

# **The Effect of the Let's Read Application and Interactive Flipbook as Digital Literacy Media on Students' Reading Motivation**

**Lailatus Sa'adah**  
**Universitas PGRI Jombang, Indonesia**  
**lailaamilud.stkipjb@gmail.com**

**Rosi Anjarwati**  
**Universitas PGRI Jombang, Indonesia**  
**rosi.stkipjb@gmail.com**

**Mindaudah**  
**Universitas PGRI Jombang, Indonesia**  
**mindaudahida@gmail.com**

**Hidayatul Lailina**  
**Universitas PGRI Jombang, Indonesia**  
**hidayatullailina227@gmail.com**

**Abstract.** In education context, reading motivation is very important for students to participate in reading activities. With the increasing adoption of digital technologies in education, schools are using reading applications and Interactive e-books as digital literacy media to support students in reading. In this study, we studied the impact of Let's Read application and Interactive Flipbook as digital literacy media on students' reading motivation in English reading classes. We conducted a quasi-experimental posttest-only study with 100 tenth graders which had three groups: Let's Read group ( $n = 34$ ), Interactive Flipbook group ( $n = 31$ ) and Printed book group ( $n = 35$ ). We collected data using a reading motivation questionnaire and conducted descriptive statistics, normality and homogeneity tests, and an ANOVA. The Let's Read group had the highest mean score ( $M = 58.26$ ,  $SD = 5.50$ ) followed by Interactive Flipbook group ( $M = 57.97$ ,  $SD = 5.23$ ) and Printed book group ( $M = 57.06$ ,  $SD = 6.15$ ). The ANOVA results demonstrated no statistically significant difference between the three groups in reading motivation ( $F(2, 97) = 0.427$ ,  $p = .654$ ). The results show that while digital literacy media are interactive, engaging, and fun reading media that provide students with an experience to read, they were not as effective as printed books in increasing the motivation to read. We believe that there are more important factors than the reading medium to promote students' motivation to read.

**Keywords:** digital literacy, English language learning, Interactive Flipbook, Let's Read, reading media, reading motivation

## 1. INTRODUCTION

Reading is one of the key skills in education that impacts students' success in many domains. In the 21st century, reading activities are no longer limited to printed text but are also being extended to digital types such as multimedia storybooks, interactive narratives, and visually rich reading texts. The rapid development of digital technology in education has changed the way students perceive, engage with, and read, and how they use reading materials. Digital reading environments have been shown to enhance students' literacy skills by providing interactive features such as multimedia content, animations, audio support, and instant access to digital resources, which improve reading comprehension and digital literacy (Liman Kaban & Karadeniz, 2021; Maureen et al., 2018). These features should be in place to draw students to reading and engage them in their reading activities and motivation. With higher learning institutions using digital resources, we need to consider how those can be used in the classroom for reading activities and motivation.

Among the factors that shape reading skills, reading motivation is one of the most important for students to engage with reading activities. Reading motivation is the internal and external influences that drive reading (Hebbecker et al., 2019; Afdaleni et al., 2025). More motivated students tend to read more frequently, to read a greater amount of texts and have better understanding and comprehension than less motivated students when reading (Li & Doyle, 2020; Wang et al., 2020). Also, intrinsic motivation (e.g. pleasure and personal interest) is more associated with long term reading engagement than extrinsic motivation (Wang et al., 2020) in school and reading is more likely to be the motivation for reading (Wang et al., 2020). Students' reading motivation is one of the most important elements for educators working towards literacy outcomes.

With students' changing preferences, the need for new literacy media has also been recognised. Today's students have been exposed to visual, active and technology-based learning experiences that make traditional printed materials less appealing for them and it is no longer very attractive (Almunawaroh, 2022). To this end, digital literacy media play an increasing role in the reading curriculum for teachers. Digital reading tools can improve students' motivation, engagement and commitment to literacy activities because they can offer interactive and multimodal learning (Sa'adah et al., 2025; Sari & Yasinta, 2025; Yauri et al., 2025). Digital literacy media can also support students' interest in reading as well, which is the case that digital literacy media in education can contribute to this field.

