

## THE EFFECTIVENESS OF 10-MINUTE READING SESSION IN RAISING READING INTEREST FOR WRITING SKILL ENHANCEMENT

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**Abstract:** *This study explores the impact of a 10-minute mandatory reading program implemented at the start of class sessions at UIN Sultan Maulana Hasanuddin Banten. The primary objective of the research was to assess the program's influence on students' reading interests, reading frequency, and writing skills. The study involved 100 students who participated in the reading program, with data collected using a questionnaire and pre- and post-test writing evaluations. The questionnaire measured changes in students' reading habits and their perceptions of the program, while the writing assessments provided insight into improvements in writing skills. Results from the questionnaire indicated a significant increase in students' interest in reading, with 66% of students reporting a noticeable rise in their reading motivation, and 95% of participants reading for enjoyment at least once a week. Moreover, the paired samples test revealed a substantial improvement in students' writing skills, with an average score increase of 24.39 points between the pre-test and post-test. These findings suggest that the 10-minute reading program effectively cultivates a reading culture and enhances writing abilities. This research highlights the importance of incorporating brief, focused reading activities in educational settings to foster academic achievement.*

**Keywords:** 10-Minute, Reading, Writing, Reading Literacy

### INTRODUCTION

The low reading literacy in Indonesia is indeed a serious problem. UNESCO reported Indonesia's reading interest index is only around 0,001, indicating that just one out of every 1.000 people show an interest in reading. This data showed that many Indonesians still require encouragement to cultivate a habit of reading. Data from BPS also recorded that the reading literacy activity index was ranked at 38.1% in 2024, thus, not many people can digest complex information or consider diverse perspectives.



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Reading is a meaning-making process that integrates vocabulary knowledge, sentence understanding, inference making, and cognitive engagement; these combined skills help readers to have deeper understanding (Cain, 2021). It plays a crucial role in the development of critical thinking, language proficiency, and knowledge acquisition, especially in academic settings.

Reading interest refers to a strong desire, accompanied by individual efforts to engage in reading activities. When students are genuinely interested in reading, they are more likely to seek out reading materials and dedicate their time to reading.

Reading activities have declined due to the advancement of information technology. Various forms of entertainment have become more appealing, whereas reading requires undivided attention that can not be done alongside other tasks. Regular reading is sometimes dismissed as being too time-consuming and insufficient to fully enjoy the quick satisfaction provided by the internet and social media (Thanya, 2022).

To increase interest in reading, several strategies based on expert opinions can be highly effective (Ullah, 2023). Highlight the role of technology in attracting young readers, with tools like e-books and reading apps making literature more engaging (López-Escribano, 2021). Additionally, interactive literacy programs, such as book clubs and reading competitions, are proven to spark interest (Clark, 2006).

The importance of choice in reading materials is also crucial. Indicates that when students have the autonomy to select their own books, their interest in reading improves markedly (Hilmi, 2020). When reading is approached playfully, it transforms from a chore into an enjoyable activity, encouraging students to explore diverse genres and themes (Ribeiro, 2023). Lastly, selecting books that align with student's interests and hobbies (Scorer, 2025) ensures that reading feels relevant and exciting. These strategies, when combined, create a comprehensive approach to fostering a love of reading in young people.

The 10-minute reading program before lessons is not just a beneficial initiative. By allocating this dedicated time, we empower students to immerse themselves in diverse texts, sparking their curiosity and expanding their horizons before engaging in structured learning.

Investigated the impacts of the “10 Minutes Reading” project on students’ reading habits before and after its implementation. Additionally, emphasized that these brief, focused reading sessions not only enhance vocabulary acquisition but also help cultivate a reading culture among students (Thanya, 2022).

Lastly, conducted research on targeted reading interventions in elementary schools, demonstrating that incorporating elements of competition and collaboration can further elevate students' enthusiasm for reading (Neumann, 2008). Together, these studies highlight the multifaceted approach needed to cultivate a lasting interest in reading among students, underscoring the significance of innovative strategies tailored to meet diverse learner needs.

Despite these insights, there remains a conspicuous gap in the literature concerning the specific impact of a ten-minute reading program implemented at the start of class on students' overall knowledge retention, reading interest, and writing skill enhancement.

