

The Role of the Let's Read Application in Increasing Reading Interest among Elementary School Children: A Case in South Tangerang

^{*1}Firdaus Habibi ²Erniyanti Nur Fatahhela Dewi

¹Institut Sains dan Bisnis Atma Luhur ²Universitas Bina Sarana Informatika

e-mail: firdaus@atmaluhur.ac.id

Abstract

The current research aims to investigate the progress of reading habits through Let's Readapp and explore more the factors affected of the enhancement of reading habits. Further, the research employed a qualitative case study design with a sixth-grade student at SD Negeri Cirende 2, South Tangerang as the key informant. Then, the data were collected through semi-structured interviews and observations, then analyzed descriptively to provide clear insights. Therefore, the research indicated that several factors influenced Vida in her reading habits. For instance, it could be seen from the exposure of reading, reading interests, and the availability of book resources. Additionally, Let's Read app possessed some substantial roles in Vida's reading habits, including simple vocabularies for basic learners, learning grammar from the stories, eye-catching pictures, various languages, and a plenty of themes. To sum up, Let's Read app was able to applied as the effective solution in promoting reading habits for a school-aged child.

Keywords: *let's read app, school-aged child, reading habits*

Abstrak

Penelitian ini bertujuan untuk mengkaji perkembangan kebiasaan membaca melalui aplikasi *Let's Read* serta mengeksplorasi lebih lanjut faktor-faktor yang memengaruhi peningkatan kebiasaan membaca. Lebih lanjut, penelitian ini menggunakan pendekatan kualitatif dengan desain studi kasus yang melibatkan seorang siswa kelas VI SD Negeri Cirende 2 South Tangerang sebagai subjek utama penelitian. Selanjutnya, seluruh data dikumpulkan melalui wawancara semi-terstruktur dan observasi, kemudian dianalisis secara deskriptif untuk memperoleh pemahaman mendalam terkait fokus penelitian. Hasil penelitian menunjukkan bahwa terdapat beberapa faktor yang memengaruhi kebiasaan membaca antara lain paparan terhadap kegiatan membaca, minat baca, serta ketersediaan sumber bacaan. Selain itu, aplikasi *Let's Read* juga memiliki peran penting dalam kebiasaan membaca seperti penyediaan kosakata sederhana untuk pembelajar dasar, pembelajaran tata bahasa melalui cerita, gambar yang menarik, pilihan berbagai bahasa, serta beragam tema. Dengan demikian, aplikasi *Let's Read* dapat diterapkan sebagai solusi efektif untuk mendorong kebiasaan membaca pada anak usia sekolah.

Kata kunci: aplikasi let's read, anak usia sekolah, kebiasaan membaca

Introduction

In recent years, reading has been recognized as a crucial literacy skill that underlies academic achievement, fosters lifelong learning, and contributes to comprehensive personal development. It encompasses comprehension, interpretation, inference, and critical evaluation. Furthermore, Taye and Teshome (2025) confirmed that reading has significantly enriched vocabulary, enhanced language proficiency, reinforced analytical reasoning skills, and promote creative thinking. It provides a meaningful engagement with multiple reading resources and materials for diverse needs. Moreover, reading does not only increase vocabulary by exposing learners to a wider range of lexical items and contextual usages, but it also enhances overall language proficiency through improved grammar, syntax, and discourse competence. Additionally, various regular reading reinforces analytical reasoning skills by encouraging individuals to interpret, evaluate, and synthesize information from many sources. It stimulates creative thinking, as exposure to varied genres, narratives, and perspectives broadens imagination and nurtures the ability to generate original ideas and innovative solutions (Farantika et al. 2024).

Within the context of elementary education, reading serves as a critical gateway to academic achievement and lifelong learning. At this developmental stage, children undergo a pivotal transition from the phase of learning to read toward the stage of reading to learn (Mahmood 2022). Notably, it becomes an effective tool for acquiring, analyzing, and applying numerous new information. As a result, children are able to access, process, and synthesize knowledge from diverse textual sources, fostering cross-disciplinary connections and enhancing their capacity for critical inquiry and problem-solving.

