

Exploring the Impact of Pleasure Reading on Readers' Interest and Motivation: A Qualitative Case Study of Literacy Practice in Semarang Book Club and Sundayreads Book Club

Farizka Aulia Dianti¹, Yuliati², Zulfa Sakhiyya³

^{1,2,3}Master's Program of English Language Education, Faculty of Language and Arts, Universitas Negeri Semarang, Semarang, Indonesia.

Corresponding Author: Farizka Aulia Dianti

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ABSTRACT

Several previous studies believe that pleasure reading can improve someone's reading ability and develop their reading habit, especially after the recent result of Indonesia's declining reading score in PISA 2022. This research explored the influence of pleasure reading in the book club environment on their reading interest and reading motivation. The research used a qualitative case study to focus on the two book clubs, Semarang Book Club and Sundayreads Book Club. The data is collected through observation from the book clubs' activities, distribution of the pre-questionnaire and post-questionnaire, and interviews with the founders of the book clubs. Data analysis was conducted descriptively through qualitative coding to identify the factors that influence reading interest and motivation. The results showed that pleasure reading activity in the book club has given positive influences on the participants' reading interest and motivation. The main factors that influence the increase include relaxing and non-pressuring reading activity, social interactions from peer readers, opportunities to reflect and share their reading experiences, book club strategies in maintaining the members' engagement, and many more. The pleasure

reading activity proved to help the participants develop their identity as readers and develop continuous intrinsic and extrinsic motivation.

Keywords: Pleasure Reading, Reading Interest, Reading Motivation, Book Club

INTRODUCTION

The Organization for Economic Co-operation and Development (OECD) placed Indonesia in rank 74th among 79 countries in the reading category based on the PISA 2022 (1). We only reached a score of 359 out of an average of 500, which makes this score the lowest score throughout reading Indonesia's scores in PISA from year to year. The data reflects how alarming Indonesia's literacy rates are. Nowadays, reading is not the only option to do in leisure time. In this digital era, there are more exciting things like video games and social media, which can negatively lead to reading less.

In response to this concerning reality, many local communities encourage people to do pleasure reading, especially in the post-pandemic situation around the end of 2022. In Central Java, there are the Semarang Book Club and Sundayreads Club. Semarang Book Club became active in late 2022 and is one of Semarang's most significant local communities. Sundayreads Club is a book

club based in Magelang that became active in May 2023. These people in the book club communities have their own interests and motivations in joining the book clubs. This statement is supported by (2), who concluded that local communities and social interactions can influence readers' motivation and interest in reading. Reading interest and motivation themselves have several influencing factors. Book club activities included pleasure reading and discussion as their main activities. Pleasure reading is reading for enjoyment based on someone's willingness to choose their reading based on their interest and reading preferences (3). A person can choose to read *The Chronicles of Narnia* in her free time; a child can read bedtime stories before going to sleep. The similarity between them is that the readers choose their own reading and are willing to read without anyone asking or forcing them to read. They enjoy the activity without being burdened; it gives them relaxation.

Joining a book club not only boosts reading motivation but also creates a greater interest in reading for pleasure as each member shares their unique opinions and recommendations. Book club is a space to give readers the opportunity to discuss, share ideas, and express their emotions towards their reading. In the educational field, several researchers who held book club activities in schools and classrooms claimed that there are improvements in students' reading interest and reading motivation. Not only did students show a positive attitude in reading, but also their academic achievement is improved in certain subjects (4–6).

While people still see literacy as a basic cognitive skill to read and write, the recent theory of literacy practice by (7) stated that literacy is shaped by social context. Following Brian Street's Ideological Model of Literacy, literacy in book clubs is shaped by social and cultural context. In academic context, reading is a basic skill for us to comprehend text by reading and writing, students learn and develop their technical and neutral skills by texts exposed in

coursebooks. However, book clubs provide a literacy practice in which people's approaches to reading and writing are based on their concepts of knowledge, identity, and existence. The approaches to reading for academic and recreational purposes are significantly different, especially regarding reading interest and motivation. Students read course books, articles, journals, etc., usually meant to support their academic expectations set by the curricula in school. External influences are often found in academic reading, as it still uses the traditional model of literacy. But reading outside school assignments such as pleasure reading is based on the reader's voluntary actions and is driven by personal interest, emotion, curiosity, etc. Pleasure reading is beyond technical and neutral skills or cognitive and mental state of the reader, it allows us to study in integrated range

Unfortunately, there is no exact statistical data of how many book clubs around Indonesia. According to (8), based on the data from the administrator of Community Reading Park across Indonesia, there are 3.537 Community Reading Park (TBM), not including that haven't been recorded. There is no official national statistical data on the number of book club communities across Indonesia yet, since most of the research in book clubs often focus on one community, campus, or region, not from a national survey. The researcher only knows a few of the book clubs in Semarang city, such as Semarang Book Club, Semarang Book Party, and Halaman Kecil, and for Magelang city, there are Sundayreads Book Club and Magelang Book Party. Nevertheless, reading in an academic context is more about the skill to do literacy, while reading in book clubs is a literacy practice which emphasizes the social use of the skill.