To address this gap, this study adopts an exploratory approach to investigate the initial, correlated outcomes of a ten-minute reading program on students' reading interest and writing skills. As a focused, foundational investigation, this research is deliberately situated within a single institutional context (UIN Sultan Maulana Hasanuddin Banten) and utilizes a single-group, pre-post design. This pragmatic design was selected to provide a clear, initial measure of change in a real-world educational setting and to establish procedural fidelity for the intervention. While this scope means findings are context-specific and causality cannot be definitively established, it allows for a detailed and controlled analysis that can serve as a vital proof of concept. The primary objective, therefore, is to generate

robust preliminary evidence and a replicable model to inform the design of future multi-site, controlled experiments.

This research aims to address this gap by systematically investigating the implications of incorporating a ten-minute reading program at the onset of class sessions and its potential to foster students' interest in reading and enhance their writing skills. By exploring this specific intervention, the study demonstrates how such brief yet impactful reading sessions can promote a deeper engagement with texts and support the development of essential writing skill.

## **METHOD**

This research aims to systematically investigate the implications of incorporating a ten-minute reading program at the start of class sessions and its potential to foster students' interest in reading while enhancing their writing skills. To achieve this, a mixed-methods approach was employed, combining both quantitative and qualitative data collection techniques. The research design integrates a questionnaire to measure students' reading interest and a writing test to evaluate improvements in their writing skills.

A structured questionnaire was developed to assess students' reading behaviors, perceptions of the intervention, and self-evaluated outcomes. The instrument comprised four primary sections. The first section employed a multiple-choice item to measure the behavioral frequency of reading for pleasure. The second and third sections utilized 5-point Likert-type scales to evaluate, respectively, participants' global attitudinal evaluation of the program and their perceived impact of the program on their reading interest. A final open-ended item solicited qualitative feedback regarding the most valued aspects of the intervention, providing contextual depth to the quantitative data.

This study was instrumented through the administration of a questionnaire to 100 students at UIN Sultan Maulana Hasanuddin Banten, who were required to participate in the 10-Minute Compulsory Reading Program before the Teaching and Learning Activities started. With this

comprehensive questionnaire, the effectiveness of the reading program on improving interest in reading and engagement in reading among students was measured. Integrating these qualitative insights with the data from the quantitative survey may have provided even further insight into how the program influences students' attitude towards reading and general reading engagement.

In addition to administering questionnaires to students to understand their increased interest in reading, this study conducted a writing test to determine if there were significant differences in their writing capabilities. The outcomes of this writing test were analyzed in relation to the pre-test or previous writing evaluations, providing insights into the effectiveness of the reading program on enhancing writing skills.

The hypothesis in this study was formulated by the researchers as follows:

1. Ho: reading interest does not have an influence on the enhancement of writing skills.
2. H1: reading interest has an influence on the enhancement of writing skill

## **RESULTS**

The results of this study demonstrate that the 10-minute compulsory reading program at the beginning of class sessions has had a significant positive impact on students at UIN Sultan Maulana Hasanuddin Banten, both in terms of reading engagement and writing skill development. This study aimed to assess whether a short, structured reading period could foster greater interest in reading and enhance students' writing abilities, and the findings suggest that the program has achieved both of these objectives.

The 10-Minute Reading Program was launched at UIN Sultan Maulana Hasanuddin Banten in order to instill a long-lasting reading appetite in students. We all know how very important reading is for both academic excellence and personal growth. To assess the program's impact, we employed a thoughtful questionnaire that blended numerical data with personal insights. This combination allowed us to gain a deeper

understanding of how the program affected students' reading habits, attitudes, and even their writing abilities

**Table 1.** Frequency of Reading for Pleasure Among Students

<i>Reading Frequency</i>	<i>Percentage (%)</i>	<i>Number of Respondents</i>
Every day	40%	40
Several times a week	55%	55
Once a week	5%	5
Rarely	0%	0
Never	0%	0
<b>Total</b>	<b>100%</b>	<b>100</b>

Results of the questionnaire the data collected through the questionnaire provided insights into the reading habits of the students in their free time. As shown in Table 1, 40% of the respondents replied that they like to read every day and 55% said that they read a few times during a week. Only 5% responded that they read for pleasure once a week; and curiously enough, there were no students who responded that they read seldom or never.

