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## Enhancing EFL Students' Reading Motivation through Digital Extensive Reading: Evidence from Let's Read Asia in a Rural Indonesian Junior High School

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### Abstract

Reading motivation plays a crucial role in fostering students' engagement in reading activities and supporting long-term literacy development. However, some Indonesian junior high school students may experience low motivation to read in English because they have limited access to engaging materials and the predominance of intensive reading activities in class. This study examined changes in students' reading motivation following a Digital Extensive Reading (DER) intervention using Let's Read Asia. The research used a one-group pretest-posttest design with 28 seventh-grade students from a rural public junior high school in North Kalimantan, Indonesia. Motivation was measured using an adapted Motivation for Reading Questionnaire (MRQ) with 12 items across four areas: Reading Efficacy, Curiosity, Involvement, and Persistence. The data were analyzed using descriptive statistics, a paired-samples t-test, and effect size calculations. The results showed a significant increase in students' reading motivation after the intervention. The average score rose from 35.61 (SD = 8.74) before the intervention to 40.64 (SD = 6.43) after the intervention. Statistical tests confirmed a significant difference between the two sets of scores ( $t = 10.41$ ,  $p < .001$ ). The intervention was also associated with a very large effect size ( $d = 1.97$ ). All areas of motivation showed increases, with Reading Efficacy showing the largest increase. These preliminary findings suggest that using Digital Extensive Reading with Let's Read Asia may be associated with increased reading motivation for EFL students, especially in rural areas where English reading materials are limited. However, given the one-group pretest-posttest design without a control group, these results should be interpreted with caution, and further research with more rigorous designs is needed to confirm these preliminary findings.

**Keywords:** digital extensive reading; extensive reading; EFL learners; Let's Read Asia; reading motivation

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## 1. Introduction

Reading motivation has long been recognized as one of the most influential factors potentially affecting students' engagement in reading activities and their overall literacy development (Kheang et al., 2024). However, maintaining students' motivation to read remains challenging,



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particularly in rural contexts where access to engaging English reading materials is limited. Students with high reading motivation are more likely to participate in voluntary reading activities, demonstrate greater persistence when facing reading difficulties, and have more positive attitudes toward reading (Guthrie et al., 2012). However, the Program for International Student Assessment (PISA) 2022 results (OECD, 2023) indicate that Indonesian students continue to perform below the OECD average in reading literacy, highlighting the urgent need for effective reading interventions. Conversely, low motivated students tend to steer clear of reading causing them to have fewer inputs of language and hence progress slower in literacy acquisition. This makes enhancing motivation in learning to read a key objective in language education and literacy research.

Reading instruction in many Indonesian EFL classrooms continues to rely primarily on intensive reading activities, with relatively few opportunities for students to engage in extensive or pleasure reading. Often lessons will contain vocabulary activities, grammar exercises and questions to test for specific information. These activities have some relevance to language learning but can turn reading into an assessment task rather than a fun activity. This may lead students to perceive reading in English as difficult, laborious and of no interest. This is particularly the case for students in rural areas who lack access to engaging English reading content and opportunities to engage with reading outside of class.

To obtain the information, a Reading Motivation Survey was administered to all the 7th grade classes of a targeted school. The results indicated that the level of students' motivation to read was generally low, with the mean score being 2.89 out of 4. Therefore, class VII-F, with the lowest level of motivation, was selected for the intervention. With the aim of overcoming these problems, scholars have recently proposed Extensive Reading (ER). Grounded in Krashen's (2011) theory of free voluntary reading, this approach fosters motivation in students to read extensively of straightforward, enjoyable, and comprehensible texts for meaning and enjoyment, instead of for language analysis.



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Successful extensive reading programs can be identified by ten principles suggested by Day and Bamford (2002) and further elaborated in their earlier work (Day & Bamford, 1998). Two of the key principles are (1) learners have choices of materials which are readily available for them to read, and (2) learners are reading for enjoyment (Day & Bamford, 2002). Extensive reading programs aim to motivate students to have good reading experiences and to grow their sense of positivity when reading some relevant texts, which in turn can improve their reading comprehension. However, implementing these principles in classroom practice presents various challenges that teachers need to address (Renandya et al., 2021). Previous studies demonstrate that extensive reading helps learners to improve vocabulary, reading fluency, and reading comprehension (Renandya & Jacobs, 2016; Sevy-Biloon, 2022), as well as their positive attitudes toward reading.