This study explored how pleasure reading affects readers' reading interest and motivation and the factors that influence them. Activities like reading together can improve readers' willingness to read and write. This is why Book Club Semarang and Sundayreads Book Club were chosen as the

research sites in this study, and the participants were taken from these book club. Based on the gaps from the previous studies and recent data, this study aims to answer the question: (1) How does the pleasure reading program in book clubs influence their members' reading interests? (2) What element of the pleasure reading program at the book club environment influences members' reading interests the most? (3) How does participation in pleasure reading through book club activities impact members' reading motivation? (4) What specific factors in the book club influence members' reading motivation? (5) How does the growth and shift in readers' reading interest and motivation during pleasure reading in book clubs? This study focuses on the implementation of pleasure reading within the informal book club settings, it highlights on how participation in the book club's literacy practice is able to enhance reading interest and motivation.

LITERATURE REVIEW

Research regarding reading interest and motivation in pleasure reading is developing, especially with many literacies communities such as reading parks and book clubs. They have the role of being a social space for readers to interact and share reading experiences. Pleasure reading has several other names, such as voluntary reading (Krashen, 1998), ludic reading (10), and in pedagogical context is extensive reading (11,12). Pleasure reading gives someone pleasure, relaxation, and satisfaction as a hobby or habit because the readers have control of what they want to read which makes pleasure reading activity popular among readers and is frequently done during their leisure time (3). When people read because of personal enjoyment, the reading process would be more natural and continuous. Readers who enjoy their reading have higher frequency of reading, choose reading based on their preferences, and show high motivation to understand the reading. Hence, pleasure reading is a significant foundation to develop strong reading interest

and motivation. This concept should be implemented in the activity that emphasizes freedom of book choice, relaxing ambience, and pleasure-based discussion to share perspectives, not based on academic. Pleasure reading has positive influences in improving reading skills, enriching vocabulary, and reading behaviour (9,13). However, this research focused on pleasure reading as social practice based on Ideological Model of Literacy (street). Literacy is not limited to cognitive skills, but also social practice that is based in cultural context and certain ideology. Pleasure reading in a book club has improved their vocabulary and increased their reading interest (4,6). Book club discussions build an understanding of the complex aspects they encounter in reading. Readers will also feel an emotional connection throughout the meeting when discussing the books they read (14). Literature study in the Indonesia community reading parks (TBM) (15) stated that from the 15 community reading parks that have been running in several regions in Indonesia run by local communities, they all have a variety of activities to increase reading interest and reading motivation in them, regardless of age and gender. All the activities in the reading parks have positive goals with the output expected to increase the literacy level of the surrounding community in order to expand the literate society. Reading activity in the book club is a space to share ideas, experience, and perspectives that build social identity as reader. Discussion about books read by the readers enabling them to share ideas, social reflection, and connection between text and reality (16). Therefore, book clubs become literacy spaces where active readers reflect and interpret text according to their experience and social context. This is because literacy is social practice and is more effective in improving critical awareness and readers' engagement towards the text. Several theories and recent studies explain that reading activity based on someone's enjoyment and social engagements can significantly influence their reading interest

and motivation. In the development of reading interest from Four-Phase Model of Interest Development (17), the theory illustrated how interest develop through four phases, such as triggered situational interest, maintained situational interest, emerging individual interest, and well-developed individual interest. First phase in the book club's reading activity emerges when the members are interested to join in book discussion because of situational support from enjoyable ambience and interesting topics. With more participation along with positive experiences and valuable social interactions, situational interest can grow into more stable interest in a long period. Social factors such as peer support and conducive ambience are significant to maintain their reading interest longer. Some reading interest aspects that more attention are fondness of reading, awareness of reading, benefit, reading frequency, reading quantity, pleasure, willingness, consciousness, and attention (18). These aspects can be found in the book club activities, such as discussion, peer recommendation, and social supports that strengthen positive perspectives towards reading activity. This is also in line with Four-Phase Model of Interest Development (19) and Ideological Model of Literacy (7) that emphasize the importance of positive experience to strengthen reading interest and how literacy and social practice are coherent. Some recent studies showed that long-term reading interest came from connection between reading activity and personal experience, reflection, and social interaction (Locher). Readers who are participated in literacy discussion were mostly develop a sense of belonging and make reading as part of their identity. Social interaction also increases confidence and happiness in reading which strengthen intrinsic motivation.

Internal factors such as reading habits, motivation, and cognitive development have a significant effect on the reading interest itself. The external factors, such as minimum access to good reading quality,

socioeconomic factors, and digital influence, also contribute to the low rate of reading interest in Indonesia (20). The digital environment influences reading interest in various elements, such as social media, academic, and recreational reading. Meanwhile, traditional reading, like print-based reading, is still popular among readers and students; the selection of reading format and its purpose affect reading interest, especially in non-academic contexts (21). Given access to reading on gadgets, their attention span are often distracted by entertainment features in gadgets, which leads to low reading interest and a lack of knowledge if this remains until adulthood (22). In sociocultural context, environmental awareness and parental education have a big influence on someone's development of reading interest (23). 76% of students grew up in a family with a good reading attitude, which becomes a habit in their family. Reading is always associated as an academic activity, though some students are basically just not interested in reading; there were students who thought reading was a boring activity, and they also lacked self-motivation in reading because they chose games and social media instead of reading (24). The curriculum of Indonesian schools needs to be developed more, especially to emphasize the awareness of reading. Tahmidaten & Krismanto (25) talked about how the text only has textual and visual aspects rather than understanding the graphic or data.