To be more specific, Vygotsky's social constructivist theory views literacy as a socially mediated process in which children internalize cognitive tools through interactions with caregivers, educators, and peers (Mcleod 2024). In this sense, reading habits are shaped with the broader social and cultural context. When reading experiences are personally relevant and rewarding, children are more inclined to invest time and effort, thus reinforcing habit formation. These perspectives highlight that both environmental supports, such as parental modelling, school culture, and resource availability, and learner motivation are critical in nurturing consistent reading practices.

Moreover, rapid advancement of digital reading technologies over the past decade has generated both significant opportunities and notable challenges for literacy development. Specifically, modern digital platforms are increasingly capable of offering multilingual and levelled texts, incorporating audio narration, and embedding interactive illustrations, thus accommodating learners across a wide spectrum of language proficiencies and learning needs. Segers and Kleemans (2020) revealed these features can enrich the reading experience, foster motivation, and promote sustained engagement when it is designed effectively. For instance, narrated e-books have been shown to enhance children's attention and enjoyment during shared reading activities, particularly when combined with interactive elements that support comprehension rather than distract from it (Takacs et al., 2022).

However, recent systematic reviews and meta-analyses present a more nuanced perspective. Bresó-Grancha, Jorques-Infante, and Moret-Tatay (2022) stated that while digital storybooks and multimedia-enhanced reading environments can influence vocabulary acquisition and reading motivation positively, the impact on comprehension is mediated by several factors, including the learner's age, the linguistic and conceptual complexity of the text, and the pedagogical quality of the interactivity. Poorly designed interactive features, such as excessive animations or unrelated game-like tasks, can lead to cognitive overload, diverting attention from the narrative and undermining understanding (Kucirkova 2019). These highlight the necessity of aligning digital reading tools with pedagogical principles and evidence-based literacy strategies to ensure technological affordances genuinely enhance, rather than hinder, the reading process.

An example of an ICT-based literacy innovation is the Let's Read App, developed by Books for Asia in partnership with literacy communities and supported by the Asia Foundation. This free digital library offers multilingual children's stories with levelled reading materials, engaging illustrations, and intuitive navigation, making it suitable for low-cost devices. Program reviews and country-level studies have highlighted the app's potential in contexts with limited access to print materials. Its strengths include delivering culturally relevant stories in local languages, enabling remote guided reading by caregivers and teachers, and supporting extensive reading programs when integrated into schools or community initiatives. Preliminary evaluations indicate that the Let's Read App can enhance reading engagement, expand vocabulary, and increase teachers'

capacity to implement effective reading strategies, particularly when used alongside structured guidance or adult facilitation.

In addition, the novelty of this research lies in its focus on examining the role of the Let's Read app in shaping children's reading habits within the unique socio-cultural and educational context of Indonesia. While the previous studies on digital literacy have primarily concentrated on short-term vocabulary gains, programmatic evaluations, or the technological affordances of digital reading platforms, this study advances the discourse by exploring the deeper, long-term implications of digital reading for habit formation. To be more specific, it does not only investigate the app's features, such as progressive reading levels, multilingual stories, and engaging illustration, but it also develops how these interact with contextual factors, school initiatives, community resources, and the limited reinforcement from the home environment. By situating the case of a sixth-grade student within the broader landscape of Indonesian literacy challenges, this research addresses the unresolved questions regarding the sustainability of digital reading engagement and the extent to which such platforms foster voluntary, intrinsically motivated reading practices. Moreover, unlike many earlier studies that remain general or quantitatively oriented, this research provides a nuanced, in-depth qualitative account that integrates theoretical insights with lived experiences, thereby offering fresh evidence and practical recommendations for leveraging digital libraries in developing consistent reading habits among school-aged children.

