



## Undergraduate Students' Perception of Using Extensive Reading Strategy in Vocabulary Mastery

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### ABSTRACT

**Objective:** Reading is one of the most important skills in learning, especially in English learning. Technological sophistication that is developing rapidly in the 21st century requires students to be literate in order to be able to compete in critical thinking and receive the latest information. The program that is suitable for the conditions of students in this century is extensive reading which offers reading for pleasure according to the level of students' abilities. **Method:** The type of approach used in this research is a qualitative approach. To obtain optimal results, only fifteen undergraduate students have received an extensive reading course in the fifth semester. In collecting data using two instruments, namely questionnaires and interviews. **Results:** The results shown in this research are that the majority of undergraduate students have positive perceptions after receiving extensive reading course program activities, one of which is the addition of vocabulary that affects their reading motivation. **Novelty:** The results of this research encourage future researchers to dig up information about the effectiveness of using extensive reading in increasing vocabulary acquisition.

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### INTRODUCTION

Reading skill is one of the most important abilities used as an activity to provide information and ideas about new things. All activities carried out daily, especially regarding learning activities carried out in schools, require all students to have reading skills so that they can learn new things simultaneously without anyone being left behind to get new information (Chanthap & Wasanasomsithi, 2019; Saunders, 2007). This statement is supported by Niklas et al. (2016) which states that the most important requirement that must be possessed by students is reading skills. However, the journey of acquiring language in children takes a long time (Pelin, 2020). In addition, according to Küçükoglu (2013) reading activities can not only be done at school and in the classroom but also anywhere and anytime. Students should have mastery of reading from an early age, this aims to make it easier for them to be able to read easily and quickly which will help them easily receive information that they did not know before. On the other hand, students' reading skills also aim to reduce reading difficulties which make it difficult for students to understand the contents of ideas from information and can reduce students' interest in reading (Meisinger, Bloom & Hynd, 2010; Kuşdemir & Bulut, 2018).

Even though reading is considered the most important skill for EFL students who learn languages, especially English, many students think that reading is a challenging and boring activity because reading is not a habit for them (Brier & Jayanti, 2020; Nur Affini et al., 2019). This is supported by the results of the PISA (Program for International Student Assessment) which states that Indonesia is ranked 62<sup>nd</sup> out of 70 countries in reading. This proves that interest in reading in Indonesia is still low

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