With the dawn of technology, digital platforms for reading were introduced, and Digital Extensive Reading (DER) was first introduced as an extension of extensive reading activities. DER is the extended reading concept that extends to the digital environment and provides students with immediate access to a variety of online reading texts. DER offers potential benefits over print reading techniques. Student engagement in reading at that time can read anytime, anywhere, have more choices of reading materials, and get pleasure in reading visual or multimedia features that make reading more interesting (Tabata-Sandom, 2023). DER may be well-suited for students who are already comfortable with digital tools due to these features.

Several recent studies reveal that DER has potential positive effects. Digital reading platforms have been shown to boost students' engagement, reading comprehension, and the learning of new words (Nursiwi & Floriasti, 2020; Prasetyanto et al., 2024). Another vital reason is that many students like to read digitally as it is convenient and gives a wide range of reading materials to access easily (Saefatu et al., 2023). Most of the studies, however, have been on vocabulary and comprehension skills; little has been investigated regarding the impact of DER on student motivation to read.



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One of the free digital platforms in ER is Let's Read Asia. It is a digital reading platform created by the Asia Foundation (website). The digital books on the platform are available freely. The illustrated storybooks on the platform are available in various languages. The community fosters literacy by offering reading resources at students' levels that are accessible for young learners. The stories contain colorful images, topics to discuss, and are easy to operate, making them suitable for junior high students. Downloading the stories offline to read can also be useful for schools that do not have a lot of internet access (The Asia Foundation, n.d). For this reason, the DER was selected for the intervention in this study.

Multiple research projects have demonstrated that Let's Read Asia can benefit EFL learners in upgrading their reading. The findings of the study indicate that this platform is liked by students due to the interesting content and the ability to read independently (Pratiwi et al., 2024). Other studies showed that the implementation of Let's Read Asia in the classroom has benefits for students in reading, as it provides an increase in participation and interest in reading (Mutmainah et al., 2025). Yet, to date, few studies have been conducted on the impact of Let's Read Asia on students' motivation of reading. Most of the study has been centered on student views, use in the classroom, reading comprehension, and/or vocabulary, but not motivation.

Research is still lacking on some important aspects. There are few studies that have been written to measure reading motivation as the main outcome of DER. This topic is rarely explored through the Let's Read Asia application in the process of raising motivation, and evidence in rural junior high schools in Indonesia is limited, as English reading resources are not available in places like this (Nurcahyoko et al., 2024; Wijaya, 2025). These gaps highlighted the need for further research on Digital Extensive Reading in motivating EFL students in less studied contexts.

Considering these gaps, looking at the effect of DER Let's Read Asia on students' reading motivation in a rural context, specifically at one junior high school in Tana Tidung, East Kalimantan, Indonesia, becomes urgent. Practically, students in rural areas generally have limited access to English reading materials and learning resources. DER may offer low-cost



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alternatives, with some platforms providing free access to reading materials that may support students' motivation to read in English. These findings can also help English teachers identify effective strategies for integrating digital reading platforms into classroom practice and fostering students' reading habits. From a policy perspective, the study offers empirical evidence to inform schools, local education authorities, and policymakers about the potential of digital reading platforms to support the development of English literacy in rural and underserved areas. The evidence is particularly relevant to promoting equitable access to quality learning resources for all students and supporting the implementation of technology-enhanced language learning initiatives.

Academically, research examining the impact of DER on EFL students' reading motivation in rural Indonesian contexts is still limited, especially in North Kalimantan. Most previous studies were conducted in urban settings that focused on reading achievement rather than motivation. Therefore, this study fills an important gap by providing empirical evidence from a rural context in Indonesia, contributing to a broader understanding of how DER influences different dimensions of reading motivation among EFL junior high school students. The results of this study contribute to the existing literature on DER in several ways. First, the study presents quantitative evidence of the effectiveness of Let's Read Asia in increasing junior high school students' reading motivation as EFL readers. Second, it examines reading motivation through multiple dimensions, offering a more comprehensive understanding of motivational development. Third, it provides evidence in an Indonesian rural context where there are limited reading resources in English. Lastly, the results may offer useful insights for teachers in their search for possibly more effective methods of motivating and engaging students in reading tasks.