In light of these theoretical foundations and empirical findings, the present study investigates the role of the Let's Read App in promoting reading habits among school-aged children in Indonesia. Specifically, it seeks to examine how the app, when integrated with caregiver or teacher facilitation and embedded within school reading practices, affects reading frequency, motivation, and gains in vocabulary and comprehension. The study's objectives are to evaluate changes in voluntary reading behaviour, identify contextual factors, such as home support, device accessibility, and teacher mediation, and provide evidence-based recommendations for incorporating digital libraries into broader literacy development strategies.

Research Methods

This study adopted a qualitative research methodology using a case study design to explore the role of the *Let's Read* App in promoting reading habits among school-aged

child. The qualitative approach was chosen to allow for an in-depth exploration of the participant's experiences, perceptions, and behaviors in her natural setting. As Creswell (2012) noted, the qualitative research emphasizes understanding phenomena from the participant's point of view and synthesizing the data descriptively. Furthermore, the research was conducted over a 15-day period, from June 7th to June 21st, 2024. To be more specific, the subject of the research was NM, a sixth-grade student at State Elementary School of Cirende 2 South Tangerang, Banten. She is an avid reader with a strong interest in books, although her English proficiency remains at a basic level.

Moreover, two primary instruments were employed in collecting the data, namely semi-structured interviews and in-depth observation. The semi-structured interviews were conducted with the participant and her mother, focusing on various aspects of the participant's reading habits, such as the types of books and stories she enjoys, the stories she has read previously, the frequency and duration of her reading at home and school, the challenges she faces in reading, and her activities when using a mobile phone. The interviews also explored her impressions of the *Let's Read App*, including the features she found engaging, the stories she enjoyed, and the app's role in supporting her reading activities, as well as her mother's perspective on its usefulness. The in-depth observation was carried out at the participant's home to record her reading environment, behaviours when engaging with books and the *Let's Read App*, and the availability of reading materials. This observation aimed to identify patterns of engagement, preferred genres, and the influence of digital resources on her reading habits.

In addition, the data collection process involved scheduling and conducting interviews, observing the participant's reading activities, documenting field notes, and reviewing her interactions with the *Let's Read App* over the research periods. Then, the collected qualitative data were analysed through a series of steps: transcribing all interview and observation records into written form, coding the data to identify recurring themes and patterns related to reading habits and the app's influence, interpreting the findings in relation to the research objectives and relevant literature, and finally presenting the results in a descriptive narrative to capture the participant's experiences and perspectives comprehensively.

Result and Discussion

The results of this research provide an in-depth understanding of the factors influencing the reading habits of the participant, and the role of the *Let's Read* App in fostering those habits. The discussion is organized around three key themes emerging from the reading interests and the availability of resources, followed by an analysis of the app's contribution to reading engagement. The findings revealed that the participant received most of her reading exposure from her school environment. Her teacher played an active role in promoting reading by encouraging students to visit the school library regularly and allowing them to choose from a variety of Indonesian and English books. This was complemented by the mobile library service at Legoso, which visited once a week and provided access to additional reading materials, particularly English storybooks that aligned with her interests. Such initiatives significantly expanded her opportunities to read beyond the classroom.

However, the study also identified limited exposure to reading at home, where reading activities were infrequent, and the availability of books was minimal. This lack of home reinforcement restricted her overall engagement and reduced the potential for developing a continuous reading habit outside of school hours.

These findings are consistent with Purwandari, Triana, and Mayawati (2023) who emphasized that reading habits are more effectively cultivated when initiated at home, with parents actively participating in shared reading activities. Similarly, Yan, Lowell, and Yang (2024) argued that a holistic approach, ensuring consistent reading exposure in school, home, and community environments, significantly improves reading fluency and comprehension, especially when children have regular access to age-appropriate materials. The participant's reliance on school and community resources, without sufficient parental involvement at home, reflects an imbalance that can hinder the sustainability of reading habits over time.

