



Utilization of the Let's Read application in promoting primary school students' literacy

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Abstract. This study is motivated by the low interest and reading literacy skills of primary school students in Indonesia, which is a significant challenge in the world of education. This study aims to investigate the effectiveness of using the Let's Read application in improving reading literacy and to describe students' perceptions of the application. The participants were 60 fifth-grade students at a public primary school in Eastern Jakarta selected using purposive sampling. The research method used a mixed methods approach, with quantitative data collected through questionnaires and a reading test, and qualitative data through semi-structured interviews. Quantitative data were analyzed using descriptive and inferential statistical tests, while qualitative data were analyzed thematically. The results showed that the Let's Read app positively contributed to improving students' interest, reading comprehension, and learning motivation. However, the difference in scores between the experimental and control groups was not statistically significant. The implication of this study shows that

digital technology integration, such as Let's Read, needs to be further developed with more interactive features to improve the effectiveness of literacy learning in primary schools.

Introduction

Education is a fundamental aspect of human life that significantly influences the development of individuals and society. One of the main aspects that needs serious attention to create a qualified generation is reading literacy. Reading literacy enables individuals to not only comprehend information but also develop effective reading strategies (Navida et al., 2023), encompassing language skills such as speaking, writing, and logical thinking (Kania, 2023). Cahyani et al. (2024), stated that reading literacy plays a role in improving students' critical thinking skills, knowledge, and creativity. Therefore, strengthening reading literacy from an early age is essential. Through access to good library resources and reading programs, students can broaden their horizons, develop positive characters, and increase their enthusiasm for reading (Azzahra & Apoko, 2024).

However, in the current situation, there is a gap between the ideal condition and the reality in the field. Although many efforts have been made to improve students' reading skills, the results obtained are still far from expectations. In the context of primary school, students' reading interest tends to be low. Many factors contribute to low reading interest, including a lack of understanding of the importance of reading and minimal access to interesting reading materials, as revealed by Uswatun & Silitonga (2020). In addition, research by Yulanda et al. (2024) shows that internal

factors such as student motivation and intelligence, as well as external factors such as parental support and inadequate facilities and infrastructure, also play an important role. An analysis by Ester & Liansari (2023) shows that, despite government support, the primary deficiency lies in the lack of innovation in interesting teaching methods. This suggests that students have not yet achieved the ideal reading literacy level, primarily due to the absence of engaging learning strategies in schools (Widana et al., 2023).

One of the solutions to overcome the problems in the primary school students' reading literacy skills is the Let's Read application. In the studies by Kamba et al. (2024) and Mulyaningtyas & Setyawan (2021), it was found that the use of the Let's Read application could increase students' reading interest through illustrated stories and relevant content, which have a positive impact on their motivation, concentration, and focus during the learning process. Additionally, Sampe et al. (2023) and Farhani et al. (2022) in their studies showed that the Let's Read application functioned as an educational digital tool that can significantly increase students' language and cognitive skills. Another research has also shown that utilizing digital storybooks and reading apps in literacy instruction can increase students' engagement, expand access to diverse reading materials, and support differentiated instruction (Alharbi, 2022; Haiken & Furman, 2022; William et al., 2025). In a study conducted by Lin & Yu (2023), an evaluation of digital reading tools has reported promising positive attitudes and responses in terms of teachers' acceptance and the ease of use in classroom practice. Moreover, studies in other contexts have found that digital reading platforms can foster vocabulary development and reading comprehension (Mutmainah et al., 2025; Nadifa & Zulvani, 2024).

Despite these encouraging findings, there remains a limited amount of rigorous research specifically examining the effectiveness of the Let's Read application for increasing reading literacy among Indonesian primary school students. Existing studies have often focused on teacher attitudes or general benefits of digital literacy programs without systematically measuring learning outcomes in this specific context. Thus, this study aims to address this research gap by investigating both the perceptions of Indonesian primary school students toward the Let's Read application and its effectiveness in improving their reading literacy. By examining students' views alongside measured learning outcomes, the research seeks to provide a comprehensive understanding of the application's potential in Indonesian primary education. This current study is expected to contribute to the growing literature on the use of educational technology in literacy instruction in low- and middle-income countries, and to inform the design and implementation of digital reading interventions in the Indonesian primary education system. Specifically, this study is guided by the following research questions: 1) What are primary school students' perceptions of the Let's Read application in reading learning? 2) Is the Let's Read application practical in improving primary school students' reading literacy?