For the purpose of this study, reading motivation would be based on four dimensions of intrinsic motivation on the Motivation for Reading Questionnaire (MRQ) (Wigfield & Guthrie, 1997): Reading Efficacy, Curiosity, Involvement, and Persistence. The study examines these areas to see if the students' reading motivation increases following the



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intervention and which areas have the most improvement. In addition, classroom observations and students' story maps were also employed to record engagement and give a more comprehensive understanding of students' responses to Digital Extensive Reading.

Based on these considerations, the present study seeks to answer the following research questions:

1. To what extent does Digital Extensive Reading (DER) using Let's Read Asia significantly improve seventh-grade EFL students' overall reading motivation?
2. Which dimension of reading motivation (Reading Efficacy, Curiosity, Involvement, and Persistence) shows the greatest improvement after the Digital Extensive Reading intervention?
3. How does the distribution of students' reading motivation levels change from pretest to posttest following the Digital Extensive Reading (DER) intervention?

## **2. Method**

### **2.1. Research Design**

The study was a quantitative type of pretest-posttest design with one group testing the effect of the use of DER, namely Let's Read Asia, on students' reading motivation. The Design is expressed in the form of  $O_1 \rightarrow X \rightarrow O_2$ , where  $O_1$  is the pretest,  $O_2$  is the posttest, and  $X$  is the intervention using DER. The reason for selecting this design was that the researcher was able to compare the students' motivation before and after the intervention. The same questionnaire was administered twice to see if there was a change in the participants' motivation that was measurable because of their involvement in DER activities.

### **2.2. Research Participants**

The subjects were 28 seventh-grade students (14 male and 14 female) in a public junior high in Tana Tidung Regency, North Kalimantan, Indonesia. The ages of the participants ranged from 12-13 years. The participants were chosen based on the results of the preliminary reading motivation survey, which was given to all of the seventh graders. The overall reading



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motivation score for class VII-F on this 4-point Likert scale was the lowest among all the classes ( $M = 2.89$ ), and thus, this class was selected for the intervention.

As beginning EFL learners, the students had little exposure to English reading materials outside of class. In most reading activities in their regular English classes, students were mainly involved in intensive reading in textbooks. Consequently, opportunities for thrilling and free reading were somewhat scarce.

### 2.3. Research Procedure

This study was carried out in three phases over 4 weeks. Before the adapted Motivation for Reading Questionnaire (MRQ) was given to the 28 students in the target class one day before the start of the intervention to identify the students' baseline reading motivation scores in the first stage. The questionnaire was filled out individually by the students during a regular class hour of 40 minutes in duration.

The second phase was the implementation of the intervention. Students engaged in four DER meetings, once a week for four weeks, with the help of Let's Read Asia books. Meeting times were each 80 minutes in duration (2 x 40 minutes). Curriculum relevance was ensured as the reading materials were related to the theme "My School Activities".

The meetings were organized in the same manner:

(1) Introduction (10 minutes): At the first meeting, the teacher gave a brief introduction to the focus of the meeting and showed the students how to use the platform briefly. They were ready to use the platform at the next meeting.

(2) Reading Activity (50 minutes): Students selected and read stories independently and were able to grasp the general understanding and enjoyment of the story without in-depth language analysis. Student options were enhanced when it came to selecting texts that students were interested in and able to read.

(3) Reflection Activity (15 minutes): Students completed story maps to document their comprehension and personal responses to the stories they read.

(4) Closing (5 minutes): Brief discussion and preparation for the next session.



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The teacher facilitated reading sessions by monitoring engagement, providing individual guidance when needed, and documenting classroom observations. Each meeting allowed students to browse the platform and progressively engage with different stories. At the end of the fourth session, after students completed their story maps, the researcher administered the same MRQ questionnaire as a posttest to measure changes in students' reading motivation.

## 2.4 Data Collection Instruments

### 2.4.1 Reading Motivation Questionnaire (Main instrument)

Students' reading motivation was measured using an adapted version of the Motivation for Reading Questionnaire (MRQ) originally developed by Wigfield and Guthrie (1997). The questionnaire consisted of 12 items distributed across four intrinsic motivational dimensions: Reading Efficacy, Curiosity, Involvement, and Persistence. Each item was rated using a four-point Likert scale ranging from strongly disagree (1) to strongly agree (4). The total possible score ranged from 12 (lowest motivation) to 48 (highest motivation).

Before implementation, the questionnaire underwent pilot testing involving 26 students from a comparable educational context. Item validity was examined using Pearson product-moment correlation. All 12 items exceeded the minimum validity criterion ( $r > .404$ ), indicating that each item adequately measured the intended construct. The internal consistency of the instrument was measured using reliability analysis, which resulted in a Cronbach's Alpha coefficient of .816, indicating an acceptable internal consistency (Taber, 2018).