More recent studies also support this observation. Mulyani (2022) found that the absence of regular parental involvement in children's reading activities negatively impacts the development of intrinsic motivation to read, even when school resources are adequate. Thus, the lack of home-based exposure limited her potential for independent reading growth even though the participant received benefits from strong institutional and community support.

Reading Interests

Based on an in-depth analysis, the participant exhibited a pronounced preference for narrative stories, with a particular inclination toward culturally familiar fables and legends such as tangkuban perahu, bawang merah & bawang putih, and malin kundang. It can be clearly seen from the excerpt 1.

Excerpt 1

"I like reading stories like Tangkuban Perahu and Bawang Merah & Bawang Putih because they remind me of the stories my teacher and mother used to tell me. They are fun, and I can understand the lessons inside them." (Interview, June 2024).

She described these narratives as enjoyable, morally enriching, and more engaging than textbooks, which she perceived as less entertaining and more academic in tone. This finding aligns closely with Lustyantie and Aprilia (2020) framework for assessing reading interest, which encompasses four main indicators, including attention to reading material, sustained motivation, emotional engagement with the text, and consistent effort to access reading opportunities.

Moreover, Novida's preference for culturally grounded stories suggests that content relevance plays a decisive role in shaping reading choices and sustaining interest. The familiarity of characters, settings, and moral values presented in these stories likely facilitated comprehension and deepened emotional connections. Specifically, it can be seen from the excerpt 2.

Excerpt 2

"Textbooks are important for school, but they are not as interesting. Storybooks feel more alive because they have pictures and characters. I feel happy when I read them, not bored like when I read school books." (Interview, June 2024)

This observation is strongly supported by Sakti, Endraswara, and Rohman (2024) who confirmed that narratives rooted in local culture foster greater reading willingness because of its relatable context and reinforce learners' cultural identity. Similarly, Abbas and Shaheen (2023) found that culturally resonant materials do not only increase engagement but they also improve reading comprehension since readers are more likely to draw on prior knowledge and personal experiences when interpreting the text.

Moreover, the participant's consistent borrowing of books from both the school library and the mobile library reflects an active, self-initiated approach to reading. The following evidence might be looked at from the excerpt 3.

Excerpt 3

"Sometimes I borrow books from the school library or the mobile library even when the teacher doesn't ask. I just want to know the story. If I find a good one, I will finish it until the end." (Interview, June 2024)

This fact demonstrates what Abidin, Rakhmayanti, and Undayasari (2025) found in their study. It confirms that the intrinsic motivation can be driven by personal interest rather than external rewards or pressures. Intrinsic motivation has been shown to be a more reliable predictor of sustained reading habits than extrinsic motivators such as grades or teacher praise. Recent research by Oclaret (2021) asserted that learners with strong intrinsic motivation tend to diversify their reading choices, invest more time in reading activities, and exhibit higher resilience when facing challenging texts.

From a literacy development perspective, the participant's behaviour also resonates with the self-determination theory proposed by Hasniza, Romar, and Yanti (2023), who noted that autonomy, competence, and relatedness are central to maintaining motivation. Thus, Novida can exercise autonomy, understand and enjoy the stories, reinforce her sense of competence, and engage with culturally familiar narratives.

To sum up, the participant's reading interest was both culturally and motivationally driven, supported by consistent access to resources and reinforced by personal enjoyment and moral learning. These findings confirm that when reading materials resonate with learners' cultural identity and personal values, they act as powerful motivators for sustained engagement. However, to cultivate a more balanced reading habit, educational stakeholders may need to introduce strategies that connect students' preferred genres to other types of reading materials, thereby expanding their literacy repertoire without undermining intrinsic motivation.

