Let's Read Application in the View of Recreational Readers

*Suud Mujizatullah[1], Ruslin[2], Dzakiah[3]
[1,2,3] UIN Datokarama Palu, Indonesia
(*mujizatullahsuud@gmail.com)

Abstract

This study explores how English education students at UIN Datokarama Palu experience using the Let's Read application as recreational readers; individuals who read voluntarily for enjoyment, emotional relief, or personal interest, outside of academic or professional demands. This type of reading is especially important for EFL learners, as it supports vocabulary development, natural language exposure, and emotional well-being. Let's Read is worth examining because it is a free, mobile-first platform offering leveled, culturally localized storybooks with offline access making it both accessible and contextually relevant. Using a qualitative case study approach, the research involved semi-structured interviews and document analysis with five students from a single academic program, which limits generalizability but allows for in-depth insight. The findings revealed that students viewed recreational reading as self-directed and emotionally engaging. A strengthened reader identity was reflected in increased confidence, regular reading habits, and a sense of autonomy. However, students also reported challenges such as technical glitches, child-focused content, and inadequate search tools. To address these issues, the study recommends expanding age-appropriate and emotionally complex content for older readers, improving search and filter functions, and ensuring smoother offline access practical steps to enhance the platform's value for university-level EFL learners.

Keywords: Digital Literacy; Let's Read Application; Recreational Reading; Student Experiences.

Over the last two decades, technological advancements have made reading more accessible through mobile devices and digital platforms (Levin, 2021). One example is digital platform like Let's Read offer such access with just one click, a mobile-first digital library that offers hundreds of culturally relevant storybooks, even in offline settings. While previous studies have focused on Let's Read as a literacy tool for children, little is known about how the platform is used by adult readers for non-academic purposes. This study addresses that gap by examining how English education students at UIN Datokarama Palu use Let's Read as a recreational reading platform outside their formal learning activities, recreational reading. Billington (2015) emphasizes that recreational reading nurtures emotional well-being, supports imagination, and allows readers to engage with texts aligned to their mood and

interest. Instead of reiterating each benefit, it is essential to understand that recreational reading is a holistic, intrinsic activity that promotes both affective and cognitive growth through self-chosen texts. Recreational reading or pleasure reading is broadly defined as voluntary reading done primarily for pleasure, relaxation, and personal satisfaction, rather than academic or professional purposes.

One of the most influential theories related to this topic is Krashen's (2011) theory of Free Voluntary Reading (FVR), which suggests that language acquisition is most effective when learners read for enjoyment, without coercion or formal instruction. Krashen (2004) argues that providing access to compelling and comprehensible materials that match readers' interests and levels is crucial to developing vocabulary, grammar, fluency, and confidence. Within the context of higher education, this theory supports the integration of reading platforms that appeal to students' intrinsic motivations and comfort zones.

In this study, recreational readers are defined as students who read voluntarily beyond academic requirements. At UIN Datokarama Palu, many students fall into this category, especially as reading for leisure becomes a coping strategy in balancing academic pressure. These students, mostly belonging to Generation Z, are highly integrated with mobile technologies as a habit that became even more pronounced during and after the COVID-19 pandemic (Hartono, 2024). The pandemic significantly transformed education delivery and social habits, pushing students toward digital learning tools and media for both academic and recreational purposes (Hakim, 2021; Ben Ghida, 2024). According to the Consumer Technology Association, 86% of Gen Z consider technology essential to their lives, higher than that of previous generations. As a result, mobile-friendly and accessible reading applications became increasingly relevant for daily leisure reading (Rogan, 2022). In Southeast Asia, a study by the International Federation of Library Associations (IFLA)

2021 found that over 70% of university students engage with digital reading platforms daily, often choosing fiction, language learning content, or short narratives that suit their interests and available time. At UIN Datokarama Palu, preliminary observations and informal discussions confirmed this trend, with students stating that mobile apps offer greater flexibility, especially when reading in English. These behaviors indicate a growing preference for digital platforms that offer quick, engaging, and accessible content that fits into their daily routines.