### 2.4.2 Supporting Instruments

Two other instruments were added to help explain the quantitative results: a classroom observation checklist and story maps. Each reading time included the classroom observation checklist. A structured observation checklist with five indicators: Engagement, Autonomy, Persistence, Enthusiasm, and Voluntary Reading were used to note students' reading behaviors and engagement. All the indicators were measured on a 4-point scale: 1= Not observed; 2=Occasionally observed; 3=Frequently observed; and 4=Consistently observed. Observations



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were made to ensure reliability. The observation included context information on students' engagement with the intervention, which was focused on: (a) students' on-task behavior during reading (b) student involvement with the platform (c) choosing and reading stories independently with enjoyment and (d) emotional responses when engaged in the reading activities. Expressing scores at the conclusion of each session on each indicator for the students.

Story maps were also used as a tool in this study. Students engaged in very basic story map exercises following each reading session to capture their understanding and personal reactions. The story maps focused on discovering the story title, why they chose their specific story, their favorite part of the story, their enjoyment of the story, and whether they would go and read another one in the future following this session. To minimize stress, the story maps were left to be completed in either English or Indonesian to ensure meaningful reflection by students.

## 2.5. Data Analysis

Descriptive and inferential statistics were used to analyze the data collected. To summarize the students' motivational development in this experiment, Descriptive statistics such as means, standard deviations, and gain scores were used, and the normality of the data was tested by Shapiro-Wilk. The results indicated that pretest scores were normally distributed with  $W = .957$  and  $p = .312$ , and posttest scores were normally distributed with  $W = .944$  and  $p = .148$ , which met the assumption for parametric analysis.

The paired-sample t-test was used to test the null hypothesis ( $H_0$ ) that there was no significant difference between pretest and posttest scores, against the alternative hypothesis ( $H_1$ ) that there was a significant difference (Field, 2018). A significance level  $\alpha = .05$  was used.

In addition, Cohen's  $d$  was computed to provide an idea of the size of the intervention effect. Conventional criteria were used for the interpretation of effect size, with values of .20, .50, and .80 indicating small, medium, and large effects, respectively (Cohen, 1988).

The quantitative findings were supported by data analysis of classroom observation checklists and story maps. The scores on observations were averaged to provide an overall



representation of students' level of engagement throughout the intervention. The responses to students' story maps were analyzed to look for patterns in the students' own stories that could provide insight into the quantitative gains. These qualitative data were not used as evidence but rather for support and to strengthen the quantitative findings.

### 3. Findings and Discussion

#### 3.1. Findings

##### 3.1.1 Overall Changes in Students' Reading Motivation

To explore how the Digital Extensive Reading (DER) intervention with Let's Read Asia impacted students' reading motivation, we carried out some descriptive statistics along with a paired-samples *t*-test. Detailed descriptive statistics regarding students' reading motivation before and after the intervention are shown in Table 1.

Table 1 Descriptive Statistics of Reading Motivation Scores

| Test     | N  | Mean  | SD   |
|----------|----|-------|------|
| Pretest  | 28 | 35.61 | 8.74 |
| Posttest | 28 | 40.64 | 6.43 |

According to Table 1, the average reading motivation score increased from 35.61 (SD=8.74) in the pretest to 40.64 (SD=6.43) in the posttest. This was an increase of 5.03 points, or about 14.1% compared with the pretest average. Then, a paired-samples *t*-test was conducted to determine whether this increase was statistically significant.

Table 2 Paired-Sample *t*-Test Results

| Comparison       | <i>t</i> | <i>df</i> | <i>p</i> |
|------------------|----------|-----------|----------|
| Pretest–Posttest | -10.41   | 27        | < .001   |



Table 2 reveals a significant difference between the pretest and posttest scores,  $t(27) = -10.41$ ,  $p < .001$ . The effect size calculated was impressively large ( $d = 1.97$ ), indicating a substantial change in students' reading motivation scores. Taken together, the higher posttest means, statistically significant difference, and the large effect size suggest that students' motivation increased following their participation in the DER activities. However, it is important to note that since the study used a one-group pretest-posttest design, the increase cannot be attributed solely to the intervention, as other factors may also have contributed to the observed changes.