Let's Read is a digital literacy platform for digital literacy and has recently gained recognition in schools. Let's Read provides free digital storybooks with a range of themes and languages and difficulties free to students. It allows kids to read on all levels from basic to advanced and their interests. It has been demonstrated that the application can motivate students to read through interactive reading (Putri & Savitri, 2022). It has been found to promote reading practices in the deeper reading context (Ermerawati, 2019), literacy development (Pratiwi et al., 2024), and to help students to understand narrative texts more (Ardianti et al., 2026). These findings indicate Let's Read could become a digital literacy tool for English language learning as a digital literacy tool in the future.

Other digital platforms are also gaining interest, such as Interactive Flipbook. In this way, Interactive Flipbook combine text with multimedia content, visuals, and user-friendly navigation to make the reading experience more engaging than traditional digital texts. There have been positive effects of Flipbook on students' motivation to learn and reading engagement in research. Specifically, Interactive Flipbook have been shown to increase students' intrinsic and extrinsic motivation, increase classroom participation, and promote greater learning engagement through interactive and visually appealing features (Andreas & Tiarina, 2025). Digital Flipbook have been reported to enhance early reading skill development, motivation, and create a more pleasant classroom atmosphere (Aisyah & Wibowo, 2025). Flipbook are also reported to promote students' reading motivation with multimedia elements such as images, videos, animations, page-turning effects, and more in a more engaging way (Azzahra & Hestiana, 2021). Online Flipbook have also been shown to support reading in inclusive classrooms with accessible and visually supportive materials (Suputra, 2024). Flipbook have also been found to increase students' interest and participation in reading due to their interactive format (Widyadnya, 2025). In addition, Interactive Flipbook have been shown to be beneficial for early reading skills and learning motivation.

While there has been research on Let's Read and Interactive Flipbook, more research has been done on these media separately. There is limited research on the effect of different digital literacy media on students' reading motivation in the same educational environment (e.g., in English reading classes). It is thus still not clear whether one medium is more effective than another in motivating students to read. This gap needs to be addressed in education, as school districts must know that all literacy materials are relevant to students; hence, research is needed to find the best resources for reading instruction. Therefore, this study investigates whether the Let's Read application and Interactive Flipbook, as digital literacy media, result in different levels of students' reading motivation compared with conventional printed books in English reading classes. Based on the motivational outcomes associated with these three reading media, this study contributes to the growing literature on digital literacy and reading motivation. It also provides practical insights for English language teachers and educational professionals to choose and adopt appropriate literacy media to support students' reading motivation.

## **2. METHOD**

### **2.1 Research Design**

The research design was quasi-experimental. According to Creswell & Creswell (2017), quasi-experimental research is used when researchers study the effects of an intervention but are unable to randomly assign participants to treatment groups. In education, quasi-experimental designs are particularly useful as existing classes are often used as research groups, which restrict the researcher's ability to choose who participates. Therefore, this study employed a post-test-only quasi-experimental design which consisted of two experimental groups and one control group in order to examine differences in students' reading motivation across the three reading media. The study included two experimental groups and one control group. The first experimental group used the Let's Read application, the second experimental group used an Interactive Flipbook, and the control group used printed

books—the students' motivation after the treatment was measured through a questionnaire administered as a post-test.

## **2.2 Participants**

The participants were tenth-grade students of SMAN Jogoroto Jombang in the 2025-2026 academic year. We selected three intact classes according to the English teacher and school administration using purposive sampling. These classes (X1, X3, and X4) were chosen because they had the same English curriculum, the same teacher, the same class size, and the same instructional schedule. These classes were good for comparing the effectiveness of the three instructional media to minimise any possible instructional differences.