Indonesia continues to face long-standing issues related to national literacy. Despite efforts from the government and NGOs to promote reading culture, such as the National Literacy Movement (Gerakan Literasi Nasional) (indahri, 2022). UNESCO reports that Indonesia has one of the lowest literacy rates in Southeast Asia, due to limited book access, lack of reading interest, and time constraints (UNESCO, 2021). Individuals, particularly in rural areas, struggle to acquire books due to high prices and limited availability. Though smartphones make information more accessible, they have also contributed to the decline of physical book reading (Khalifatussalam., 2021). This aversion to reading becomes even more critical when learning a foreign language such as English. Many university students still struggle with consistent reading practices, especially in English. Since English functions as a second language for students at UIN Datokarama Palu, creates a cognitive load when reading complex academic texts, and tend to avoid reading materials that require intense concentration or frequent translation. In the pre-observation phase of this study, many students shared difficulties in understanding long English passages, often requiring them to translate texts repeatedly and interrupting the reading flow. This challenge discouraged students from engaging in sustained reading. Recreational readers generally seek reading experiences that are effortless and enjoyable, preferring

content that allows them to relax without academic demands (Nell, 1998). In this regard, Let's Read proves to be relevant and appealing, not because of its original target audience, but due to its use of familiar language, simple sentence structures, and culturally localized stories that resonate with Asian readers. The application provides leveled books in various languages including English, supported by helpful features such as offline reading, audio narration, font and background customization, and a wide selection of genres, all of which create a stress-free reading experience (Putri et al., 2022; The Asia Foundation, 2025). These affordances make it easier for university students to read without constantly switching between reading and translating, allowing them to focus on enjoyment rather than academic analysis. For students who read outside formal classroom requirements, Let's Read as digital reading bridges the gap between language exposure and leisure, enabling them to build vocabulary, develop fluency, and engage with English texts in a comfortable and meaningful way (Anderson, 2018).

Several previous studies have extensively discussed the role of let's read application in educational context. For example, Stevani et al. (2023) conducted a classroom action research project with elementary school students and found that Let's Read improved students' vocabulary mastery and fostered enthusiasm toward reading in English. Meanwhile, Mardiah et al. (2022) applied Let's Read in an early-grade literacy program and found that the app's visual and interactive features helped students comprehend narratives more easily and strengthened their reading fluency. Similarly, Ermerawati (2019) examined Let's Read within a digital literacy initiative and reported positive outcomes in terms of students' digital reading motivation and parental involvement in supporting children's home reading habits.

Collectively, these studies underscore the pedagogical value of Let's Read in early education contexts, particularly for young learners in elementary school settings. The findings consistently demonstrate that the application supports vocabulary development, reading motivation, and reading comprehension among children. However, a significant limitation of these studies is their exclusive focus on early learners in formal classroom environments. None of the studies explored how Let's Read is appropriated by older users, particularly university students for recreational purposes outside the classroom. This research addresses that gap by exploring recreational readers' experiences, motivations, and challenges in using the Let's Read application. The results are expected to offer valuable insights for developers seeking to enhance the platform's usability and content relevance. Furthermore, the findings may serve as a useful reference for future researchers investigating the impact of digital platforms on recreational reading behaviors. Based on the background above, the research questions are as follows:

1. What do students understand about recreational reading?
2. How do recreational readers experience reading with the Let's Read application?
3. What challenges are encountered by recreational readers in using the Let's Read application?

The objectives of this research are grounded in the previously formulated research questions. First, this study aims to investigate students' understanding of recreational reading, exploring how they define and perceive the activity beyond academic requirements. Second, the research seeks to explore the experiences of recreational readers in using the Let's Read application, particularly in terms of its usability, content engagement, and alignment with their reading preferences. Lastly, the study aims to identify the challenges encountered by recreational readers when using the application, such as limitations in content variety, technical issues, and overall user experience. These objectives are intended to provide a comprehensive understanding

of how digital reading platforms can better support the needs and interests of recreational readers.

Method
Research Approach & Design

This study used a qualitative approach to understand recreational readers' experiences with digital reading platforms through non-numerical data collection and analysis (Creswell & Creswell, 2017). A case study design was selected to enable in-depth exploration of students' perspectives and challenges when using the Let's Read application (Sugiyono, 2020).

The research investigated three key areas: students' understanding of recreational reading, their experiences with the Let's Read application, and challenges encountered during use. Through semi-structured interviews and document reviews, the study examined usage frequency, feature preferences, satisfaction levels, and how these factors influenced reading habits. The research aimed to inform improvements to the Let's Read application to better meet the needs of recreational readers.

Sampling of the Research

This research used purposive sampling to select 5 students from the English study program at UIN Datokarama Palu who actively use the Let's Read application. Table 1 presents participant profiles.