The base of research in reading motivation is Self-Determination Theory (26) which emphasizes three basic needs of human, they are autonomy, competence, and relatedness. Autonomy emerges from independent reading choice according to one's preferences; competence develops when they can understand and comprehend the text; relatedness shaped during activity which connects with social interaction and environmental support. The three basic human needs of motivation also differentiate between intrinsic motivation and extrinsic motivation. Intrinsic motivation came from internal encouragement, such as curiosity

and personal enjoyment throughout reading activity. Extrinsic motivation influenced by external factors, such as recognition, expectation, or purpose. In book club environment, this theory is relevant because discussion and social interaction may fulfill the readers' needs of engagement.

Two-Factor Model of Reading Motivation (27) divided reading motivation into intrinsic motivation and extrinsic motivation. Intrinsic motivation indicators include curiosity, cognitive engagement, and personal enjoyment. Extrinsic motivation includes social motivation, recognition, and compliance. Practically, these intrinsic and extrinsic factors interact with each other. For example, when the member of the book club is reading due to social encouragement to participate in discussion, the extrinsic factor develops into intrinsic motivation when the activity is causing personal satisfaction and pleasure. This theory expanded by emphasized the importance of social relationship in maintaining long-term motivation (28).

Recent studies highlight the strong connection among intrinsic motivation, cognitive engagement, and reading achievement (29,30). They found readers with high curiosity are easier to gain academic success and maintain long-term reading habit. In the other hand, readers who depend on extrinsic motivation only mostly experience motivational decline when the extrinsic factors disappear. Therefore, successfulness of a reading program, especially in a book club depends on how the activity can collaborate intrinsic and extrinsic factors in a ballanced way. Expand reading references through peer recommendation and discussion with peer readers contribute to cognitive growth and increase reading motivation. Pleasure reading is claimed to be one of the strategies to improve reading motivation. Vogrinčič Čepič et al. (31) discussed how pleasure reading is a strategy that promotes reading towards readers' requirements, preferences, interests, and decisions. It is suggested that by using pleasure reading, readers might gain

motivation to read. The research also suggested that reading in groups may emphasize the social aspect of reading and increase motivation to read, especially in those who have the same purpose. Research from Gunobgunob-Mirasol (32) about reading motivation towards Filipino college students resulted in a high level of reading for academic purposes and recreational purposes. This research reveals that pleasure reading might increase reading motivation. The result of research about the influence of extensive reading on students' reading motivation showed that students were more likely to be motivated to read when they chose the reading with their own interest and fondness (33). The same result came from Ro and Kim (34), who showed positive results of how pleasure reading improves Korean students' reading motivation. English Language and Literature students tend to read more than others because they find it necessary to read, especially since their major relies on reading to enhance their knowledge (35). Another previous research finding found that readers' reading skills are higher than their reading motivation (36). Lack of reading resources or reading collection might be the reason why readers' reading will be low. Students' selection of books represents their mental state and the balance between enjoyment and difficulties they face during reading (37). It is important to provide a variety of engaging, understandable, and easy-to-read texts that will enhance readers' reading interest and motivation (38).

However, there is a lack of previous studies focused on readers in informal, community settings. Previous studies were dominated by studies of reading in institutional contexts, such as schools, universities, and community reading parks that emphasized curriculum in their implementation. The concern for the book club community, which also nurtures and promotes literacy, seems lacking. Limited studies of the book club influence on readers' reading interest and motivation make this study address that gap by exploring how pleasure reading in book club settings

influences participants' reading interest and motivation. Focusing on Semarang Book Club and Sundayreads Book Club, this study contributes to enlightenment in social interaction and intrinsic and peer influence in fostering reading culture beyond the academic context.

MATERIALS & METHODS

This study used a qualitative case study to conduct research. The qualitative approach helps to gain a detailed perspective on the events studied with accurate data (39). There are several strengths in using the qualitative approach. The qualitative approach gives perspective on the exploration of the same type of research; the topic can be explored widely and has broad investigation, and this research method also helps to recognize the values, assumptions, and beliefs in the events studied (40). Case studies critically analyze the data within a particular context, especially with broad and complex issues. This research aims to explore how pleasure reading impacts reading interest and motivation in readers in a book club. Detailed and broad data is necessary to enrich the answers to the research questions. A qualitative case study helps process the data collected. Align with the purpose of the research; to explore the influence of pleasure reading on readers' reading interest and motivation in a book club environment, the qualitative case study design has flexibility and in-depth analysis to investigate detailed experiences, emerging patterns, and contextual influences. It is proposed to answer the research questions about the impact of pleasure reading on readers' reading interest and motivation.

The participants were the active members of the Semarang Book Club and Sundayreads Book Club. The book club members are primarily high school students, university students, and working people. The total of participants from Semarang Book Club is 23 participants and 11 participants from Sundayreads Book Club.

The data was collected through observation, questionnaires, and interviews. In this

research, the researcher used participatory observation. The researcher participated in the book club activities to observe the aspects in the observation sheet. The observation sheet, as one of the instruments, was adapted from Self-Determination Theory and the Two-factor model of motivation. Participatory observation is required so the researcher can understand more about the social aspects that happened in real time and participants' behavior in the book club environment. According to Hikmawati (41) participatory observation with complete observation is the researcher's greatest level of involvement in the research activities with natural ambience.

Questionnaires were used to investigate how pleasure reading influences readers' reading interest and reading motivation, and to analyze the factors affecting readers' reading interest and reading motivation. This research questionnaire used open-ended to acquire detailed data from the participants and closed-ended questions provided simple and structured data, which benefits the participants through spontaneous answers in the answer scale (42). The pre-questionnaire was implemented after the first observation session. It identified the basic understanding of participants' reading interest and motivation before they participate in the book clubs' activities. After the fourth observation session, a post-questionnaire was conducted to ensure the participants had an experience of pleasure reading in the book club environment. It reflected the participants' pleasure reading journey in the book club environment and identified their reading interests and motivation's growth and shifts during pleasure reading in the book clubs. The instrument indicators were based on the Nine-Aspect Model of Interest, the Four-Phase Model of Interest Development, and the Motivation for Reading Questionnaire (43).