We assigned X1 as Let's Read (Experimental Group 1) with 34 students, X3 as Interactive Flipbook (Experimental Group 2) with 31 students, and X4 as Control Group (Printed Books) with 35 students in total. The study did not randomise the tasks, but it was done as a pre-test before the intervention. The pre-test results did not indicate statistical differences in the first time students read comprehension of English (which implies that the groups had similar English proficiency at the beginning of the study). The three classes had very similar grade levels and schools, and teachers at the same level taught the same curriculum, which would reduce differences in academic background among the students. The gender distribution of the three classes is also comparable, and there is no significant imbalance; therefore, no difference in the study outcome is expected.

## **2.3 Instrument**

As for the Reading Motivation Questionnaire (AMRS) used in this study, this is adapted from the Adult Motivation for Reading Scale (AMRS) by Ma & Zhao (2025). The questionnaire consisted of 21 closed-ended questions about students' reading motivation. The responses were scored on a four-point Likert scale: Strongly Disagree (1), Disagree (2), Agree (3) and Strongly Agree (4). To ensure the validity and reliability of the questionnaire, three experts in English language education and education research examined the questionnaire before it was used, and we also pilot-tested its validity and reliability. The final version of the questionnaire was used to take data from the participants after the treatment period.

## **2.4 Data collection procedure**

The study was conducted in four meetings, each meeting lasting 90 minutes, due to the school's regular English lesson schedule. The students were first introduced to the study objectives, learning strategies and the teaching media used throughout the intervention. The second and third meetings focused on the teaching process. They read the narrative texts in 30 to 40 minutes each meeting, followed by comprehension and discussion. The first group used the Let's Read application, the second group used an Interactive Flipbook, and the control group used printed books with the same narrative text.

The groups had all the same learning objectives, reading materials, lesson plans and instructional procedures. The only difference was the reading materials used. All three groups were taught by the same English teacher to minimise teacher variability. In the lessons, the teacher explained the learning objectives, instructed the students on using the assigned medium, instructed the students on how to read,

guided class discussion, asked students questions and gave feedback to the students. The classroom activities were the same for each group: a short pre-reading session to gain background knowledge, reading the assigned text, a discussion of the content, reading comprehension tasks, and a post-reading reflection. The researcher and classroom assistants observed each lesson to ensure that the instruction was the same for the three groups. In the fourth meeting, all participants undertook the Reading Motivation Questionnaire as a post-test to assess the changes in reading motivation after the intervention.

## 2.5 Data Analysis

The collected data were analyzed using the Statistical Package for the Social Sciences (SPSS) version 25. The descriptive statistics were first calculated to find the mean scores and standard deviations of reading motivation in each group. Before hypothesis testing, we examined the assumptions of normality and homogeneity of variance using the Kolmogorov-Smirnov test and Levene's test, respectively. The normality and homogeneity of variance were tested before doing the main analysis. The Kolmogorov-Smirnov test showed that reading motivation scores were normally distributed in all groups, with significance values of 0.200 for the Interactive Flipbook group, 0.200 for the Printed book group and 0.051 for the Let's Read group, which was greater than the criterion of 0.05. Levene's test also showed that the variance was 0.643 ( $p > 0.05$ ). The results show that the normality and homogeneity assumptions were met, and that the data were suitable for further parametric analysis using one-way ANOVA.

**Table 1.** Test of Normality

| Kolmogorov-Smirnov <sup>a</sup> |    |       |
|---------------------------------|----|-------|
| Statistic                       | df | Sig.  |
| .102                            | 31 | .200* |
| .111                            | 35 | .200* |
| .150                            | 34 | .051  |

After confirming that all statistical assumptions were met, a one-way analysis of variance (ANOVA) was conducted to determine whether there were significant differences in reading motivation among students who used the Let's Read application, the Interactive Flipbook, and printed books. All statistical analyses were performed at a significance level of .05.