Table 1. Profiles of Research Participants

Initials	Sex	Age	Semester	Reading Frequency
P1	Female	21	8	Daily
P2	Female	21	8	2-3 times/week
P3	Female	21	8	4-5 times/week
P4	Female	24	8	Weekly
P5	Female	24	8	3-4 times/week

As shown in Table 1, all participants are eighth-semester students with varied Let's Read application experience and reading frequencies, providing diverse perspectives on recreational reading habits. This selection

ensures participants have sufficient experience to provide meaningful insights relevant to the research questions.

Data Collection

Data collection employed two complementary techniques: document reviews and semi-structured interviews. Document review is particularly useful for collecting data that may not be accessible through other technique, such as interviews (Booth, 2016). This technique is used to collect information by reviewing from relevant documents related to recreational reading and the Let's Read application. It can help track how often readers use the application, which books or features they access most frequently, and how they navigate the application when looking for something to read.

Table 2. Document Review Sources and Reference Codes

No	Document Type	Reference Code
1	Let's Read Usage Reports	D1/UR
2	Book Selection Data	D2/BSD
3	Feature Utilization Records	D3/FUR
4	Reading Progress Metrics	D4/RPM

The researcher prepared a semi-structured interview guide containing 24 questions divided into three main sections. This flexible technique enabled in-depth topic exploration while following predetermined themes (Ruslin, 2022). Five recreational readers (2021 batch students) were interviewed about their Let's Read application experiences.

During interviews, responses were documented through written notes and audio/video recordings. Participants shared thoughts and feelings in their own words, allowing the researcher to gather personal and detailed insights.

Data Analysis Method

In qualitative research, data analysis happens both during data collection (while interviews or document reviews are ongoing) and after data collection is completed. The

researcher examines the responses given in interviews. If the responses are not clear or do not provide enough information, the researcher asks follow-up questions or repeats the questions to obtain more reliable data. This study employed a thematic analysis approach based on the framework of Braun and Clarke (2017). Interview data from five participants were analyzed through six phases: data familiarization, initial coding, theme generation, theme review, theme definition and naming, and final report production. The analysis was conducted inductively, focusing on patterns in students' experiences and perceptions of the Let's Read application within the context of recreational reading. Data validation was carried out through source triangulation by incorporating visual documentation from the application to support the findings from the interviews. Here, some of key themes that will derive from the research questions for the students: Students' understanding of recreational reading, Students' experiences using the Let's Read application, and Challenges encountered by recreational readers in using the Let's Read application.

Reflexivity

After analyzing the data, it is essential for the researcher to doing reflexivity on the researcher's role and influence throughout the research process. This reflection highlights the importance of reflexivity as a validation strategy in qualitative research. Reflexivity involves the researcher being continuously aware of how researcher background, values, and interactions with participants can shape the research findings (Haynes 2012). Since researcher bring their own perspectives into the research process, researcher need to be aware of how the background and personal views could shape the way collect, interpret, and present data.

As Flyvbjerg (2006) explained, reflexivity requires researchers to navigate the complex relationship between researcher and participants, acknowledging how researcher positionality might affect data collection and interpretation. This is relevant in qualitative research because this field is heavily dependent upon participant information. Additionally, it allows transparent examination of how the researcher's experiences and cultural background might influence the interpretation of recreational readers' perspectives.

In qualitative study, the researcher is the main instrument for data collection and analysis. Since data depends on participants' words and experiences, which can be influenced by researcher views, the study can be subjective. To avoid this, the researcher should reflect on data interpretation and discuss findings with others for different perspectives. By being reflexive, the researcher can stay aware of possible biases and ensure the study represents participants' true voices rather than expected findings, providing balanced understanding of recreational readers' experiences with the Let's Read application.It can give a balanced understanding of recreational readers understanding, experiences, and challenges in using Let's Read application.

Result and Discussion

The results showed that the Let's Read application significantly supported students in engaging with English reading for recreational purposes. Most participants perceived the app as enjoyable, accessible, and stress-free compared to academic texts. They reported that using Let's Read allowed them to relax, explore stories based on their interests, and read in English without the pressure of formal assessment. Features such as offline access, audio narration, colorful illustrations, and short, leveled stories made the reading experience more appealing and manageable. These elements encouraged voluntary reading and helped students build consistent reading habits during their spare time. As a result, many participants expressed increased motivation to read regularly and even began to include reading in their daily routines. However,

the findings also revealed some limitations that affected student engagement. Several participants encountered technical issues such as slow loading, app crashes, and failed downloads, which occasionally disrupted their reading activities. Others noted the limited variety of themes and the lack of effective search filters, making it difficult to find content that matched their preferences. Although these issues did not entirely discourage students, they sometimes interfered with the continuity of their interest and use of the application.