The semi-structured interview performed after the participants completed the post-questionnaire and focused on the viewpoints of Semarang Book Club's and Sunday Reads Book Club's founders. This interview and

the instrument's indicators are based on Street's Ideological Model of Literacy, which sees reading as a social activity shaped by cultural and institutional aspects. The purpose of each interview question is to unwrap how pleasure reading is conducted and experienced within the book club environment, and how the community practices influence members' reading interest and motivation. The researcher conducted the semi-structured interview due to its effective in-depth responses, while it still allows the emergence of new insights (44).

The collected qualitative data were analyzed using qualitative content analysis, following Miles et al. (45) method of data analysis, which consists of three phases: data condensation, data display, and drawing conclusions. The data condensation process involves selecting and analyzing the data collected from the observation, questionnaire, and interview. The data selected was used to support the answers to the research questions. The data analyzed from observation, questionnaire, and interview displayed to show the pattern of the data. This helps to understand the result and draw conclusions. The observation and questionnaire results were shown in the table used in all four sessions of each book club, and the interview results were displayed in a narrative descriptive to deliver a deep understanding in the specific context (46). Then, a conclusion will develop if the data collection and analysis are completed (45). The conclusion should cover all the processes, from collecting and analyzing the data to determining the result. A conclusion was made based on the data analyzed from the observation, questionnaire, and interview. This step is intended to discover the answers to the research questions and the findings of the research after the data selection and display.

A triangulation is conducted to strengthen the validity and credibility of the research; it helps to enhance each source of information and gathers proof to back up a claim (47). Triangulation is one of the best ways to straighten the data of the research and the

actual event during the data-collecting process (48). There are three types of triangulations: source triangulation, technique triangulation, and time triangulation (49). This research used source triangulation that sharpens the data's validity by cross-checking and comparing the collected data and technique triangulation that supports the reliability of the data because this research uses three different data collection instruments: observation, questionnaire and interview.

RESULT

The Influence of Pleasure Reading Program in the Book Club Environment on The Book Club Members' Reading Interest

The results of four-session observations in Semarang Book Club reflect that introduction session and discussion session becomes the most anticipated moment for the members. The activities mostly gain excellent rate due to its warm and active participation from the members. Silent reading sessions often go well, even with several distractions the participants can still maintain their focus. Enthusiasm, reflection, focus, social encouragement, and comfortability indicators are constantly rated good until excellent, show participants' high emotional and cognitive engagement. Pre-questionnaire data confirmed the observation data with most of the participants responded self-reported high interest in reading during their interaction with fellow readers. The most prominent indicators are curiosity, peer influence, challenge, and emotional connection. Open-ended responses highlighted some key aspects of the participants' responses regarding the influence of pleasure reading in the book club on reading interest, such as joyful experience, peer influence and connection, secure and safe environment, learning and sharing, and habit building. The founder of the Semarang Book Club emphasized that pleasure reading is supposed to base on independence, exploration, and enjoyment. The founder rejected approaches that

pressure the members' attendance and reading goals, otherwise give a safe space and independence attendance based on the participants' interest and motivation, not an obligation.

The Sundayreads Book Club participants, through observation, showed stable qualities in their activities that emphasized on flexibilities on time and space. The comfortable environment and ambience, positive social interactions, and peer support become the main strengths. Pre-questionnaire data showed that almost all the participants self-reportedly have high interest in reading. Their reading interest dominated in continued engagement, challenge, and emotional connection. The participants, through open-ended responses indicated some key aspects, such as social interaction, learning and sharing, personal enjoyment, building and rebuilding reading habit, positive environment, and cognitive growth. The founder of Sundayreads Book Club explained pleasure reading in Sundayreads Book Club as a personalized and friendly reading experience that based on comfortability and independence. They have a structured agenda but flexible, and the members will do their self-paced reading. Respect toward diversity of genres and interest become key to build positive reader identity and continued interest engagement.

Element of the pleasure reading program at the book club environment which influence members' reading interests the most

Through the pre-questionnaire, the Semarang Book Club participants viewed discussion session as the most anticipated moment, similar as the founder's perspective about the discussion session itself. They can do idea sharing, find reading recommendation, and develop their reading habit. Four sessions of observation data reported increases in the participants' enthusiasm and reflection throughout the activities.

Sundayreads Book Club participants thought that discussion session is the most influential element that influence their reading motivation. The participants stated that discussion session give them space to share opinions, practice public speaking, and broaden their understanding from different perspectives. Even though the discussion quality is not much significant, enthusiasm, and social encouragement among participants increased throughout the meeting. These prove that discussion session becomes a primary trigger in both book clubs that strengthen their reading interest through social interaction and ideas and opinion sharing. The Semarang and Sundayreads Book Clubs' environments help to create inclusive social ambiances. The participants of both book clubs felt secure, safe, and accepted in the community with the same interests. Eventually, it emerges a sense of belonging towards the community.