## 3. RESULT

### 3.1 Result

To support treatment trustworthiness, the researcher and two classroom assistants observed each instructional session using a structured observation checklist. The checklist was used to verify that the planned instruction was carried out well for all groups and that the only difference between groups was the reading medium. During the treatments, students in Experimental Group 1 were assigned narrative texts using the Let's Read app, and those in Experimental Group 2 were given the Interactive Flipbook. The students in the control group read the same texts in printed-book format. The teacher and classroom assistants monitored students during each lesson to ensure that they were using the assigned reading medium and

completing the reading and learning activities. To minimise disruption and ensure a consistent approach throughout the learning environment, all technical issues that arose during the digital learning sessions were quickly addressed and resolved. The results of the analysis are presented in table 2.

**Table 2.** Descriptive Statistics

|                      | N  | Minimum | Maximum | Mean  | Std. Deviation |
|----------------------|----|---------|---------|-------|----------------|
| Interactive Flipbook | 31 | 47      | 70      | 57.97 | 5.225          |
| Printed book         | 35 | 42      | 68      | 57.06 | 6.150          |
| Let's Read           | 34 | 50      | 69      | 58.26 | 5.496          |
| Valid N (listwise)   | 31 |         |         |       |                |

Table 2 presents the descriptive statistics of reading motivation scores of three learning media groups. The Let's Read group had the highest mean score ( $M = 58.26$ ,  $SD = 5.50$ ), followed by the Interactive Flipbook group ( $M = 57.97$ ,  $SD = 5.23$ ) and the Printed book group ( $M = 57.06$ ,  $SD = 6.15$ ). The mean differences between the groups were quite small, which indicates a similar level of reading motivation. The Interactive Flipbook group recorded scores ranging from 47 to 70, while the Printed book group recorded scores from 42 to 68 and the Let's Read group recorded scores from 50 to 69. Furthermore, The Printed book group had the highest standard deviation, indicating a slightly greater variation in students' reading motivation scores than the other two groups. A one-way ANOVA was used to determine if the reading media type was significant for students' reading motivation and the results are presented in table 3

**Table 3.** ANOVA  
Reading Motivation

|                | Sum of Squares | df | Mean Square | F    | Sig. |
|----------------|----------------|----|-------------|------|------|
| Between Groups | 27.279         | 2  | 13.639      | .427 | .654 |
| Within Groups  | 3101.471       | 97 | 31.974      |      |      |
| Total          | 3128.750       | 99 |             |      |      |

. Table 3 indicates that there was no significant difference in reading motivation between the Interactive Flipbook, Printed book, and Let's Read groups,  $F(2, 97) = 0.427$ ,  $p = .654$ ,  $\eta^2 = .009$ . Because the p-value was greater than the significance level of .05, we also did not reject the null hypothesis. Moreover, we found that for the three reading media, the variation in reading motivation is less than 1% of the variance in students' reading motivation. It can be inferred that the format of the reading material (Interactive Flipbook, Printed Book, or Let's Read App) has no meaningful effect on students' reading motivation. Students exposed to digital platforms were neither more nor less motivated than those reading traditional printed materials

### 3.2 Discussion

The study investigated whether the use of Let's Read, Interactive Flipbook, and printed books caused different levels of students' reading motivation in English language learning. There was no statistical difference in reading motivation between the three groups,  $F(2, 97) = 0.427$ ,  $p = .676$ , from the one-way ANOVA. Although

the Let's Read group scored highest ( $M = 58.26$ ) than the Flipbook group ( $M = 57.97$ ) and printed book group ( $M = 57.06$ ), the differences are minimal and insignificant. Thus, this confirms that reading medium alone didn't do much to students' reading motivation. This is in contrast to the studies which showed that students' motivation and engagement improved with digital reading media. For example, Putri & Savitri (2022) reported that Let's Read has increased students' motivation through Interactive and enjoyable reading experiences. Similarly, Azzahra & Hestiana (2021) found that Flipbook media increased reading motivation, and Andreas & Tiarina (2025) found that Interactive Flipbook enhance students' learning motivation. We found that although digital media do offer the benefits of interactivity, multimedia support and accessibility, those do not lead to higher reading motivation than printed books. One possible explanation is that reading motivation is a multi-dimensional construct that involves a lot more than just the reading medium. Hebbeker et al. (2019) point out that there is more than one reading medium, so the motivation is more about the experience. As shown by Hebbeker et al. (2019) and Wang et al. (2020), students' reading motivation is related to intrinsic motivators (interest, curiosity, reading habits and personal reading goals); students who already have the most intrinsic motivation are motivated to read whether they are reading on digital computers, Interactive Flipbook or printed books. Students who have low intrinsic motivation may not achieve a big motivation boost when reading on a different medium because that medium is new. In this study, there is no statistically significant difference in students' reading motivation between Let's Read, Interactive Flipbook and Printed book groups. This suggests that, under the conditions of this study, reading medium alone did not have a significant effect on students' reading motivation.