Method

Research Design

This study adopted a mixed methods design that integrates quantitative and qualitative approaches to gain a deeper understanding of the topic being studied (Creswell & David, 2018). In the quantitative aspect, the experimental method was used to explore the effect of the Let's Read application as the treatment on students' literacy skills as the learning outcomes under controlled conditions. The importance of controlled conditions was to ensure that no other variables could influence the results, and therefore, this experimental study involved the use of a control group (Sugiyono, 2019). Quantitative data were collected through the distribution of questionnaires to respondents, which were designed to assess perceptions, interests, and abilities related to the use of the Let's Read application in improving reading literacy and a test for measuring students' literacy

skills. The qualitative stage of this study involved collecting data through in-depth interviews with students, using semi-structured interview techniques. This method aimed to understand the experiences, perspectives, and challenges faced by students when using the Let's Read application in the primary school. By integrating these two types of data, the study was expected to provide a comprehensive picture of the effectiveness of the Let's Read application in improving reading literacy among the students. Research by Waruwu (2023) also emphasized the importance of combining qualitative and quantitative methods in educational research to gain deeper insights.

Context and Participant

This study involved fifth-grade students at one public primary school in Eastern Jakarta as the main participants. The total participants involved in this study were 60 students, who were divided into two groups: the experimental group and the control group. The experimental group consisted of 30 students from grades V-D who were given treatment using the Let's Read application in the reading literacy learning process. Meanwhile, the control group also consisted of 30 students from grades V-C who took part in learning without using the application. The selection of participants employed a purposive sampling technique, focusing on students with sufficient basic reading skills to ensure a significant response to the use of digital applications in improving their reading literacy. Before conducting the study, the researchers consulted with the homeroom teacher and the school to obtain permission and support.

Data Collection

In collecting data, there were three instruments, namely: questionnaires, interviews, and tests. The questionnaire was used to obtain quantitative data on students' reading literacy after using the Let's Read application. This questionnaire consists of several sections, including demographic questions and a Likert scale. Referring to research conducted by Rahmawati et al. (2022), each question item was arranged based on three sub-scales: (1) reading literacy, (2) reading comprehension skills, and (3) learning motivation. This questionnaire had been validated against another group of students, and the reliability test was calculated with Alpha Cronbach with a result of 0.895, which showed a high level of reliability.

Another instrument was a semi-structured interview employed to explore more in-depth qualitative data from students who had used the application. Interviews were an effective method for exploring subjective and in-depth data from participants, especially in educational research based on student experiences (Sugiyono, 2019). The interviews were designed to reveal students' perceptions of the ease of use of the application, understanding of story content, reading motivation, visual engagement, and learning impact. Six students were willing to be interviewed as participants, and each had 15-20 minutes to respond to the questions. The criteria for the participants included students from the experimental class who showed varying responses to the application (high, medium, low interest), ensuring representation of diverse experiences. The researchers were fully present during the implementation of the learning activities and conducted direct interviews after the learning activities within four sessions ended. The following table presents the dimensions and indicators used to develop the semi-structured interview guide

Table 1. Dimensions and indicators

Dimension	Indicators
Ease of Use	Students' ability to navigate and operate the app
Content Understanding	Comprehension of the story and vocabulary in the text
Reading Motivation	Enthusiasm and willingness to read using the application
Visual Engagement	Students' perception of illustrations and design features
Learning Impact	Perceived benefits after using the application

The other instrument was an evaluation test used to measure students' ability to distinguish facts and opinions and understand keywords in reading. This test aims to determine the extent of students' understanding of the text after using the Let's Read application, especially in identifying important information and applying literacy skills in the learning context. The questions in the test were arranged based on a grid that included competency indicators and cognitive levels C5 and C6, which reflected higher-order thinking skills. The results of the test trial based on Cronbach's Alpha produced 0.857, indicating a high level of reliability.

Data Analysis

In the analysis of quantitative data, a pre-requisite test was carried out, which included a normality test to determine whether the data was normally distributed, using the Kolmogorov-Smirnov or Shapiro-Wilk method. In addition, a homogeneity test was carried out to ensure that the variance between data groups was the same, using analysis of variance (ANOVA) with the Levene test. After the pre-required analyses, a t-test was used.