### 3.1.2 Changes Across Reading Motivation Dimensions

To address RQ2, Chart 1 compares the average pretest and posttest scores across the four dimensions of reading motivation: Reading Efficacy, Curiosity, Involvement, and Persistence.

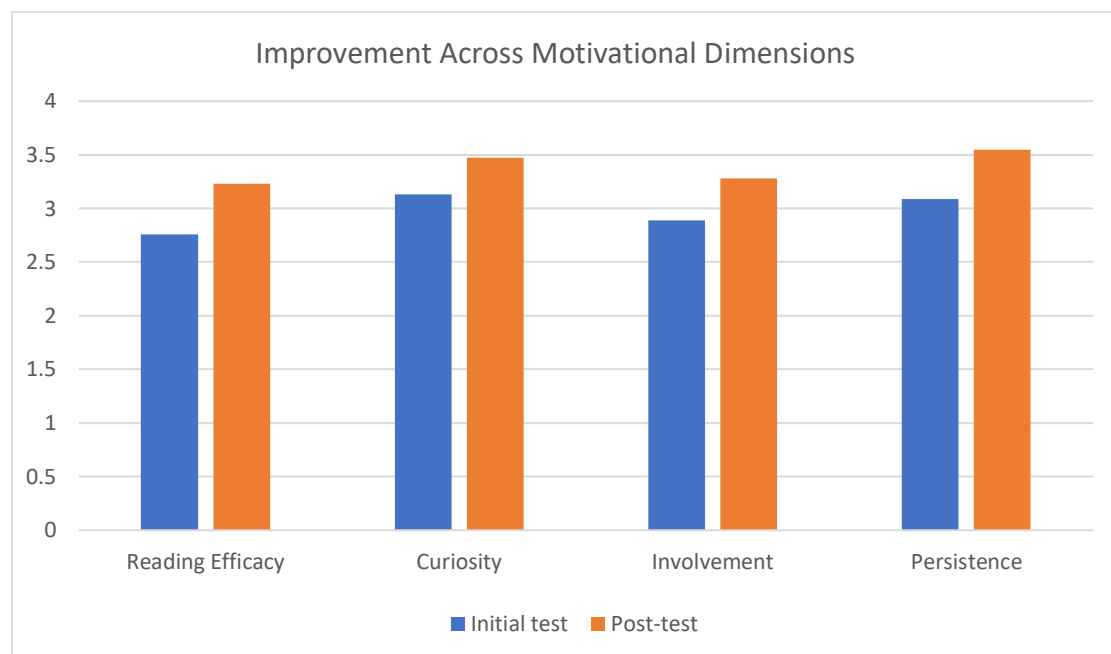


Chart 1 Comparison of Motivational Dimensions

As shown in Chart 1, the mean scores for all four dimensions increased from the pretest to the posttest. Reading efficacy showed the largest increase, rising from 2.76 to 3.23, a gain



of 0.47. Persistence also increased, rising from 3.09 to 3.55, with a gain of 0.46. Involvement increased from 2.89 to 3.28, while Curiosity rose from 3.13 to 3.47. Overall, Reading Efficacy showed the most significant improvement, followed closely by Persistence.

### 3.1.3. Distribution of Students' Motivation Levels

The students' scores were further differentiated into three categories: High, Moderate, and Low to give a more detailed understanding of the motivational changes. The categorization was based on statistical calculations using the pretest and posttest scores, as presented in Table 3.

Table 3 Distribution of Students' Motivation Levels

| Motivation Level | Percentage          |                 |
|------------------|---------------------|-----------------|
|                  | Initial test (n=28) | Posttest (n=28) |
| High             | 14 (50%)            | 26 (92.86%)     |
| Moderate         | 14 (50%)            | 2 (7.14%)       |
| Low              | 0 %                 | 0 %             |

According to Table 3, 14 students (50.0%), fell into the High motivation category in the pretest. In the posttest, that number increased to 26 students (92.9%). In contrast, the number of students in the Moderate category decreased from 14 to two, while no students were classified in the Low category at either the pretest or posttest.

Overall, the distribution indicates a positive shift in students' reading motivation scores following their participation in the DER activities. Most students who were initially in the Moderate category in the posttest. However, these categories should be interpreted as a description of changes in the score of distribution rather than as evidence that DER alone caused individual students to move from one category to another.