No	Element	Semarang Book Club (%)	Sundayreads Book Club (%)
1	Silent reading session	34.8	63.6
2	Discussion session	91.3	90.9
3	Environment	8.7	36.4
4	Staff management	17.4	18.2
5	Peer influence	60.9	54.5

The influence of pleasure reading program in the book club environment on the members' reading motivation

The data is based on the pre-questionnaire and interview with the founders of the book clubs. Semarang Book Club participants' intrinsic motivation is driven by all the

indicators in intrinsic motivation, such as reading enjoyment, involvement, curiosity, and personal value. Almost all of the participants reported influence by reading enjoyment and involvement became their main motivation to join the activity in the book club. Curiosity throughout the topics

and new perspectives also become their main factors. They also see reading as personal value that give them personal satisfaction and cognitive challenges. The extrinsic motivation reported mostly came from social motivation. The participants felt motivated to read more in order to participate in discussion session, which according to the

founder is the most awaited session among the members of Semarang Book Club. However, some extrinsic motivation indicators, such as recognition and compliance, are not as influential as the other extrinsic motivations according to the participants' responses.

Reading motivation	Indicator	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Intrinsic motivation	Reading enjoyment	0 (0%)	0 (0%)	3 (13%)	8 (34.8%)	12 (52.2%)
	Involvement	0 (0%)	0 (0%)	2 (8.7%)	5 (21.7%)	16 (69.6%)
	Curiosity	0 (0%)	1 (4.3%)	2 (8.7%)	4 (17.4%)	16 (69.6%)
	Achievement	0 (0%)	1 (4.3%)	2 (8.7%)	5 (21.7%)	15 (65.2%)
	Personal value	0 (0%)	0 (0%)	4 (17.4%)	7 (30.4%)	12 (52.2%)
Extrinsic motivation	Social motivation	0 (0%)	0 (0%)	3 (13%)	7 (30.4%)	13 (56.5%)
	Recognition (good reader figure)	0 (0%)	5 (21.7%)	8 (34.8%)	3 (13%)	7 (30.4%)
	Compliance	0 (0%)	5 (21.7%)	5 (21.7%)	4 (17.4%)	9 (39.1%)
	Performance	0 (0%)	2 (8.7%)	3 (13%)	7 (30.4%)	11 (47.8%)
	Recognition (reading progress)	0 (0%)	5 (21.7%)	7 (30.4%)	2 (8.7%)	9 (39.1%)

Intrinsic motivation in Sundayreads Book Club participants was dominated by reading enjoyment, involvement, and curiosity. Some participants confirmed that they joined the reading activity in the book club because they enjoy it personally and actively involved in the book club. The participants' extrinsic motivation based on social motivation and

performance indicators. They felt the motivation to read due to encouragement from the environment and the opportunity to be able to join the book discussion. Most of them feel encouraged to read because they can share their perspectives and ideas through discussion.

Reading motivation	Indicator	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Intrinsic motivation	Reading enjoyment	0 (0%)	0 (0%)	1 (9.1%)	2 (18.2%)	8 (72.7%)
	Involvement	0 (0%)	0 (0%)	1 (9.1%)	2 (18.2%)	8 (72.7%)
	Curiosity	0 (0%)	0 (0%)	2 (18.2%)	3 (27.3%)	6 (54.5%)
	Achievement	0 (0%)	0 (0%)	5 (45.5%)	1 (9.1%)	5 (45.5%)
	Personal value	0 (0%)	2 (18.2%)	0 (0%)	3 (27.3%)	6 (54.5%)
Extrinsic motivation	Social motivation	0 (0%)	0 (0%)	1 (9.1%)	5 (45.5%)	5 (45.5%)
	Recognition (good reader figure)	2 (18.2%)	1 (9.1%)	4 (36.4%)	2 (18.2%)	2 (18.2%)
	Compliance	0 (0%)	1 (9.1%)	6 (54.5%)	3 (27.3%)	1 (9.1%)
	Performance	0 (0%)	1 (9.1%)	3 (27.3%)	4 (36.4%)	3 (27.3%)
	Recognition (reading progress)	0 (0%)	5 (45.5%)	3 (27.3%)	0 (0%)	3 (27.3%)

The interviews with the founders of Semarang Book Club and Sundayreads Book

Club strengthen the data from pre-questionnaire regarding the influence of

pleasure reading in book club on the participants' reading motivation. The Semarang Book Club founders emphasized the importance of enjoyment and independence as the core of pleasure reading itself. The community served as a safe and secure space for the readers to read without any pressure. The motivation itself will grow because of the togetherness ambience. Sundayreads Book Club founder explained that flexibility and self-paced reading help the members of the book club maintain their motivation. Open discussion in the book club, sense of belonging, and encouragement to the readers' diversity takes a big role to strengthen and maintain the members' motivation.

Specific factors in the book clubs influencing members' reading motivation

The participants' reading motivations were identified into two main categories, intrinsic motivation and extrinsic motivation. The Semarang Book Club participants' responses mostly indicate intrinsic motivation. The indications emerged from curiosity, cognitive engagement, involvement, and personal enjoyment. Only a few extrinsic motivations were indicated from the responses. It emerged from social motivation, recognition, compliance, and environment support.

Indication	Reading motivation type	Indicator
Motivation to discuss	Intrinsic motivation	Cognitive engagement
Cognitive growth		Curiosity, Cognitive engagement
Finding a reading recommendation		Curiosity
Personal enjoyment		Enjoyment, Involvement
Social interaction	Extrinsic motivation	Social motivation, Recognition
Positive activities and environment		Compliance, Environment support

Sundayreads Book Club participants' responses mostly indicated extrinsic motivation regarding their specific factors that influence reading motivation. The responses regarding social interaction, habit support, and positive activities are often

indicated in the participants' responses. Nevertheless, indications of intrinsic motivations also emerged from the participants, for example new experience and reference growth that based on curiosity, personal value, and cognitive engagement.