One possible interpretation of this finding is that reading motivation is a multi-dimensional construct that is influenced by factors other than a reading medium. This is also the interpretation of Hebbeker et al. (2019) and Wang et al. (2020). The motivation of students reading is related to intrinsic factors such as interest, curiosity, reading habits, reading goals and so on. Thus, students with high intrinsic motivation may remain motivated even if they read with the Let's Read application, with the Interactive Flipbook or with the printed book. Students with lower intrinsic motivation, on the other hand, won't achieve high motivation just because they used a different reading medium. As a result, no significant difference can be seen in the present study, which may be a result of learner motivation factors. Another reason is that the learners are different today.

As seen in many studies, digital natives have grown used to consuming information on a variety of digital platforms (Maureen et al., 2018; Almunawaroh, 2022). As a result, the novelty effect of digital reading media may have been lost. The Let's Read and Interactive Flipbook will be seen as common learning tools rather than the tech tools that can be very motivating and can boost students' motivation. The motivational effect in previous studies might be less pronounced if digital media were to become a common part of students' education. The lack of differences may also be because of the same quality reading material available in the three groups. Li & Doyle (2020) point out that the relevance, attractiveness and comprehensibility of reading material are very much connected to motivation for students. If the content, topics, and difficulty of the texts were similar across groups, students would have responded positively to all reading formats.

Thus, the quality and the appropriateness of the reading materials may have played a more important role in the motivation than what medium they were delivered in. These findings are in line with research that suggests digital media are not always better than traditional reading forms. Kaban & Karadeniz (2021) found that both screen-based and paper-based reading are helpful for students' reading engagement and comprehension under appropriate learning conditions. We see that printed books are still an effective method to promote reading motivation in our study, especially when the educational practices and classroom environment are supportive.

The Let's Read group had the highest mean reading motivation score, but the difference between the three groups was not significant. Therefore, the descriptive difference should be taken with care and not mean that the Let's Read app is better than the Interactive Flipbook or Printed book. The intervention was carried out in a short period of time and the sample size was limited only in one school. This may have made it less likely to find small differences when it comes to students' reading motivation. In the future, we need to do more investigation of these descriptive differences, with longer interventions, with more diverse samples and with more digital reading apps.

The present study contributes to the growing literature on digital literacy and reading motivation and fills a gap in the literature. There have been a large amount of studies on the effectiveness of one digital reading platform, e.g., digital storybooks, Interactive Flipbook, etc. and they have often shown a positive effect on students' motivation and engagement (Andreas & Tiarina, 2025; Ardianti et al., 2026; Azzahra & Hestiana, 2021). However, to date, there has been little research comparing different digital reading media with printed books in the same way. It is probably not clear from the literature whether students' reading motivation is more related to the digital format and/or to the design or to the students' intrinsic motivation.