Availability of Resources

The study found that the participant benefited from consistent access to multiple reading resources in her school and community environments. She regularly utilized the school library collections, borrowed some books from the mobile library that visited her neighbourhood weekly, and engaged with digital storybooks via the Let's Read App. It can be revealed from her interview excerpt, as followed:

Excerpt 4

"At school, I often go to the library with my friends. There are many books to choose from, and I like to borrow storybooks, especially the ones in Indonesian and English." (Interview, June 2024)

This diversity of sources provided her with varied and engaging materials, supporting both her interest in narrative stories and her gradual development of English language skills. However, the home environment presented contrasting evidence. The supply of books at home was limited, and there were few opportunities for independent reading outside of school or mobile library schedules.

Excerpt 5

"We don't have many books at home, only a few old ones. Mostly she reads from school or when the mobile library comes. The app helps, but I cannot always sit with her when she reads." (Parent interview, June 2024)

This discrepancy highlights an imbalance in resource distribution across different learning environments. As Pham (2021) argued, sustained reading habit formation depends on consistent access to a wide range of reading material, both print and digital, across all domains of a child's daily life. Without such continuity, reading engagement may remain situational rather than habitual.

Notably, recent research reinforces the importance of resource accessibility. Krishna Pasupuleti (2024) found that digital reading platforms can effectively bridge gaps in access when physical resources are scarce, particularly in households with few or no books. In the participant's case, the *Let's Read App* served this bridging function by providing free, culturally relevant, and level-appropriate materials. It not only addressed the scarcity of physical books at home but also introduced features, such as visual illustrations, simple vocabulary, and multiple language options, that made reading more engaging.

Excerpt 6

"At home, I don't have many books, so I use Let's Read on my mother's phone. I like it because the stories have pictures and the words are not too hard. Sometimes I read the same story again when I like it." (Interview, June 2024)

However, the presence of digital resources does not guarantee the development of consistent reading habits. Apdillah et al. (2022) confirmed that technology can be more impactful when it is paired with parental involvement and structured reading routines. Without guidance, children may use devices for other forms of entertainment, reducing the time spent on reading activities. In this study, the lack of parental engagement in the participant's reading life at home potentially limited the app's influence on her daily routine. The findings also align with Wardani, Pujiastutik, and Sholekha (2024), who demonstrated that students with both high accessibility to books and active family support showed more stable and sustained reading patterns compared to those relying

solely on school or community resources. In contexts where parents took an active role, children displayed stronger reading motivation and deeper comprehension.

In the participant's case, the reliance on institutional and community resources without adequate home-based reinforcement suggests that while she had access to materials, the absence of a supportive home reading culture may hinder the long-term consolidation of her reading habits.

In summary, the availability of resources in this study was unevenly distributed: strong at school and in the community, enhanced by digital platforms, but limited at home. This underscores the need for integrated strategies that combine physical resources, digital tools, and active parental involvement to create a balanced and sustainable reading environment. Without this balance, access alone may not translate into enduring reading engagement.

The Role of Let's Read App

The *Let's Read* App emerged as a pivotal tool in enhancing the participant's reading engagement. To clear the evidence, the participant informed in excerpt 7. The participant expressed clear appreciation for the app's eye-catching illustrations, which captured her attention and sustained her interest throughout the reading process. The stories' simple vocabulary, tailored for beginner-level learners, allowed her to read without becoming overwhelmed, thereby fostering a sense of achievement and confidence.

Excerpt 7

"I like the pictures in the stories. They are colorful and make me want to keep reading until the end. The words are easy to understand. Even when I don't know everything, I can still follow the story and feel happy because I can finish it by myself." (Interview, June 2024).

The inclusion of progressive reading levels meant that she could gradually transition to more complex texts, matching the natural development of her English proficiency. These findings are in line with Arif, Armiwati, and Handayani (2023) who noted that ICT-based tools in language learning increase learner motivation, engagement, and retention when they integrate both visual and textual elements. By presenting reading material in a visually appealing and linguistically accessible format, *Let's Read* made the process both enjoyable and educational.

