurnal Pendidikan Guru Sekolah Dasar*, 6(1), 9–16.
<https://doi.org/10.37150/perseda.v6i1.1733>
- Samsudin, D. F. A., & Rahmawati, F. P. (2023, August). Digital Literacy Through Let's Read App to Improve the Reading Interest of Elementary School Students. *International Conference on Learning and Advanced Education (ICOLAE 2022)* (pp. 421-435). Atlantis Press.
- Saputri, N., & Ritonga, R. (2024). Peningkatan Keterampilan Membaca Pemahaman dengan Pemanfaatan Aplikasi Let's Read pada Siswa Kelas V Sekolah Dasar. *Academy of Education Journal*, 15(2), 1371–1380. <https://doi.org/10.47200/aoej.v15i2.2487>
- Sugerman, S., Hasan, H., & Mawardi, A. (2022). Pengaruh Model Self-Directed Learning di Era Merdeka Belajar atas kecakapan Menulis Cerpen Siswa SMAN 1 Dompu. *Ainara Journal (Jurnal Penelitian Dan PKM Bidang Ilmu Pendidikan)*, 3(3), 151–159. <https://doi.org/10.54371/ainj.v3i3.159>
- Sugiyono. (2017). *Metode penelitian kuantitatif, kualitatif, dan R & D*. Alfabeta.
- Wonglakorn, P., & Deerajviset, P. (2023). The Effects of Collaborative Process Writing Approach on Thai EFL Secondary School Students' Writing Skills. *LEARN Journal: Language Education and Acquisition Research Network*, 16(1), 495–522. <https://so04.tci-thaijo.org/index.php/LEARN/article/view/263454>