Indication	Reading motivation type	Indicator
Social interaction	Extrinsic motivation	Social motivation Recognition
Habit support		Compliance
Positive activities		Environmental support
New Experience	Intrinsic motivation	Curiosity Personal value
Reference growth		Curiosity Cognitive engagement

The growth and shift in readers' reading interest and motivation during pleasure reading in the book clubs

No	Indicator	Semarang Book Club		Sundayreads Book Club	
		Pre-Questionnaire	Post-Questionnaire	Pre-Questionnaire	Post-Questionnaire
1	Interest level	86.9%	100%	100%	90%
2	Peer influence	60.9%	87.5%	45.5%	90%
3	Reference growth and curiosity	60.9%	81.3%	72.8%	60%
4	Personal connection	82.6%	81.3%	54.6%	60%
5	Reflection	82.6%	81.3%	63.7%	90%

Pre-questionnaire and post-questionnaire data reported significant growth in the participants' reading interest and reading motivation. Semarang Book Club participants' reported increases in interest

level, peer influence, and curiosity. Sundayreads Book Club participants reported significant increases in reflection and peer influence.

No	Indicator	Semarang Book Club		Sundayreads Book Club	
		Pre-Questionnaire	Post-Questionnaire	Pre-Questionnaire	Post-Questionnaire
1	Personal enjoyment	87%	93.8%	90.9%	90%
2	Accomplishment	91.3%	87.6%	90.9%	90%
3	Learning	87%	87.6%	81.7%	100%
4	Emotional and personal connection	82.6%	68.8%	81.8%	70%

For intrinsic reading motivation, Semarang Book Club participants experienced growth in personal enjoyment, however the other indicators experienced slight shifts, such as accomplishment and emotional and personal connection, while learning remained

consistence. Sundayreads Book Club reported significant growth in learning, while another indicator, emotional and personal connection, experienced a shift. The other indicators, such as personal enjoyment and accomplishment remain consistent.

No	Indicator	Semarang Book Club		Sundayreads Book Club	
		Pre-Questionnaire	Post-Questionnaire	Pre-Questionnaire	Post-Questionnaire
1	Peer influence	86.9%	87.6%	91%	80%
2	Recognition	43.4%	56.3%	36.4%	40%
3	Expectation	56.5%	81.3%	36.4%	90%
4	Goal	78.2%	93.8%	63.7%	90%
5	Social exposure	47.8%	75%	27.3%	90%

In extrinsic reading motivation, significant growth is reported from expectation, goal, and social exposure among the participants of the Semarang Book Club. Slight growths were also shown in peer influence and recognition indicators. Sundayreads Book Club also reported a very significant result in the same indicators as Semarang Book Club. Expectation and social exposure indicators are the most significant growths among the participants of Sundayreads Book Club.

participants were encouraged to select their own books based on their preferences; the books were later will also be discussed in discussion session. The ambience built in the book club from the activities, such as silent reading and discussion sessions, become the important elements to develop the sense of belonging to the community and reading activity. Through these activities and encouragement in the book club, Semarang Book Club is unintentionally helping the members into triggered situational interest, and with constant participation, the members will develop their reading interest into maintained interest with social and emotional support provided in the community (17). Sundayreads Book Club implemented pleasure reading to develop the members' reading interest by providing flexibilities in activities and freedom to choose their reading material. An open and reflective discussion

DISCUSSION

The Influence of Pleasure Reading Program in the Book Club Environment on The Book Club Members' Reading Interest

Pleasure reading program in the Semarang Book Club is implemented through an unpressured reading activity that focuses on the members' reading enjoyment. The

during discussion sessions often help the participants to deeply understand their personal perspectives in their reading. It correlates with reader agency concept by street where literacy is seen as social practice that based on experience and personal value of the readers instead of cognitive skill.

Both book clubs provide comfortability, social support, and independence as the dominant factors that develop the readers' reading interest. Non-judgmental reading environment and a space to express themselves helped the members of the book clubs to improve their reading engagement and lighten their reading interest (50). Pleasure reading in the book club environment is beneficial as a bridge to connect individual reading habit and social interaction that enrich literacy experience(51).

Element of the pleasure reading program at the book club environment which influence members' reading interests the most

Both Semarang Book Club and Sundayreads Book Club's participants have mostly chosen discussion session as the element of the most influential element in pleasure reading program in the book club environment to their reading interest. Even though the other elements, such as silent reading, environment, and peer influence, according to the data also contributed to their reading interest influence, discussion session were reportedly highly chosen by the participants as the core of their pleasurable and valuable reading experience.

Discussion session in Semarang Book Club members is beneficial in their triggered situational interest that would gradually develop into maintained interest (17). Through open social interaction, the members can express their opinions, exchange ideas and perspectives, and relate their readings with social context according to their personal experiences. This process triggers cognitive, affective, and reflective reading experience which is in line with ideological model of literacy (7) since

reading is social practice that connects experience and readers' reality. Discussion session develops reading interest aspects, such as fondness of reading, awareness, and benefit (18). The participants got emotional satisfaction from reflection sharing, appreciation from peers, cognitive stimulus from idea exchange, and reading recommendations. Social interaction in reading activity can strengthen the continuation of reading interest (51,52).