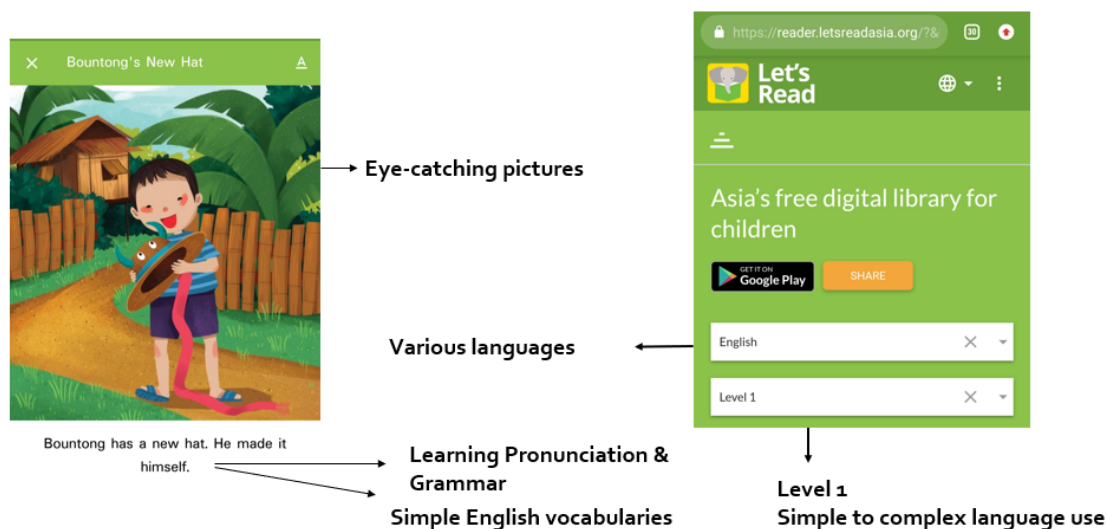


Figure 1 The User Interface of the Let's Read Application

The image illustrates the key features of the *Let's Read* application as a digital literacy tool designed for children. On the left side, a storybook interface is shown with the title "*Bountong's New Hat*", accompanied by vibrant, eye-catching illustrations that visually support comprehension and sustain children's interest in reading. Beneath the image, simple English sentences such as "*Bountong has a new hat. He made it himself*" demonstrate the use of basic vocabulary and accessible grammar structures, enabling early readers to build foundational language skills while simultaneously engaging with the narrative.

On the right side, the application's main interface is displayed, highlighting its user-friendly design and multilingual accessibility. The menu options allow readers to select both language and reading level, ranging from Level 1, which contains simple linguistic structures, to higher levels that progressively introduce more complex vocabulary and grammar. This scaffolding mechanism facilitates gradual language development and provides numerous opportunities for children to enhance pronunciation, grammar, and comprehension at their own pace.

More recent studies reinforce the app's impact. Pitaloka, Suprianti, and Wahyuni (2024) confirmed that digital storybook applications significantly improve vocabulary acquisition, reading comprehension, and pronunciation among young learners by providing interactive and multimodal learning experience. Similarly, Varga and Daróczy (2024) observed that children's engagement with digital reading resources is heightened

when the interface is interactive, visually stimulating, and offers a diverse selection of genres and difficulty levels, a description that closely matches the *Let's Read* platform.

The app's ability to blend entertainment with learning is particularly important given the participant's limited home access to printed reading materials. In this context, *Let's Read* served as both a reading resource and a motivational driver, offering on-demand access to stories that catered to her interests and proficiency level. This role is supported by Chen and MacLeod (2021) who argued that digital reading platforms can act as compensatory tools for students lacking rich print environments at home, provided they are user-friendly and content-rich.

However, the study also acknowledges potential challenges. While the app provides extensive opportunities for engagement, Tembulkar and Lele (2021) stated that children may underutilize app's educational potential or divert their attention to non-educational digital activities without parental guidance and structured routines. In the participant's case, the absence of strong parental involvement at home may limit the long-term integration of the app into her daily reading habits, despite positive initial engagement.