The study is able to separate out the reading medium in Let's Read, Interactive Flipbook and Printed book by using the same reading materials, teacher, instructional procedures and learning objectives. In the study, it is found that the reading medium alone does not show a significant difference in reading motivation, which suggests that the motivation may be influenced by technological, instructional, and learner factors and not the reading medium itself. In this respect, our study expands the literature by making comparisons between digital reading media and printed books that have not been done in a more balanced theoretical way. From this work, the results can contribute to the growing literature in digital literacy and reading motivation, as it is our empirical evidence shows that digital reading media do not necessarily generate a higher level of reading motivation than printed books. This study is a step forward in the literature. While individual digital platforms have been generally shown to have positive effects on students' motivation and engagement, few studies have compared different digital reading media with printed books for the same instructional setup (Sa'adah et al., 2025; Sari & Yasinta, 2025; Yauri et al., 2025). Thus, it has been unclear theoretically whether reading motivation is enhanced by the digital medium itself or other learner and instruction-related factors.

By comparing Let's Read, Interactive Flipbook and Printed using the same reading materials, teacher, learning objectives and teaching practices, we are able to isolate the impact of the reading medium on reading motivation. Our results indicate

that reading motivation is not a product of reading medium alone, but is made up of the interaction of technological, personal and instructional factors. In particular, students' interests, reading habits, intrinsic motivation and the quality of classroom instruction may play as much a role as the type of reading material (Andreas & Tiarina, 2025; Aisyah & Wibowo, 2025; Azzahra & Hestiana, 2021; Widyadnya, 2025). Therefore, this study adds to the literature by providing comparative evidence that challenges the claim that digital media are more motivating than printed books and by offering a more holistic approach to digital reading motivation, as technology is a piece of a whole motivational system.

From a student perspective, the findings also indicate that teachers and schools should not assume that digital media will lead to better motivation of students to read. Instead, teachers should focus on creating good reading materials, engaging and informative learning, and facilitating interactive learning environments in the classroom, no matter what kind of digital media is used. In addition, it also provides flexibility for schools with limited technological resources, as printed books were shown to be as effective as digital media to assist with reading motivation. For this reason, education providers should focus on good pedagogical quality and student-centered instruction rather than technology as the driver of reading motivation for students.

#### 4. CONCLUSION

This study has investigated the role of the Let's Read application, Interactive Flipbook, and printed books on students' reading motivation in English language learning. The results from the one-way ANOVA showed no significant difference in reading motivation between the three groups; the type of reading medium did not change students' motivation. The Let's Read group had the highest mean score, but no significant difference was found when compared to the Interactive Flipbook and Printed book groups. This indicates that students' reading motivation is not only related to reading material but also to their interest in reading material, reading habits, personal goals, and practice in learning. So digital media in itself may not always be enough to help students improve reading motivation. Instead, meaningful learning experiences, engaging reading content, and engaging classroom environments seem to be more important in fostering motivation. Future research should analyse long-term effects of different reading media and other relevant variables (e.g., reading engagement, digital literacy, reading frequency and students' perceptions of digital and printed reading experiences).

#### REFERENCES

- Afdaleni, Lubis, F., & Jasrial, D. (2025). Intrinsic and Extrinsic Motivation as Predictors of Academic English Reading Performance among Multidisciplinary University Students. *Journal of English Education and Teaching (JEET)*, 9(4), 622–636. <https://doi.org/10.33369/jeet.9.4.622-636>
- Aisyah, R. A., & Wibowo, S. E. (2025). Efforts to Improve Early Reading Skills and Learning Motivation Through Digital Flipbook Media. *Jurnal Prima Edukasia*. <https://doi.org/10.21831/jpe.v13i2.75663>
- Almunawaroh, N. F. (2022). What are the Roles of Educational Electronic Tools in Reading Motivation? *Global Expert: Jurnal Bahasa Dan Sastra*, 10(1), 21–