## **4. Discussion**

### **4.1 Interpretation of the Overall Improvement in Reading Motivation**

Several characteristics of DER using Let's Read Asia may explain the increase in students' reading motivation. The following discussion focuses on the possible factors underlying the observed improvement.

This interpretation aligns with previous studies showing how extensive reading can foster more positive attitudes and potentially boost motivation to read. For instance, Sevy-Biloon (2022) said that extensive reading not only aids in language development but also enhances learners' motivation to read. In a similar vein, Tabata-Sandom (2023) discovered that online extensive reading can have a beneficial impact on learners' motivation and their reading habits. Additionally, studies focusing on digital extensive reading have shown that students really value the accessibility, variety, and convenience of digital reading materials, which may lead to increased engagement in reading activities (Saefatu et al., 2023). These findings reinforce the trends seen in the current study, while also expanding the evidence to include seventh-grade EFL students in a rural Indonesian school.

The rise in reading engagement might also connect to a few key principles of extensive reading. Throughout the intervention, students had the freedom to choose stories that were easy to understand, allowing them to focus on enjoying the narrative rather than getting bogged down in detailed language analysis. Day and Bamford highlight the importance of learner choice, accessible materials, and reading for pleasure as essential elements of extensive reading. These factors may have contributed to a more enjoyable reading experience for the students involved. However, it's important to note that this explanation is somewhat tentative, as the current design didn't specifically isolate the impact of each aspect of the intervention.

### **4.2 Why Reading Efficacy Improved the Most**

The substantial boost in Reading Efficacy scores suggests that students may have felt more confident in their ability to read English texts after engaging in the DER activities. This aligns well with self-efficacy theory, which suggest that having repeated successful experiences can



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enhance one's belief in their own capabilities. Consistent with Yang et al. (2021), who found that appropriate text difficulty is crucial for maintaining reading motivation, the current study provided students with access to graded texts that matched their reading levels. In this study, students had the freedom to select texts that were not only within their reach but also accompanied by illustrations. Successfully navigating these texts may have given them those mastery experiences that bolstered their confidence as readers.

This interpretation aligns well with earlier research on digital reading. For instance, Nursiwi and Floriasti (2020) found that digital extensive reading led to positive outcomes. Similarly, studies on Let's Read Asia revealed that students appreciated its engaging content and the chance to read independently (Pratiwi et al., 2024). Mutmainah et al. (2025) also noted a boost in student engagement and interest when Let's Read Asia was integrated into reading lessons. These insights lend contextual support to the increase in Reading Efficacy observed in our current study, even though the previous research didn't measure the exact same motivational aspects.

The improvement in students' persistence scores may reflect their greater willingness to continue reading despite encountering unfamiliar vocabulary or challenging passages. This trend suggests that students might have become more open to pushing through when they faced unfamiliar words or tricky sections in a story. In the realm of extensive reading, the expectation is not for students to grasp every single word; rather, they are encouraged to focus on the overall meaning and enjoy the experience. This shift away from a strict linguistic breakdown may have allowed students to keep reading without getting too hung up on specific language hurdles. This outcome aligns with Tabata-Sandom's (2023) research, which shows that online extensive reading can really help enhance learners' reading motivation and habits.

The improvement in students' involvement scores may indicate that they became more emotionally engaged in reading activities. The presence of illustrated stories, a variety of topics, and chances for personal choice likely helped students connect more emotionally with their reading. This aligns with research highlighting how enjoyable reading experiences can



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enhance involvement and motivation (Schiefele et al., 2012; Siregar & Henni, 2024). However, since this study relied on questionnaire scores to measure changes, we would need more qualitative evidence to pinpoint exactly which features of the platform had the biggest impact.

Curiosity showed the least absolute increase, but the posttest score was still above the pretest score. The diverse range of topics and stories offered by Let's Read Asia might have inspired students to dig into information outside their typical textbooks. However, the smaller gain indicates that the four-week intervention was associated with a greater increase in students' confidence and their willingness to keep going more than it sparked a wider interest in seeking out new knowledge through reading.

### 4.3 Educational Implication of the Shift in Motivation Levels

The present findings are consistent with earlier studies that highlighted positive reactions from students towards digital extensive reading. For instance, Saefatu et al. (2023) discovered that junior high school students had a favorable view of digital extensive reading, mainly because it provided easy access to a variety of reading materials. Similarly, research related to Let's Read Asia has shown a boost in participation, interest, and independent engagement with reading materials (Pratiwi et al., 2024; Mutmainah et al., 2025).