Sundayreads Book Club gives space for the members to learn and share perspectives. This session is mostly chosen by the participants because it becomes an interactive space for them to express themselves. Discussion creates an enjoyable reading experience, improves understanding, and broadens references. It is in line with Mathews and McGill (53) and Merga (50) that emphasized how discussion environment is able to develop reading engagement, sense of belonging, and reading interest. Social interaction through discussion emphasizes how reading can be in a communal environment instead of a solitary activity (7). Discussion session not only triggers reading interest through pleasure and social interaction but also nurture awareness in literacy and a reader's identity in reading community.

The influence of pleasure reading program in the book club environment on the members' reading motivation

In Semarang Book Club participants, intrinsic motivation emerged from reading enjoyment, involvement, curiosity, achievement, and personal value. The participants enjoy the pleasure reading activity in the book club aligns with autonomy and relatedness indicators as the basic needs that drove their reading motivation (54). Curiosity of other members' books, topics, and preferences broaden their references and encourage their exploration in literacy (22). Personal value from the books nurtures reflection and relevance in real situation, it strengthens reading interest and motivation in long-term (55). The founder of

Semarang Book Club emphasized how independence, enjoyment, and safety become the main strategies to maintain the members' motivation. Positive social support without pressure strengthens the natural motivation in readers (7,56).

Sundayreads Book Club participants were mostly drove by reading enjoyment, involvement, curiosity, and personal value. Reading enjoyment and the environment that supports independence in reading choice enhance the participants' autonomy (26). The participants enjoyed their preferences and active in participating in the book club, these show the connection between relatedness and autonomy in maintaining motivation (57). The participants' curiosity of fellow readers' books that stimulates peer recommendations broaden their knowledge and strengthen their cognitive engagement (58,59). Personal value from also supports the participants' intrinsic motivation that strengthen emotional relevance with the text (60).

Both Semarang Book Club and Sundayreads Book Club show important roles from social factors and performance in the participants' extrinsic motivations. Discussion session benefits collaboration with peer readers that encourage the readers to actively participate and show their competence (61). However, recognition in good reader figure, recognition in reading progress, and compliance are less dominant because the personal enjoyment comes first followed by other intrinsic and extrinsic motivation indicators (62). The founder of Semarang Book Club and Sundayreads Book Club implement reading as social practice that help the readers to build identity as readers with autonomy, reflective, and socially connected. Moreover, pleasure reading in book club environment not only implemented as recreational activity, but also a space to strengthen long-term reading motivation and reader identity.

Specific factors in the book clubs influencing members' reading motivation

Semarang Book Club participants' responses regarding specific factors in the book club

influencing book club members' reading motivation mostly indicate intrinsic motivation that support reading engagement. The indications were also based on some intrinsic indicators, such as curiosity, cognitive engagement, and involvement. The indicators are mostly seen during discussion sessions where participants share each other perspectives and broaden their knowledge. The activity fulfill the autonomy, competence, and relatedness needs in Self-Determination Theory (26,63) and reflect in intrinsic factors (27). Curiosity and cognitive engagement are connected with deeper and long-term reading engagement (29,64). Additionally, pleasurable reading experience supports the development of long-term engagement (65). However, extrinsic motivation factors among the Semarang Book Club are less dominant but still take important roles in extrinsically motivate the participants. Social interaction and positive activities and environment indicators support the participants to maintain their reading motivation which is in line with recognition and social motivation as extrinsic motivation indicators (27). Peer recommendation and positive environment created through routine meeting make the participants felt respected and motivated to maintain their reading consistency (29,66). Semarang Book Club become a space for social literacy that strengthen through readers' awareness, personal value, and continued reading habit according to the literacy view as social practice (7).

In Sundayreads Book Club, the participants were mostly indicated by extrinsic factors that support their reading motivation, especially through social interaction, habit support, and positive activities. The indications are related to extrinsic reading motivation indicators such as social motivation, recognition, and environmental support that are in line with Two-Factor Model of Reading Motivation (27) and the importance of relatedness in maintaining motivation (26). Peer interaction helps the participants to maintain their reading routine and prevent motivation decline (67,68).

Nevertheless, intrinsic factors were present through new experience and reference growth that driven by curiosity and cognitive engagement (38,69). The combination of intrinsic and extrinsic factors in the Sundayreads Book Club creates a pleasure reading experience that are enjoyable and socially and personally valued. Therefore, pleasure reading program in Sundayreads Book Club implemented as collaborative literacy practice that strengthen reader identity and enhance long-term reading engagement.

The growth and shift in readers' reading interest and motivation during pleasure reading in the book clubs

Growth and shift between the participants' reading interest and reading motivation recognized in pre-questionnaire and post-questionnaire results. Semarang Book Club participants successfully increased their interest level, peer influence, and reference growth and curiosity indicators. This indicates a growth from situational interest to a more stable phase, maintained situational interest (17). The routine discussion session becomes the main trigger that gave the participants space to cognitively engage, book recommendations from peer readers, and reflection which fulfill the autonomy, competence, and relatedness need that not only strengthen interest, but also intrinsic motivation (26). Curiosity and cognitive engagement beneficial for long-term engagement (30,64) and freedom of book choice strengthens reading enjoyment (33,34).

The participants of Semarang Book Club showed dynamics of growth and shift in both intrinsic and extrinsic reading motivation indicators. Intrinsically, they mostly motivated through their personal enjoyment, learning from intellectually challenging discussions, and emotional and personal connections throughout the text. Social factors such as peer influence, recognition from peer readers, expectation through environment support, and group activity have immense roles in maintaining their

reading habits and motivation. Social support and positive environment strengthen reading motivation intrinsically and extrinsically (66,70). The shifts in some indicators, such as accomplishment and emotional and personal connection, the shifts indicate the participants' shifts in their orientation from personal goal towards engagement in literacy practice (7).