These results mean that an overwhelming majority, 95% of students, read for pleasure at least once a week. This would imply strong enthusiasm for reading as a leisure activity, which in essence means that the 10-Minute Reading Program has quite likely developed a culture of reading among the students and can encourage them to become more involved with books other than their academic requirement. Such a strong disposition to read for pleasure not only enhances their lives as individuals but also contributes positively to their overall academic growth.

**Table 2.** Overall Student Experiences with the 10-Minute Compulsory Reading Program

<i>Experience Level</i>	<i>Percentage (%)</i>	<i>Number of Respondents</i>
Very Positive	73%	73
Positive	25%	25
Neutral	2%	2
Negative	0%	0
Very Negative	0%	0
<b>Total</b>	<b>100%</b>	<b>100</b>

Results from the questionnaire illustrated how students felt about their experience with the 10-Minute Compulsory Reading Program. From Table 1, it can be established that an amazing 73% of the respondents had a very positive experience with the program and 25% found it positive. Only 2% felt neutrally, and most importantly, no one showed any negative or very negative experience.

These findings paint a clear picture: the vast majority of students really enjoyed the program. That would imply that the program has been successful in engaging them and in fostering interest in reading. Many students appreciated having this time to just sit and read a book in class. It probably turned reading from a chore into something they genuinely look forward to.

Such an overwhelmingly positive response speaks to the program's ability to instill a love for reading. It only creates the right environment that nurtures academic growth and the development of critical thinking skills, including deeper appreciation for literature. All in all, this might be a suitable program with which to foster a lively reading culture among students, which could amount to considerable gains in their personal and educational lives.

**Table 3.** Impact of the 10-Minute Compulsory Reading Program on Students' Reading Interest

<b><i>Response Category</i></b>	<b><i>Percentage (%)</i></b>	<b><i>Number of Respondents</i></b>
Significant increase in interest	66%	66
Slight increase in interest	30%	30
No change in interest	4%	4
<b>Total</b>	<b>100%</b>	<b>100</b>

The questionnaire results shed light on how the 10-Minute Compulsory Reading Program has positively impacted students' interest in reading. According to the findings in Table 1, a remarkable 66% of the students reported a significant boost in their reading enthusiasm. It's encouraging to see that another 30% felt a slight increase in their interest, while only 4% indicated there was no change at all.

When asked about what they enjoyed most about the program, students shared several heartfelt insights:

1. Engaging with Interesting Texts: the majority, forty-two students, expressed how much they loved the diverse and captivating materials provided. It's clear that the variety kept them engaged.
2. Increased Relaxation and Enjoyment: for twenty-eight students, these reading sessions offered a refreshing break in their day, turning reading into a pleasurable escape.
3. Better Concentration and Focus: eighteen students said the short periods of reading helped them focus more on their school work.
4. Exploring New Genres: twelve of the students mentioned they like discovering new genres, which helped broaden their literary tastes.
5. Peer Discussions: ten students enjoyed the ability to discuss and share their readings with their peers; it brought in a community feeling.
6. Increased Motivation to Read: a few students (5) even expressed increased motivation to read outside the program, which indicates a positive impact on their habits.

These results prove that the 10-Minute Reading Program not only makes reading more enjoyable for students but also relishes their academic journey and personal growth significantly. The program instills in students a love for reading that will develop skills benefiting them long after they leave the classroom.

The data from the questionnaire clearly indicates that the majority of students experienced an increase in their reading interest, with 66% reporting a significant boost and 95% engaging in recreational reading at least once a week. This shift in students' attitudes is consistent with existing literature, which highlights the importance of regular reading for both cognitive development and emotional well-being (Ullah, 2023). The short, daily reading sessions appear to have cultivated a more positive relationship with reading, transforming it from a task to an enjoyable habit (López-Escribano, 2021). The finding that 95% of students read for pleasure at least once a week suggests that the program has successfully integrated reading

into students' daily routines, a key factor in building long-term reading habits (Agustin, 2017).