These findings are particularly meaningful when interpreted within the rural Indonesian context. Supporting the findings of Kencana and Jaya (2026), the positive changes observed in students' reading motivation in this study suggest that providing autonomy through text selection may enhance both motivational and behavioral engagement. Earlier research has pointed out that many rural schools in Indonesia struggle with a lack of reading materials and literacy programs. A free digital reading platform could offer students a much wider selection of English stories that are suitable for their level than they would typically have access to. However, this study does not have the ability to say whether similar improvements would happen in other schools, over a longer period of intervention, or when compared to students who did not take part in the DER program.



## 5. Conclusion

The study examined changes in the reading motivation scores of seventh-grade EFL students following the implementation of DER using Let's Read Asia in a rural junior high school in Indonesia. The study addressed three research questions concerning the overall change in students' reading motivation, the dimensions of reading motivation that showed changes following the intervention, and the distribution of students' reading motivation levels before and after the intervention.

From the first research question, the findings indicated a statistically significant increase in students' reading motivation following the implementation of DER. The higher posttest mean score, together with the paired-sample t-test results and the large effect size ( $d = 1.97$ ), suggests an association between the intervention and the observed increases in reading motivation scores. However, because the study employed a one-group pretest-posttest design without a comparison group, it is not possible to conclude that the intervention caused the observed changes. Other factors, such as students' familiarity with the questionnaire, natural maturation, or external events, may have also contributed to the results.

From the second research question, positive changes were observed across the four dimensions of reading motivation (reading efficacy, curiosity, involvement, and persistence). Of these dimensions, reading efficacy showed the greatest increase, suggesting that students may have become more confident in reading English texts after joining in DER activities. Improvements also showed in curiosity, involvement, and persistence, indicating that the intervention may have been associated with broader positive changes in their reading motivation. These findings suggest that providing opportunities for students to self-select accessible and interesting digital reading materials may contribute to more enjoyable reading experiences and encourage continued engagement with English reading.

Regarding the third research question, the distribution of students' reading motivation levels shifted positively from the pretest to the posttest. Following the intervention, fewer students were classified in the lower motivation categories, whereas a greater proportion were classified in the moderate and high motivation categories. Although these changes cannot be



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attributed solely to the intervention because of the research design, they suggest a positive pattern of change in students' reading motivation after participating in Digital Extensive Reading.

The study provides quantitative evidence to the literature of Digital Extensive Reading suggesting that Let's Read Asia may be associated with fostering junior high school EFL students' reading motivation. Furthermore, by examining changes across four dimensions of reading motivation as well as shifts in students' motivation levels, the study offers a more comprehensive picture of motivational development following DER. Moreover, the study extends the literature by presenting evidence from a rural class in Indonesia, where access to the English reading materials is still low.

This study has a number of limitations. One group pretest-posttest design and fairly short intervention time period. Some considerations of threats to the internal validity are needed. The absence of a control group means that factors such as students' natural development, or outside events occurring during the study, or the familiarity with the questionnaire itself could have an influence on the results. Therefore, we cannot really generalize the findings or make claims about the long-term effects of DER. Although large effect sizes suggest that increased reading motivation is likely not just due to these other factors, we should be cautious with this conclusion because we don't have control groups to compare.

Future studies may apply experimental designs including control group as well as a larger sample size with a longer study duration to examine the long-term impacts of DER on students' motivation, engagement with reading and literacy achievement. Additionally, incorporating qualitative methods, such as interviews could enrich the quantitative data by offering a more nuanced view of students' experiences with Digital Extensive Reading.

From practical perspective, the findings suggest that English teachers, particularly those working in rural school may consider to try to incorporate DER into their classroom practices as one possible strategy to motivate students for reading. By choosing digital reading platforms that offer texts suited to different levels, a mix of genres and options for students to choose



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what they want to read, teachers can help create a more enjoyable reading experience. Focusing on reading for pleasure instead of just for grades could also inspire students to develop positive attitude towards reading and keep them engaged with English texts. It is important to note, however, that the effectiveness of such an approach may vary depending on contextual factors and student characteristics, and further investigation is warranted before drawing firm conclusions.

#### DECLARATION OF GENERATIVE AI

In preparing this manuscript, the authors used ChatGPT, Grammarly, and QuillBot to assist with editing and grammatical accuracy in the language. The authors went over and edited the material produced by these tools and agree to be responsible for the contents of this manuscript.

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