In summary, *Let's Read* played a transformative role in sustaining the participant's reading motivation by offering an appealing, accessible, and linguistically supportive platform. Its visual appeal, adaptive difficulty levels, and bilingual capabilities align well with both literacy development theory and empirical findings in recent years. Yet, for maximum impact, its use should be embedded within a supportive reading ecosystem that combines school, community, and home reinforcement.

Conclusion

This study aimed to explore the role of the *Let's Read* App in promoting reading interest among school-aged children through a qualitative case study of a sixth-grade student at State Elementary School of Cirende 2 South Tangerang, Banten. The findings revealed that her reading habits were shaped by three key factors, such as exposure to reading, reading interests, and resource availability with the school and community providing consistent access to books. The *Let's Read* App served as a valuable digital alternative that compensated for the scarcity of materials at home. Moreover, the participant's preference for culturally familiar stories, together with the app's features such as eye-catching illustrations, simple vocabulary, progressive reading levels, and

multilingual options, sustained her motivation and supported her language development. Nonetheless, the study identified limitations in the home environment, particularly the lack of parental involvement and limited reading exposure, which constrained the long-term consolidation of her reading practices. Therefore, it is recommended that digital tools like *Let's Read* be integrated more strategically with school initiatives, community resources, and home-based support to create a balanced literacy ecosystem, ensuring that children's engagement with reading is not only initiated but also sustained over time.

References

- Abbas, S. G., & Shaheen, F. (2023). Investigating the impact of digital vs. traditional reading habits on comprehension and engagement among middle school students. *Educational Administration: Theory and Practice*, 30(5), 4664–4672. <https://doi.org/10.53555/kuey.v30i6.7835>
- Abidin, Y., Rakhmayanti, F., & Undayasari, D. (2025). Factors affecting literacy ability of elementary school students in Indonesia. *Mimbar Sekolah Dasar*, 12(2), 179–192. <https://doi.org/10.53400/mimbar-sd.v12i2.86486>
- Al Arif, T. Z., Armiwati, A., & Handayani, R. (2023). The use of ICT for English language learning: A mixed-method study of EFL university students. *IJELTAL (Indonesian Journal of English Language Teaching and Applied Linguistics)*, 8(2), 199. <https://doi.org/10.21093/ijeltal.v8i2.1554>
- Apdillah, D., Simanjuntak, C. R. A., Napitupulu, C. N. S. B. R., Sirait, D. D., & Mangunsong, J. (2022). The role of parents in educating children in the digital age. *Romeo: Review of Multidisciplinary Education, Culture and Pedagogy*, 1(3), 1–8. <https://doi.org/10.55047/romeo.v1i3.168>
- Bresó-Grancha, N., Jorques-Infante, M. J., & Moret-Tatay, C. (2022). Reading digital-versus print-easy texts: A study with university students who prefer digital sources. *Psicologia: Reflexao e Critica*, 35(1), 1–9. <https://doi.org/10.1186/s41155-022-00212-4>
- Chen, D., & MacLeod, G. (2021). Effectiveness of digital tools to support pupils' reading in secondary school: A systematised review. *International Journal of Mobile and Blended Learning*, 13(2), 1–16. <https://doi.org/10.4018/IJMBL.2021040101>
- Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative in educational research*. PEARSON.
- Farantika, D., Afrezah, N. N., Salhah, S., Asiah, A., & Yafie, E. (2024). Enhancing creative thinking in preschoolers: Teacher strategies for creating a multiliteracy-based learning environment. *JPUD - Jurnal Pendidikan Usia Dini*, 18(1), 232–250. <https://doi.org/10.21009/JPUD.181.17>
- Hasniza, H., Romar, R., & Yanti, I. (2023). The causal relationship between self-determination and academic motivation among high-school students in Banda