In qualitative data analysis, there are three primary stages, namely data reduction, data presentation, and concluding/verification (Miles & Huberman, 2014). In the context of research on the use of the Let's Read application to improve primary school students' reading literacy, these stages could be described as follows: first, data reduction was carried out by selecting relevant information from in-depth interviews with selected students, observations of the learning process, and documentation. Information unrelated to the application's effectiveness would be set aside. For example, student responses about the ease of access to the application and its influence on reading interest were categorized and summarized. Furthermore, data presentation was carried out by compiling the reduced data in narrative or table form to facilitate further analysis. Students' perceptions on the Let's Read application were then summarized in positive and negative categories, with their effectiveness supported by concrete examples from interview results. Finally, conclusions were drawn based on the patterns and themes that emerged from the data presented, where verification was carried out by comparing the results of the analysis with previous theories or research to ensure their validity. In this study, the conclusion stated the extent to which the Let's Read application was practical in improving students' reading literacy.

Results and Discussion

Students' Perceptions of the Let's Read Application in Reading Learning Reading Literacy

Based on Table 2, students' perceptions of reading literacy through the Let's Read application show quite positive responses. The majority of students stated that they enjoyed reading illustrated stories in this application, with an average value (mean) of 3.83 and a standard deviation of 0.95. In addition, most students also like reading fables and tend to choose books that have more pictures than text, although their level of preference varies. Students' reading habits also show a good tendency, such as the willingness to read every day (mean 3.27) and read more than one story per

week (mean 3.50). However, the preference for reading from the application compared to printed books shows more neutral results, with 77% of students choosing the "neutral" answer (mean 3.40). In general, students find the Let's Read application easy to access (mean 3.90), although some continue to read from other sources outside the application (mean 3.00).

Table 2. Students' reading literacy

No.	Statements	STS	TS	N	S	SS	Mean	STDEV
1.	I enjoy reading illustrated stories on the Let's Read app.	3%	0%	33%	37%	27%	3.83	0.95
2.	I prefer reading fables over other types of stories.	10%	10%	40%	33%	7%	3.17	1.05
3.	I often choose books with more pictures than text.	0%	20%	27%	37%	17%	3.50	1.01
4.	I will read a book or story on the Let's Read app every day.	0%	13%	53%	27%	7%	3.27	0.78
5.	I will read regularly during the weekend.	7%	13%	47%	27%	7%	3.13	0.97
6.	I will often read more than one story in a week.	0%	13%	40%	30%	17%	3.50	0.94
7.	I will read stories from the Let's Read app more often than printed books.	0%	0%	77%	7%	17%	3.40	0.77
8.	I will read from the Let's Read app because it is easily accessible.	0%	0%	27%	57%	17%	3.90	0.66
9.	I rarely read from sources other than the Let's Read app.	7%	17%	53%	17%	7%	3.00	0.95

Qualitative data related to students' reading literacy reinforces the views of students who state that they enjoy reading. This statement reinforces the quantitative data in Table 2, especially in item 1: "I enjoy reading picture stories on the Let's Read application" with an average of 3.83. Respondent S2 indicated that interesting picture stories with values provide a fun reading experience for students, as expressed by S2.

"I like the story 'Playing Sand' the most because the story is exciting and teaches creativity in playing. In addition, this story also teaches the importance of maintaining cleanliness after playing." (S2)

Qualitative data related to students' reading literacy reinforces the views of students who state that they enjoy reading. This statement supports the table data showing that students tend to like fables and stories that contain moral messages (average 3.17), and choose books with more pictures (average 3.50). This indicates that students are interested in stories that motivate and convey character values, aligning with the quantitative preferences expressed by S3.

"The story "Want to be Like Mother" is very inspiring and teaches about courage and hard work. This story shows how great a mother is and makes me want to be strong like my mother in working." (S3)

Qualitative data related to students' reading literacy reinforces the views of students who state that they enjoy reading. This is relevant to item 3: "I often choose books with more pictures than text," which has an average value of 3.50. Stories full of action and conflict, as explained by S5, are usually

presented with engaging illustrations that strengthen students' interest in illustrated reading, as expressed by S5.

“I like the story 'Goya Wants to Go Home' the most because it is exciting and tense. Goya must fight against the flood and face many obstacles in order to return to his home.” (S5).