Students' Understanding of Recreational Reading

One of the main advantages of reading for pleasure is its ability to help students relax, manage stress, and engage with texts in a natural and enjoyable way. Unlike academic reading, which often carries pressure and rigid expectations, recreational reading allows for personal choice and emotional connection. In this study, students described recreational reading as something they did primarily for enjoyment rather than academic obligation. This is inline with students' argument that;

> "I usually read just to enjoy the story… I read not for academic pressure but to relax and reflect… I consider myself a recreational reader", (P2-Interview).
> "I never feel pressured, no deadlines, no targets… I just read what I want, when I want… I'm a recreational reader", (P4-Interview).
> "I often read just for fun… reading helps me relax and escape from daily pressure… it's about doing it freely without stress", (P5-Interview).

The interview data show that most participants (P2, P4, and P5) perceived recreational reading as a self-initiated activity carried out without academic pressure. They described it as part of their daily routine, done for relaxation and personal satisfaction, rather than for achieving academic goals or meeting deadlines. This finding indicates that recreational reading was consistently practiced as an informal, stress-free habit. The participants' emphasis on freedom of choice, absence of targets, and emotional comfort suggests that their engagement with reading aligns with the typical characteristics of recreational reading, and driven by personal interest.

Students' Experiences Using the Let's Read Application

The second research question theme examined how recreational readers experience reading with the Let's Read application. Analysis of interviews and document review revealed several key aspects of their experiences: digital adaptation, usage patterns, feature appreciation, and impact on reading identity.

> "I use it whenever I'm waiting around or relaxing at home… There are story categories like hobbies and professions, and even a goal-time feature… The stories are short and engaging, often reflecting Asian cultures… I also like the reading interface… Sometimes I even read beyond my set reading time, I read more twice", (P1-Interview).
> "Let's Read became my favorite because the interface is simple, the content is free, and the stories are easy to follow… I enjoy the recommendation feature… the audio function helps me with pronunciation… The stories often reflect Asian life, which feels very familiar to me, I feel my reading increased", (P3-Interview).
> "I usually read using Let's Read when I'm about to sleep or while waiting for friends… no premium features, no locked stories… I also love the illustrations and audio features… The app is practical, convenient, and works well even without internet access", (P4-Interview).

The findings show that participants (P1, P3, P4) used the Let's Read application during free time, such as while waiting, relaxing at home, or before sleeping. They found the app easy to use and suitable for short reading moments. Features like reading categories, goal-time, and offline access made it more convenient for them to read without needing specific preparation or academic pressure.

Participants also mentioned that the stories were simple, familiar, and culturally

close to their daily life. For example, P1 and P3 noticed that many stories reflected Asian culture, which made the reading experience feel more relatable. P3 and P4 used the audio feature, which allowed them to enjoy the content without always needing to read the text directly. Overall, the app supported reading as a flexible activity, done in a relaxed way and based on personal comfort. The features and content provided by the app helped participants keep reading casually, without strict targets or deadlines. To strengthen this interpretation, data from the document review (DR) offers direct visual evidence that complements and reinforces the interview data.

Figure 1. D3/UFF

Figure 1 (D3/UFF) displays the interface customization menu, confirming P3 and P4's experiences with adjusting background color and font size for visual comfort. These features support sustained reading, especially in low-light or late-night settings, by reducing eye strain and enhancing user comfort.
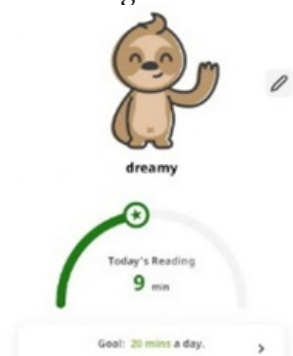

Figure 2. D3/UFF

Figure 2 (D3/UFF) shows the reading goal feature, supporting P1's view that it helped her read more consistently. By letting users set daily targets, the app encourages intentional

reading through gentle motivation rather than pressure, turning a casual activity into a sustainable habit.