- Aceh. *Forum Paedagogik*, 13(2), 208–219.
<https://doi.org/10.24952/paedagogik.v13i2.6296>
- Krishna Pasupuleti, M. (2024). Strategies for bridging the digital divide in rural and low-income communities. *Digital Divide and Technology Access*, 4(9), 106–135.
<https://doi.org/10.62311/nesx/9029>
- Kucirkova, N. (2019). Children's reading with digital books: Past moving quickly to the future. *Child Development Perspective*, 13(4), 208–214.
<https://doi.org/10.1111/cdep.12339>
- Lustyantie, N., & Aprilia, F. (2020). Reading interest and achievement motivation: A study in an EFL context. *TESOL International Journal*, 15(4), 147–166.
- Mahmood, M. A. (2022). The role of reading in enhancing EFL learners' language proficiency. *Qalaai Zanist Scientific Journal*, 7(4), 1168–1196.
<https://doi.org/10.25212/lfu.qzj.7.4.49>
- Mcleod, S. (2024). Vygotsky's theory of cognitive development Vygotsky's theory of cognitive development. *Simply Psychology*, 84(8), 224–252.
<https://doi.org/10.5281/zenodo.15680745>
- Mulyani, P. K. (2022). The effect of parental absence on children's literacy development: A case study of a fourth-grade elementary school student. *Vision: Journal for Language and Foreign Language Learning*, 11(2), 107–124.
<https://doi.org/10.21580/vjv12i116052>
- Oclaret, V. (2021). *Impact of academic intrinsic motivation facets on students' academic performance*.
- Pham, U. M. N. (2021). The effects of reading habits on reading comprehension among EFL students at Van Lang University. *IJTE (International Journal of TESOL & Education)*, 1(2), 15–44. <https://doi.org/10.11250/ijte.01.02.002>
- Pitaloka, N. P. R. C., Suprianti, G. A., & Wahyuni, L. G. E. (2024). Improving the use of learning media through the development of e-storybooks for fifth-grade students. *Journal of Education Technology*, 8(3), 484–493.
<https://doi.org/10.23887/jet.v8i3.81100>
- Purwandari, S., Triana, P. M., & Mayawati, A. I. (2023). How parents involve in cultivating children's reading interests. *Dalam International conference on social science and education* (hlm. 704–708). https://doi.org/10.2991/978-2-494069-49-7_117
- Sakti, S. A., Endraswara, S., & Rohman, A. (2024). Integrating local cultural values into early childhood education to promote character building. *International Journal of Learning, Teaching and Educational Research*, 23(7), 84–101.
<https://doi.org/10.26803/ijlter.23.7.5>
- Segers, E., & Kleemans, T. (2020). The impact of the digital home environment on kindergartners' language and early literacy. *Frontiers in Psychology*, 11(9), 1–9.
<https://doi.org/10.3389/fpsyg.2020.538584>
- Taye, T., & Teshome, G. (2025). The efficacy of extensive reading strategies for enhancing reading comprehension among 4th year EFL students at Mizan Tepi University.

- Social Sciences and Humanities Open*, 11(6), 1–11.
<https://doi.org/10.1016/j.ssaho.2025.101616>
- Tembulkar, A., & Lele, U. (2021). Potential for use of educational app for young children. *IOSR Journal of Research & Method in Education*, 11(4), 30–37.
<https://doi.org/10.9790/7388-1104033037>
- Varga, E., & Daróczi, G. (2024). *The role of interactive books in the development of reading and reading comprehension*.
- Wardani, D. A. P., Pujiastutik, E. F., & Sholekha, N. (2024). Efektivitas model pembelajaran project based learning terhadap kemampuan literasi numerasi untuk meningkatkan berfikir kritis siswa. *Primary Education Journals (Jurnal Ke-SD-An)*, 4(3), 321–326. <https://doi.org/10.36636/primed.v4i3.5892>
- Yan, W., Lowell, V. L., & Yang, L. (2024). Developing English language learners' speaking skills through applying a situated learning approach in VR-enhanced learning experiences. *Virtual Reality*, 28(4). <https://doi.org/10.1007/s10055-024-01061-5>