STUDENTS' PERCEPTION OF EXTENSIVE READING AMONG THE THIRD SEMESTER STUDENTS OF ENGLISH EDUCATION STUDY PROGRAM AT UIN SJECH M. DJAMIL DJAMBEK BUKITTINGGI

A THESIS

Submitted in Partial Fulfilment of Requirement for Obtaining a Bachelor's degree in Undergraduate Education (S1) English Education Study Program, Tarbiyah Faculty and Teacher Training

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ENGLISH EDUCATION STUDY PROGRAM

FACULTY OF TARBIYAH AND TEACHER TRAINING

STATE ISLAMIC UNIVERSITY OF SJECH M. DJAMIL DJAMBEK

BUKITINGGI

2025 M / 1447 H

PENGESAHAN TIM PENGUJI

Skripsi yang berjudul **"STUDENTS' PERCEPTION OF EXTENSIVE READING AMONG THE THIRD SEMESTER STUDENTS OF ENGLISH EDUCATION STUDY PROGRAM AT UIN SJECH M. DJAMIL DJAMBEK BUKITTINGGI"** yang disusun oleh **Anisa Rezkita 2321053**, telah diuji dalam Sidang Munaqasah Program Studi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, UIN Sjech M. Djamil Djambek Bukittinggi, pada hari .....November 2025 dan telah berhasil dipertahankan dihadapan Dewan Penguji dan dinyatakan diterima sebagai salah satu syarat dalam mencapai gelar Sarjana Strata Satu (S1) pada Program Studi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, UIN Sjech M. Djamil Djambek Bukittinggi.

Bukittinggi, 2024

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Proposal skripsi dengan judul **"STUDENTS' PERCEPTION OF EXTENSIVE READING AMONG THE THIRD SEMESTER STUDENTS OF ENGLISH EDUCATION STUDY PROGRAM AT UIN SJECH M. DJAMIL DJAMBEK BUKITTINGGI "** yang disusun oleh **Anisa Rezkita (2321053)** yang telah memenuhi persyaratan ilmiah dan disetujui untuk diajukan sidang munaqasyah pada Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan.

Bukittinggi, November 2025

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ABSTRACT

Anisa Rezkita: 2321053, "Students' Perception of Extensive Reading among The Third Semester Students of English Education Study Program at UIN Sjech M. Djamil Djambek Bukittinggi"

This study aimed to investigate how third-semester students of the English Education Study Program at UIN Sjech M. Djamil Djambek Bukittinggi perceived the learning of Extensive Reading. The research employed a descriptive quantitative method, and the data were collected through a Likert-scale questionnaire consisting of 22 statements covering three components of perception: cognitive, affective, and conative. The population consisted of 74 third-semester students in the 2025/2026 academic year, and all of them were taken as the sample using the total sampling technique. The data were analyzed using descriptive statistical analysis to obtain the mean, standard deviation, frequency, and percentage for each component.

The findings showed that students had an overall positive perception of Extensive Reading. Among the 74 respondents, 12 students (16.2%) had a very positive perception, 53 students (71.6%) had a positive perception, and 9 students (12.2%) had a negative perception. These results indicated that most students realized the benefits of Extensive Reading in improving their reading skills and vocabulary (cognitive), felt comfortable and motivated during reading activities (affective), and showed willingness to participate actively (conative).

In conclusion, the study found that students' positive perception contributed to the success of Extensive Reading. This learning activity helped improve students' English proficiency while fostering independence and continuous reading motivation.

Keywords: Students' Perception, Extensive Reading, Cognitive. Affective, Conative

ABSTRAK

Anisa Rezkita: 2321053, "Students' Perception of Extensive Reading among The Third Semester Students of English Education Study Program at UIN Sjech M. Djamil Djambek Bukittinggi"

Penelitian ini bertujuan untuk mengetahui bagaimana mahasiswa semester tiga Program Studi Tadris Bahasa Inggris UIN Sjech M. Djamil Djambek Bukittinggi memandang pembelajaran *Extensive Reading*. Penelitian ini menggunakan metode deskriptif kuantitatif, dan data dikumpulkan melalui angket berskala Likert yang terdiri atas 22 pernyataan yang mencakup tiga komponen persepsi, yaitu kognitif, afektif, dan konatif. Populasi penelitian ini berjumlah 74 mahasiswa semester tiga tahun akademik 2025/2026, dan seluruhnya dijadikan sampel dengan menggunakan teknik total sampling. Data dianalisis menggunakan analisis statistik deskriptif untuk memperoleh nilai rata-rata, standar deviasi, frekuensi, dan persentase pada setiap komponen persepsi.