Picture 3. D2/BSD

Figure 3 (D2/BSD) shows the culturally themed story "Let's Learn About: Salted Egg," supporting P1 and P3's views that familiar cultural content made reading more engaging. By reflecting local identity, the app fosters emotional connection and enhances students' interest and retention.
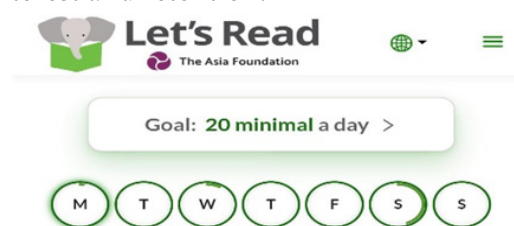

Figure 5. D3/RPM

Figure 5 (D3/RPM) displays the weekly reading tracker with daily progress icons, aligning with P1 and P3's experiences of increased reading frequency. This visual log encourages self-regulated reading habits by offering clear feedback, helping students maintain consistency without external pressure.

Figure 6. D2/BSD

Figure 6 (D2/BSD) features the story "Greena the Sea Turtle," supporting P1's view

that Let's Read offers both enjoyment and insight. By combining vivid illustrations with environmental themes, the app promotes informal learning and reflection, encouraging students to engage with educational content in an enjoyable, story-driven format.

Challenges Encountered by Recreational Readers in Using the Let's Read Application

The third research question theme focused on identifying challenges recreational readers face when using the Let's Read application. Analysis of interviews and application documents revealed three primary categories of challenges: technical barriers, content limitations, and feature gaps.

> "I have difficulty finding stories with romance themes… most of the stories are for kids", (P1-Interview).
> "A book couldn't be downloaded… the page wouldn't change even after reloading… I can't find certain topics… the theme options are still quite limited", (P4-Interview).
> "When my phone storage is full, the app runs a bit slowly… but searching for books has been easy for me", (P5-Interview).

The interview data showed that the several participants encountered challenges while using the Let's Read application that affected their reading experience. Technical issues were mentioned by P4, such as difficulties downloading stories and page-loading failures, particularly in the web version. P5 also noted that the app slowed down when her phone storage was full. In terms of navigation, P1 and P4 found it difficult to search for specific themes, especially stories intended for older readers like romance, due to the app's limited classification and filtering options. Despite these limitations, the app's search function was still manageable for P5, suggesting that some usability aspects worked better for certain users depending on their devices or reading needs. Based on this research, the majority of students respond positively to the use of the Let's Read application for recreational reading purposes. Participants described recreational reading as an intrinsically motivated activity undertaken voluntarily to experience enjoyment, relieve stress, and find personal meaning. In this context, students consider recreational reading as a self-governed process, free from academic coercion, that aligns with their moods, interests, and cultural preferences. These results reflect a broader pattern of literacy transformation among university students, particularly those who balance academic demands with personal reading identities.

The findings of this study provide further empirical support for the theory of Free Voluntary Reading, which states that individuals acquire language most effectively when reading is done freely and out of genuine interest (Krashen, 2004). The study's results may serve as a reference for extending the theoretical applicability of FVR beyond children and young learners to adult readers in higher education. Participants demonstrated that recreational reading, although non-academic in nature, can promote incidental learning, such as vocabulary acquisition and exposure to narrative structures, through relaxed, affectively engaging experiences.

This study also reinforces previous research that shows the pedagogical value of Let's Read in literacy promotion. For example, research by Stevani, et al., (2023) found that Let's Read improved students' reading motivation and English proficiency at the elementary level. Mardiah, et.al., (2022) reported that the app fostered engagement and increased vocabulary retention in young learners. Similarly, a study by Ermerawati (2019) demonstrated that culturally contextual stories in Let's Read enhanced reader comprehension and emotional connection. However, there are some differences with previous studies that focused predominantly on children and literacy instruction, while this research highlights how older readers, particularly university students, appropriate Let's Read for emotionally restorative and culturally immersive reading. This shift in user profile expands the scope of inquiry and

practical application for the platform.

The results of this investigation include participants' reflections on how Let's Read contributes to their evolving reader identity. Several students stated that consistent use of the app led them to perceive themselves as readers, independent of academic obligation. This discovery aligns with a prior study which states that a positive reading self-concept is linked to reading frequency and long-term engagement (Retelsdorf, et al., 2014). In this regard, Let's Read's features, such as time-tracking, streak counts, and achievement badges, act as motivational tools that support reading autonomy without imposing performance pressure. In addition, this research contributes to the theory of self-determination, illustrating that students' sense of autonomy, relatedness, and competence are fostered through low-stakes engagement with recreational texts (Deci & Ryan, 2000).