Sundayreads Book Club participants also reported some dynamics of growth and shift in their reading interest indicators. Although there is a shift in their interest level, silent reading activity, discussion, and perspective sharing become the reasons of their interest based on curiosity and personal value through reading experience in the book club. Curiosity of references and reflection from peer interaction showed that reading interest not only based on personal enjoyment, but also from the social process that give value to the reading. Reflection and peer support help maintaining reading engagement in pleasure reading context (69,71). The shift on participants' reference growth indicates that the participants recognize their own preference and, currently comfortable with their preferences. Reading for pleasure supposed to give the readers complete freedom in deciding their reading choice (9). In reading motivation, Sundayreads Book Club participants reported have stronger influence in extrinsic motivation. Though there is a shift in peer influence indicator and slight growth in recognition indicator, the participants have the desire to interact, gain recognition, achieve reading purposes, and maintain reading routine through group activity to sustain their motivation. It aligns with social motivation, compliance, and environmental support indicators in Two-Factor Model of Reading Motivation (27). Intrinsic motivations presence is to support new experience, broaden reading references, and gain personal satisfaction from the reading process in the book club. Collaboration between intrinsic and extrinsic motivations showed that pleasure reading in Sundayreads Book Club not only as recreation space, but also a social space that

strengthens engagement and reading motivation continuation. Structured reading activity in Sundayreads Book Club can prevent reading interest decline and build a long-term reading habit (67,68).

CONCLUSION

This research emphasized that pleasure reading activity in reading community have a significant role in nurturing interest and motivation to the members. From observation, questionnaires, and interviews of two book clubs, Semarang Book Club and Sundayreads Book Club, non-pressured pleasure reading practice that based on enjoyment could create long-term literacy engagement. This activity is not only supporting the members' participation to maintain their reading but also facilitate the development of reading interest from situational based to a deeper and more stable interest. Therefore, pleasure reading in the book clubs can be seen as part of social practice that nurtures awareness, reflection, and natural reading habit.

Discussion session as the most influential element in the two book clubs give opportunity for the members to share ideas and perspectives and connect the reading with personal experience and social issues around us. The activity becomes a stimulus to situational interest that later on develops into maintained interest (17). Social interaction from discussion enriches the reading experience and creates more collaborative and reflective activities. It highlights the importance of fondness of reading, awareness of reading, and benefit aspects in reading interest (18). Reading interest that connected with social experience and readers' emotional would be easier to maintain in long-term period.

Moreover, comfortable ambience of reading environment and peer support are important factors too. Less pressured ambience in the book club, interactive, and enjoyable create a space for the members to express themselves and gain positive reading experience. Reading is not a mere cognitive activity; it has social practice connected with values.

When the readers relate with the text and the social context in it, reading activity can be more relevant and valuable.

The research shows that reading motivation among participants in Semarang Book Club and Sundayreads Book Club experienced intrinsic and extrinsic motivation that complete each other. Intrinsic motivation emerged from curiosity of the references, learning, and personal enjoyment from the reading process itself. Extrinsic motivations are more prominent in peer influence, social recognition, and maintain reading routine from the activities in the book clubs.

Intrinsic motivation has a significant role in maintaining readers' long-term reading habit. The members of the book clubs were interested due to curiosity and personal enjoyment rather than obligation and assessment purposes. Some intrinsic indications found in the book clubs from the participants' responses were motivation to discuss, cognitive engagement from the discussion session, finding reading recommendations, personal enjoyment, and new experiences. These indications from the participants each have positive correlation with reading frequency and consistency, especially cognitive engagement and curiosity (30,66).

Extrinsic motivation also part of crucial role, especially through social support and positive environment. The members from the two book clubs felt the benefits from close peer interaction, supporting ambience, and structured activity. Their participation in the reading group keeps them connected with each other and more motivated to maintain reading habits. It is important to maintain autonomy, competence, and relatedness to sustain reading motivation (26). When the readers supported and given a space to express their opinions, perspectives, and ideas, their reading motivation can naturally develop in a long period. Supported reading space and structured literacy activity enhance motivation and prevent reading interest decline and strengthen long-term literacy habit.

This research showed that reading activity in communal space is not limited in reading skills but also shapes the members' identity as readers. The members of Semarang Book Club and Sundayreads Book Club value reading as part of their way of life and self-expression. Therefore, pleasure reading program in the book clubs is a recreational activity and a space to build awareness of reading and valuable social relationships. This research emphasizes that the success of literacy is not limited on the cognitive aspect, but how far this activity can create a reflective, inclusive, and pleasure-oriented community.

The researcher was aware that this research possesses some limitations. Limited participants and focusing on two certain book clubs, made the result cannot be generalized broadly. This research is focused on subjective data from the participants' experience. Future researchers are expected to use a quantitative approach for stronger analysis and broader interpretation. The future researchers were also expected to further research about influence of the digitalization in pleasure reading practice, considering the increasing trend on online media and virtual community.

Practically, this research provides recommendations for educators, community managers, and literacy policy makers to integrate pleasure reading approach to increase reading culture, especially in Indonesia. Reading activity based on autonomy, competence, and relatedness can be an effective strategy to create an active readers and continuation in reading community.

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