Reading Comprehension Skills

Table 3 shows that the Let's Read application has a positive contribution to students' reading comprehension skills. Most students find it easy to understand the content of the story (mean 4.03) and can recognize the author's message or purpose (mean 3.70). In addition, the ability to identify the type of story (entertaining, teaching, or informative) is also considered high (mean 3.73), as is the awareness of moral values in the story (mean 3.73). However, only some students feel helped in understanding reading compared to printed books (mean 3.23), and there are still challenges in terms of confidence in identifying the main idea of the paragraph (mean 3.17). Overall, students feel that the features in the application help them find important information and understand the main points in the story.

Table 3. Students' reading comprehension skills

No.	Statements	STS	TS	N	S	SS	Mean	STDEV
10.	I can easily understand the content of the story I read on the Let's Read application.	0%	7%	17%	43%	33%	4.03	0.89
11.	I can retell the main points of the story from the reading on the Let's Read application.	0%	7%	50%	37%	7%	3.43	0.73
12.	The Let's Read application helps me understand the content of the reading better than reading from a printed book.	0%	17%	53%	20%	10%	3.23	0.86
13.	I can understand the message or purpose that the author wants to convey in the story on the Let's Read application.	0%	7%	33%	43%	17%	3.70	0.84
14.	I can identify whether the story on Let's Read aims to entertain, teach something, or provide information.	0%	10%	23%	50%	17%	3.73	0.87
15.	Reading stories on Let's Read helps me realize the moral values that the author wants to convey.	0%	0%	43%	40%	17%	3.73	0.74
16.	I feel helped by the features on Let's Read in finding important information from the reading.	3%	3%	40%	47%	7%	3.50	0.82
17.	I feel that reading on Let's Read makes it easier for me to understand the important points in the story.	3%	0%	43%	37%	17%	3.63	0.89

No.	Statements	STS	TS	N	S	SS	Mean	STDEV
18.	I am confident that I can identify the main idea of each paragraph in the reading on Let's Read.	7%	7%	53%	30%	3%	3.17	0.87

Qualitative data related to students' reading comprehension skills reinforces students' views, stating that they have reading comprehension skills. This statement aligns with the results in Table 3, particularly in item 10: "I can understand the contents of the stories I read in the Let's Read application easily," which has the highest average score of 4.03. This indicates that most students find the stories in the Let's Read application easy to understand. S2's experience strengthens this finding, because S2 stated that he did not experience any difficulty in understanding the reading.

"The stories in this application are straightforward to understand. I did not experience any difficulty when reading them." (S2)

Qualitative data related to students' reading comprehension skills reinforces students' views, stating that they have reading comprehension skills. S3's statement supports the data in item 13: "I can understand the message or purpose that the author wants to convey in the story in the Let's Read application," with an average of 3.70. This shows that students not only understand the contents of the story, but can also capture the author's message or purpose, as expressed by S3, who stated that he did not find any part of the story difficult to understand.

"I find the stories in this app easy to understand. There are no difficult parts for me." (S3)

Qualitative data related to students' reading comprehension skills reinforces the students' view that they have reading comprehension skills. This statement is relevant to item 18: "I am confident in identifying the main idea of each paragraph in the reading in Let's Read," which has the lowest average, which is 3.17. Although S6 found the story's content easy to understand, he also acknowledged difficulties with excessive text. This is in line with quantitative data showing that some students are still not confident in identifying the main idea of a paragraph if the reading is too long or dense, as expressed by S6.

"I think the stories in this app are easy to understand. However, the excessive amount of writing makes it a little difficult to read." (S6)

Learning Motivation

The results of Table 4 show that the Let's Read application can increase students' learning motivation. This can be seen from the high average scores on statements such as the pleasure of completing reading assignments (mean 4.00), feeling that the application helps them learn to read more fluently (mean 3.93), and getting new ideas (mean 3.87). Students also showed enthusiasm for completing the reading so they could open new stories (mean 3.77) and stated that reading in this application was fun (mean 3.83). In addition, this application was also considered to help improve vocabulary (mean 3.60) and was preferred over playing games by several students (mean 3.53). Even so, the encouragement to complete all the stories in the application showed relatively moderate results (mean 3.13), indicating that learning motivation could still be further improved.