Another key theme from the data is the importance of culturally resonant content. Participants preferred stories featuring Asian contexts, family themes, and local illustrations, as these reduced cognitive strain and promoted emotional connection. This aligns with Novita, at al., (2024) findings that culturally grounded narratives increase reader immersion and satisfaction among Indonesian readers. Digital reading platforms that reflect local culture are known to improve reader engagement and interest (Ghalebandi & Noorhidawati, 2019). In this context, Let's Read becomes more appropriate for students seeking familiarity and cultural relevance in their recreational reading, rather than abstract or unfamiliar content.

However, its limitations were also acknowledged. Although the platform is accessible and well-designed, several participants reported disruptions such as slow loading, failed downloads, and poor offline access. These issues detract from the experience of recreational reading, which ideally should be fluid, calming, and uninterrupted. This study's findings theoretically corroborate the notion that technical stability is central to digital reader engagement (Finley, et al., 2017). For recreational readers, interruptions caused by technical issues create frustration and discourage future use. This has been evidenced by Jeong & Gweon's (2021) research that technical glitches in educational platforms significantly reduce user trust and long-term adoption. Thus, even minor disruptions can carry broader implications for sustained reader engagement, especially in recreational contexts where enjoyment is paramount.

Participants also expressed dissatisfaction with the app's limited content diversity. The dominant focus on child-oriented stories limits the appeal for older users who seek complexity, emotional depth, or mature themes such as romance, personal struggle, or social critique. This indicates that while Let's Read has strengths, it lacks adaptive filtering and content personalization. This supports Twenge's (2024) finding that such feedback is consistent with research which highlights that Gen Z readers are more likely to disengage from platforms that do not match their personal development and interests.

Although this research provides valuable insights, several limitations need to be considered. First, the sample size was limited to five participants, which narrows the generalizability of findings. Second, this research focused only on one academic program and institution, potentially omitting diverse perspectives from other faculties or regions. Third, the study timeframe was relatively short, limiting observations of long-term behavioral change or sustained use patterns.

Therefore, future research is advised to involve broader and more heterogeneous samples, possibly including cross-disciplinary participants or students from different cultural backgrounds. Future studies can also explore comparative evaluations between Let's Read and other digital reading platforms to assess effectiveness, usability, and reader satisfaction. In addition, there needs to be regulations or guidelines for the use of reading applications

in education, ensuring alignment with user needs, cultural relevance, and pedagogical goals.

This study's results may serve as a reference for developers and educators aiming to support reading engagement in digital environments. It underscores the value of emotionally supportive, culturally aligned content and user-friendly design in sustaining recreational reading among young adults. Moreover, it reveals how digital reading, when appropriately curated, contributes to broader goals of identity formation, emotional well-being, and informal literacy development.

In conclusion, this research confirms that students perceive recreational reading not as an academic task, but as a form of emotional recovery and self-expression. Let's Read facilitates this mode of engagement through its accessible interface and culturally sensitive content. While challenges persist in technical reliability and content maturity, the app shows promise as a tool for digital reading transformation. The experiences and insights shared by participants respond directly to the research questions and objectives outlined in the introduction, offering a deeper understanding of how reading practices are being reshaped by mobile technology within academic and cultural landscapes.

Conclusion

This research demonstrates that the Let's Read application has meaningful potential in supporting English education students' engagement with recreational reading. The results of the study indicate that students experience various advantages, including improved reading confidence, emotional comfort, and the development of consistent reading habits. Participants described the application as accessible and enjoyable, thanks to features such as offline availability, culturally familiar stories, audio narration, and customizable display options. These features allowed students to perceive reading as a personal and stress-free activity, different

from their academic reading responsibilities. The research objectives were fully addressed, showing that students understood recreational reading as voluntary and relaxing, benefited from the app's design, and encountered challenges in using it. The novelty of this research lies in its focus on older readers who repurpose a child-targeted platform for their own language development and emotional well-being, a topic that has received limited attention in previous studies.

Nonetheless, the study also identifies several limitations that need to be addressed. Students reported technical issues such as failed downloads, slow app performance, and insufficient content filtering. Additionally, the limited availability of age-appropriate stories reduced sustained interest for some users. These findings suggest that while Let's Read supports recreational reading for university students, it should not be viewed as a one-size-fits-all solution. Instead, it should be improved with more mature and varied content, better search features, and increased system reliability. Educators may also consider using Let's Read as a supplementary tool to promote reading for pleasure outside formal learning. However, this study was limited by a small and homogeneous participant group drawn from a single institution. Future research should include a larger and more diverse sample, examine other digital reading tools for comparison, and employ mixed-method approaches to assess both reading habits and language development outcomes. These steps will provide a deeper understanding of how digital reading platforms can be optimized to support recreational reading in the context of EFL education.

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