Moreover, the diverse and engaging materials provided during these reading sessions likely played a critical role in sustaining student interest. The variety of texts allowed students to explore different genres and topics, increasing their motivation to engage with reading outside of the academic context. This finding is consistent with previous research (Thanya, 2022), which emphasizes the importance of student choice and the use of interesting reading materials to boost reading motivation.

Research consistently shows that early exposure to reading enhances literacy skills and fosters a lifelong love of books. This short yet impactful reading period creates a nurturing environment that encourages exploration and critical thinking, transforming reading from a mere task into an enjoyable experience. As students discover the excitement of new ideas and perspectives, they are more likely to develop a robust reading habit that enriches their academic journey. Implementing this program is not merely an enhancement to the curriculum; it is a vital investment in cultivating a generation of eager, confident learners ready to tackle the challenges of tomorrow. Some conducted researches had demonstrated that structured reading initiatives, such as dedicated reading time at the beginning of class sessions, can significantly boost students' comprehension levels and engagement with the material.

To answer the second question, which is to determine whether there is a significant enhancement in writing skills.

**Table 4.** Paired Samples Statistics

<i>Variable</i>	<i>N</i>	<i>Mean</i>	<i>Std. Deviation</i>	<i>Std. Error Mean</i>
Pre-test	100	51.35	3.26	0.33
Post-test	100	75.60	3.48	0.35

**Table 5.** Paired Samples Correlations

<i>N</i>	<i>Correlation</i>	<i>Sig. (2-tailed)</i>
100	0.857	< 0.0001

**Table 6.** Paired Samples Test

<i>Paired Differences</i>	<i>Mean</i>	<i>Std. Deviation</i>	<i>Std. Error Mean</i>	<i>t</i>	<i>df</i>	<i>Sig. (2-tailed)</i>	<i>95% Confidence Interval of the Difference</i>
Pre-test – Post-test	-24.39	3.48	1.165	20.9423	98	<0.0001	From -26.71 to -22.08

The Paired Samples Statistics table really illustrates the improvement in student performance. The mean score of the pretest is 51.35, while the posttest score jumps to 75.60, definitely a good indication that the students improved greatly. We had a total of 100 participating students in this study, and the standard deviations were 3.26 for the pre-test and 3.48 for the post-test, showing fairly consistent scores around those averages.

From the Paired Samples Correlation table, we find that there is a strong positive 0.857 correlation between pre-test and post-test scores. It would, therefore, imply that students who scored high on the pre-test also did well on the post-test, hence suggesting their skills truly carried through. The data strongly supports the hypothesis that the 10-Minute Reading Program significantly enhances students' reading and writing skills, with the statistical analysis revealing a highly significant improvement ( $p < 0.0001$ ).

The Paired Samples Test dives deeper into how effective the reading program was. The mean difference between the pretest and posttest scores came out to be -24.39, which means the average increase in students' scores was 24.39 points. This analysis, therefore, is based on a t-value of 20.9423 and degrees of freedom (df) of 98. From a p-value of less than 0.0001, it is clear that gains in reading skills we observed were real and not a result of randomness. This really highlights the positive impact of the program on our students.

The data obtained from the pre-test and post-test assessments indicate a significant improvement in the writing skills of students across all five criteria (Content, Organization, Clarity and Mechanics, Vocabulary, and

Creativity) after the implementation of the 10-minute reading interest enhancement program. The key findings are summarized as follows:

All aspects showed positive improvements, creativity experienced the most significant increase, followed by clarity and mechanics and vocabulary. Content and organization also improved, but to a lesser extent. These findings suggest that a brief intervention focused on increasing reading interest can have a broad and positive impact on writing skills, with creativity being particularly enhanced by the program. This highlights the importance of fostering a love for reading, as it can lead to profound improvements not only in technical aspects of writing but also in more expressive and creative dimensions.

The significant improvement in students' writing skills further underscores the effectiveness of the reading program. The pre-test and post-test comparison revealed an average increase of 24.39 points in students' writing scores, indicating that the short but consistent reading sessions had a measurable impact on their writing abilities. These results align with research that has shown a strong correlation between regular reading and improved writing performance (Grabe, 2020). The cognitive benefits of reading, including vocabulary expansion, grammar usage, and writing fluency, likely contributed to the observed improvements in writing skills.