Table 4. Students' learning motivation

No.	Statements	STS	TS	N	S	SS	Mean	STDEV
19.	I enjoy completing reading assignments using the Let's Read app.	0%	0%	33%	33%	33%	4.00	0.83
20.	I feel motivated to complete all the stories in the Let's Read app.	3%	23%	37%	30%	7%	3.13	0.97
21.	I am motivated to complete the reading so that I can open new stories in the Let's Read app.	0%	3%	37%	40%	20%	3.77	0.82
22.	I will often use the Let's Read app to read in my free time.	3%	3%	40%	43%	10%	3.53	0.86
23.	I would rather read stories in the Let's Read app than play games.	0%	7%	47%	33%	13%	3.53	0.82
24.	I find reading in the Let's Read app fun.	0%	0%	30%	57%	13%	3.83	0.65
25.	I feel that reading in the Let's Read app increases my vocabulary.	0%	7%	37%	47%	10%	3.60	0.77
26.	The Let's Read app helps me learn to read more fluently.	0%	0%	33%	40%	27%	3.93	0.78
27.	I feel that reading in the Let's Read app helps me get new ideas for learning.	0%	0%	33%	47%	20%	3.87	0.73

Qualitative data related to student learning motivation reinforces students' views, stating that they have learning motivation. This statement supports the results in Table 4, especially those related to the ease of use of the application and accessibility of reading materials. Statement S1 aligns with the high score on the statement "The Let's Read application helps me learn to read more fluently" (average 3.93), indicating that ease of access without additional costs is a key factor in students' learning motivation, as expressed by S1.

"Yes, because the application is easy to use, the story is easy to read, and better than printed books because you do not have to buy it." (S1)

Qualitative data related to student learning motivation reinforces students' views, stating that they have learning motivation. This statement is relevant to the high average for the statement, "I feel that reading on the Let's Read application is fun" (average 3.83) and "I feel that reading on the Let's Read application increases my vocabulary" (average 3.60). S2 emphasizes the aspects of fun and improving reading skills as driving motivation, which is in line with the quantitative data, as expressed by S2.

"I feel that reading is more fun because there are many stories to choose from. By using this application, I can improve my reading skills more excitingly." (S2)

Qualitative data related to student learning motivation reinforces the views of students who state that there is learning motivation. This statement suggests that incorporating more engaging and diverse content, along with supportive features like audio and images, can enhance student learning

motivation. This can be associated with moderate results on the statement “I feel motivated to finish all the stories in the Let's Read application” (average 3.13), indicating that motivation to complete all stories can still be improved through feature and content innovation, as conveyed by S5.

“I hope this application adds more exciting and varied stories. If there are audio or image features, reading will be more fun.” (S5)

Effectiveness of Using the *Let's Read* Application in Improving Elementary School Students' Reading Literacy

Table 5 shows the mean and standard deviation of students' reading evaluation results in two class groups, namely the experimental class and the control class. The experimental class using the Let's Read application had an average value of 74.17 with a standard deviation of 18.34. In contrast, the control class had an average of 67.50 with a standard deviation of 20.71. The higher average value in the experimental class suggests that the Let's Read application has the potential to positively impact students' reading literacy, surpassing the effectiveness of conventional learning methods in the control class.

Table 5. Mean and Standard deviation on the two groups

	Groups	N	Mean	Std. Deviation	Std. Error Mean
Scores	Experiment	30	74.17	18.340	3.348
	Control	30	67.50	20.709	3.781

Table 6 presents the results of the t-test to determine the significance of the difference in reading learning outcomes between the experimental class and the control class. Based on Levene's Test, the significance value of 0.417 (> 0.05) indicates that the variance of the two groups is considered homogeneous. Furthermore, the t-test results show a significance value (Sig. 2-tailed) of 0.192 (> 0.05), which means that there is no statistically significant difference between the reading learning outcomes of students in the experimental class and the control class.