27. <https://doi.org/10.36982/jge.v10i1.2175>
- Andreas, M., & Tiarina, Y. (2025). An Experimental Study on the Use Of Interactive Flipbook. *October*, 13(4). <https://doi.org/10.21107/Widyagogik/v13i4.33050>
- Ardianti, S. D., Yuliana, Y. G. S., & Wardah. (2026). The Effectiveness of The Let's Read Application on Students' Reading Comprehension of Narrative Text. *JELITA*, 7(1), 118–127. <https://doi.org/10.56185/jelita.v7i1.957>
- Azzahra, B., & Hestiana, D. (2021). The Effectiveness of Using Flipbook to Increase Reading Motivation. *Dalam Prosiding Seminar Nasional Ilmu Pendidikan Dan Multidisiplin*.
- Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage Publications.
- Ermerawati, A. B. (2019). The Application of Let's Read! in Extensive Reading Class: Integrating MALL and Task-based Learning. *Mimbar Sekolah Dasar*, 6(3), 317–329. <https://doi.org/10.17509/mimbar-sd.v6i3.20870>
- Hebbecker, K., Förster, N., & Souvignier, E. (2019). Reciprocal Effects between Reading Achievement and Intrinsic and Extrinsic Reading Motivation. *Scientific Studies of Reading*, 23(5), 419–436. <https://doi.org/10.1080/10888438.2019.1598413>
- Li, L., & Doyle, A. (2020). *Reading Motivation: Classroom-Based Instruction and the Potential of Electronic-Text Reading*. 11(1).
- Liman Kaban, A., & Karadeniz, S. (2021). Children's Reading Comprehension and Motivation on Screen Versus on Paper. *Sage Open*, 11(1), 2158244020988849. <https://doi.org/10.1177/2158244020988849>
- Ma, L., & Zhao, Z. (2025). Reading motivation and reading comprehension achievement among English majors in China: A descriptive correlational study. *Heliyon*, 11(3), e42427. <https://doi.org/10.1016/j.heliyon.2025.e42427>
- Maureen, I. Y., Van Der Meij, H., & De Jong, T. (2018). Supporting Literacy and Digital Literacy Development in Early Childhood Education Using Storytelling Activities. *International Journal of Early Childhood*, 50(3), 371–389. <https://doi.org/10.1007/s13158-018-0230-z>
- Pratiwi, N. N. S., Padmadewi, N. N., & Dewi, N. K. S. (2024). The Implementation of Let's Read Application toward Students' Literacy. *Lingua Scientia*, 31(1), 74–83. <https://doi.org/10.23887/ls.v31i1.82143>
- Putri, D., & Savitri, W. E. (2022). The Use of Digital Book Let's Read in Classroom Reading Activity for Junior High School Students. *Yavana Bhāshā: Journal of English Language Education*, 5(2), 106–117. <https://doi.org/10.25078/yb.v5i2.1045>
- Sa'adah, L., Retnaningdyah, P., & Widyastuti. (2025). Character Education on E-Books Through Literature Circles: Practices and Experiences. *IJEE (Indonesian Journal of English Education)*, 12(1), 81–94. <https://doi.org/10.15408/ijee.v12i1.39351>
- Sari, M. R., & Yasinta, M. (2025). The Use of Digital Media to Improve Reading Skills in Indonesian Language Learning in Elementary Schools: A Literature Review. *Journal for Lesson and Learning Studies*, 8(2), 232–242. <https://doi.org/10.23887/jlls.v8i2.92970>
- Suputra, I. G. R. (2024). Online Flipbook for Facilitating Reading Activity in an Inclusive Class. *Journal of Educational Study*, 4(2), 149–160.
- Wang, X., Jia, L., & Jin, Y. (2020). Reading Amount and Reading Strategy as

- Mediators of the Effects of Intrinsic and Extrinsic Reading Motivation on Reading Achievement. *Frontiers in Psychology*, 11, 586346. <https://doi.org/10.3389/fpsyg.2020.586346>
- Widyadnya, I. G. N. B. Y. (2025). The Role of Flipbook in Boosting Students' Reading. *Lingua Scientia*, 32(2), 60–68. <https://doi.org/10.23887/ls.v32i2.107997>
- Yauri, A. M., Kasmiati, K., Nur, H., Adisaturrahimi, A., & Dj, M. Z. (2025). Integrating Digital Readable Applications to Foster Students' Motivation in English Reading. *Linguists : Journal of Linguistics and Language Teaching*, 11(2), 232. <https://doi.org/10.29300/ling.v11i2.9079>