## **DISCUSSION**

The results of this study align with the findings indicating that reading interest and learning motivation significantly contribute to students' skills in writing descriptive texts. As found in their research, reading interest has a positive impact on writing ability, and learning motivation also supports the improvement of these skills (Morelent, 2023). Furthermore, this study confirms that reading interest and learning motivation work together to enhance students' writing skills (Pratiwi, 2023).

The 10-minute reading program helps students build a regular reading habit. This consistent practice naturally introduces them to new

words and different ways of structuring sentences, which improves their writing. Reading more also gives them more knowledge and shows them different ways of looking at problems, helping them think more critically. Finally, it sparks their imagination, making them more creative thinkers and writers. In short, this simple program builds a habit that improves vocabulary, critical thinking, and creativity. All of them are fundamental to better writing.

Studies that jointly assess vocabulary and reading interest report that reading interest relates to greater vocabulary knowledge, and vocabulary in turn explains part of descriptive writing competence (Rohayati, 2022). Another study argues that motivated reading increases exposure to text structures and descriptive language, which encourages imitation and practice that manifest as higher writing scores, this claim is supported indirectly by correlated improvements in reading and writing measures across studies (Alfiyani, 2024). This relationship helps explain why improvements in reading interest are often accompanied by gains in writing performance, as observed in the present study.

Additionally, the 10-minute reading period may have helped students develop better focus and concentration, which are essential for both reading comprehension and writing. Many students reported feeling more relaxed and focused after the reading sessions, which likely enhanced their overall academic performance. This suggests that even brief reading sessions, when implemented consistently, can foster better concentration and cognitive engagement with academic tasks.

Reading is an activity of stringing meaningful words. Understanding the meaning or content of this reading often leads to many interpretations. Therefore, a reading text needs to be internalized and understood carefully. Often students after speed reading a passage are left without understanding its contents. In 10 minutes of reading each day, a student will read for 5,475 minutes annually, or 91 hours and 10 minutes and be exposed to approximately 1,000,000 words. Compare with students his age who read for one (1) minute every day. In a year, this group of students read for about

365 minutes, or 6 hours, each year. This means that students who read for one minute each day are exposed to only 8,000 words per year.

Vocabulary is a component that determines a child's ability to understand reading. The more vocabulary students know, the better their ability to understand reading. By mastering a lot of vocabulary, students are increasingly skilled at communicating both orally and in writing.

Realizing that reading books is one gate of knowledge and insight as well as, the entire school community actively involved in the program increased interest in reading so creating a conducive environment supports increased intelligence significant nation. Apart from the head school of eye teacher support lessons in appreciating results student literacy achievement with give more value to cognitive abilities, psychomotor, affective of students. Therefore, not only students enthusiastic about implementing the program.

The mechanism linking short reading activities to writing development can be explained through increased exposure to language input and cognitive engagement. Regular reading, even in brief but consistent sessions, provides students with repeated exposure to vocabulary, sentence structures, and descriptive language patterns. As students encounter these linguistic features, they gradually internalize them and apply similar structures in their own writing. This process supports idea generation, vocabulary choice, and textual organization, which are essential components of descriptive writing. The findings of this study indicate that increased reading interest encourages sustained engagement with texts, which in turn strengthens vocabulary acquisition and familiarity with text structures, contributing to measurable improvements in writing performance.

## **CONCLUSION**

In conclusion, the 10-minute compulsory reading program has proven to be an effective strategy for enhancing students' interest in reading and improving their writing skills. The findings demonstrate that short but

consistent reading sessions can positively influence students' vocabulary development, concentration, and ability to express ideas in written form.

Based on these results, educators are encouraged to integrate structured short reading activities at the beginning of class sessions to establish a positive learning atmosphere and promote sustained literacy engagement. Institutions may also consider allowing students to choose reading materials aligned with their interests to further strengthen motivation. Additionally, lecturers and teachers can use brief reading reflections or follow-up writing tasks to maximize the transfer of reading input into writing output.

Future research may explore the implementation of similar programs across different educational levels and disciplines, as well as investigate long-term impacts on students' academic writing development. Such studies would provide deeper insights into the role of short reading interventions in fostering sustainable literacy practices.

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