Table 6. Differences in reading learning outcomes between experimental and control classes

Scores	Levene's Test for Equality of Variances	t-test for Equality of Means							
		F		Sig.		Mean Difference		95% Confidence Interval of the Difference	
				t	df	Sig. (2-tailed)		Std. Error Difference	Lower
Equal variances assumed	.668	.417	1.320	58	.192	6.667	5.051	-3.443	16.776
			1.320	57.164	.192	6.667	5.051	-3.446	16.780

Discussion

The current study shows that the Let's Read application has a positive impact on elementary school students' reading literacy. The results of the questionnaire showed that the majority of students liked the illustrated stories presented in this application, with an average score of 3.83. This suggests that visualization in reading significantly enhances students' interest in reading. This finding is in line with the statements of [Aqil Siroj et al. \(2022\)](#) and [Joseph & Khan \(2020\)](#), which emphasize that a visual-based digital approach can effectively increase children's interest in reading in the digital era. Ease of access is also a determining factor, as highlighted by [Monalisa et al. \(2024\)](#),

Cahya et al. (2022), and Panjaitan et al. (2022), who state that high accessibility of digital media also encourages reading habits in students. Additionally, qualitatively, the results also showed that stories with strong moral values and narratives were highly preferred. This is in line with the findings of Daytona Putra et al. (2020), who emphasized the importance of educational and engaging content to increase student engagement.

In terms of reading comprehension skills, the Let's Read application shows a positive contribution. Students feel able to understand the contents of the story easily, as evidenced by an average score of 4.03 in the related statement. This result aligns with studies by Capodiecici et al. (2020) and Nurhabibah et al. (2023), who demonstrate digital-assisted learning programs to be positive on students' reading comprehension. However, the students' use of digital technology reveals the lowest in reading comprehension skills, yet the highest in vocabulary (Alakrash & Abdul Razak, 2021). Moreover, students' ability to retell the gist of the story showed a slight decline, reflecting the challenges in compiling and remembering information. This is under research by Shehu (2015), which states that reading comprehension is greatly influenced by the way information is delivered. Therefore, it is necessary to compile more structured and interactive content or materials to help students compile reading information more effectively. Students also mentioned that too much text can hinder reading comfort. This finding is supported by Syagif (2024), who explained that high cognitive load can reduce the effectiveness of reading comprehension.

Dealing with learning motivation, students showed a very positive response to the use of the Let's Read application. As many as 33% of students stated that they were pleased to complete reading assignments, with an average score of 4.00. The game aspect of learning that is implicitly presented in this application seems to have a significant influence in building students' intrinsic motivation despite some challenges in replacing gaming activities with reading, as evidenced by (Rukmana et al., 2024). This application also motivates and promotes students' self-confidence because of its ease of use, variety of stories, and free access, which is in line with research by Ni Putu Noviarini et al. (2024) and Hava (2021) on increasing accessibility through digital media and on increasing literacy through interactive applications such as digital storytelling. However, the addition of audio-visual features is proposed to increase appeal (Wanda et al., 2024).

Although there is a mean difference of 6.667 points, the difference is not statistically strong enough to conclude that the Let's Read application has a significant impact on improving reading learning outcomes. This is consistent with the opinion of Creswell & Creswell (2018), who stated that the insignificance of the results is often related to limited sample size or suboptimal intervention design. Therefore, further research is needed with a larger sample size and the integration of more intensive learning approaches to obtain more statistically meaningful results. However, this result is in contrast to a study conducted by Pratiwi et al. (2024), who found that there was a substantial score difference between the experimental and control groups, demonstrating that the Let's Read application significantly influenced the students' literacy skills.

Finally, this study offers a novel contribution by highlighting the use of the Let's Read application specifically in the primary reading classes in Indonesia, a context rarely explored in previous research. The uniqueness lies in combining illustrated digital stories with moral values to build reading interest while simultaneously fostering character education. Unlike other studies focusing solely on literacy improvement, this study integrates motivational and affective aspects, showcasing how interactive digital reading applications can enhance both cognitive and non-cognitive domains of student learning.

Conclusion

The use of the Let's Read application has been proven to provide a positive contribution to improving the reading literacy of elementary school students. Through an engaging illustrated story approach, students demonstrate a higher interest in reading and are better able to understand the content and message of the story. This study also revealed that this application can facilitate more enjoyable and interactive learning, thus encouraging students' motivation to continue reading. Student engagement increases due to the application's easily accessible features and reading materials that suit their interests. Although statistically, the increase in learning outcomes has not shown a significant difference between the experimental and control groups, qualitative findings show students' positive experiences with this application. Therefore, Let's Read has excellent potential as an alternative digital literacy media in elementary schools. To achieve maximum results, consider developing additional interactive content and features, such as audio or gamification, to make the content more attractive to students. Further research with a broader scope and longer duration of application use is also recommended to measure a more significant impact quantitatively.

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