Hasil penelitian menunjukkan bahwa persepsi mahasiswa terhadap pembelajaran Extensive Reading berada pada kategori positif. Dari 74 responden, 12 mahasiswa (16,2%) memiliki persepsi sangat positif, 53 mahasiswa (71,6%) memiliki persepsi positif, dan 9 mahasiswa (12,2%) memiliki persepsi negatif. Hasil ini menandakan bahwa sebagian besar mahasiswa menyadari manfaat Extensive Reading dalam meningkatkan kemampuan membaca dan penguasaan kosakata (kognitif), merasa nyaman dan termotivasi dalam kegiatan membaca (afektif), serta menunjukkan kemauan dan usaha untuk berpartisipasi aktif dalam kegiatan membaca (konatif).

Secara keseluruhan, penelitian ini menyimpulkan bahwa persepsi positif mahasiswa berkontribusi terhadap keberhasilan pembelajaran Extensive Reading. Pembelajaran ini dapat meningkatkan kemampuan bahasa Inggris sekaligus menumbuhkan kemandirian dan motivasi membaca secara berkelanjutan.

Keywords: Persepsi Mahasiswa, Extensive Reading, Cognitive. Affective, Conative

ACKNOWLEDGEMENT

In the name of Allah SWT, the most gracious and most merciful who always provide health, strength and convenience for researcher to complete this thesis under the title "STUDENTS' PERCEPTION OF EXTENSIVE READING AMONG THE THIRD SEMESTER STUDENTS OF ENGLISH EDUCATION STUDY PROGRAM AT UIN SJECH M. DJAMIL DJAMBEK BUKITTINGGI". Shalawat and Salam to Prophet Muhammad SWT who has teachs and guide us, on how to follow and love our lord Allah SWT.

The researcher would like to express her deepest gratitude to the people who contributed and assisted the researcher in carrying out this research. They are:

1. Prof. Dr. Silfia Hanani M.Hum as the rector of UIN Sjech Djamil Djambek Bukittinggi. Dr. Afrinaldi S.Sos.I., M.A. as Vice Rector I for Academic and Institutional Fields. Dr. Iis Izmuddin, M.A. as Vice Rector II for Finance and Planning. Dr.H. Edi Rosman, S.Ag., M.Hum. as Vice Rector III for Alumni and Cooperation.
2. Dr. Junaidi S.Ag., M, M.Pd. as Dean of the Faculty of Tarbiyah and Teaching Training.
3. Dr. Widya Syafitri M.Pd. as Head of English Education Department.
4. Dr. Irwandi SS., M.Pd as an academic advisor has given advice to the researcher from the beginning until the researcher completed this research.
5. Dr. Veni Roza, SS, M.Pd as my advisor who has provided extraordinary input, time of knowledge during the completion of this thesis. Thank you so much.
6. The Munaqasyah examination team lecturers who have provided input for the perfection of this thesis.
7. The Librarians of State Islamic University Sjech M.Djamil Djambek Bukittinggi who have assisted researcher in finding references and knowledge in preparing this thesis.

8. All of the lecturers, especially English lecturers who have given their knowledge, ideas, and contributions during this research and helped to complete the thesis.
9. All 3rd semester English Language Education students have assisted the researcher in filling out the quistionnare.
10. The researcher's beloved family, ayah, umak, abang, kakak, and adek who always provide support in any form so that the researcher can complete this researcher well.

Bukittinggi, November 2025

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Reading is one of the essential skills in second and foreign language learning, as it provides learners with rich linguistic input. In the global EFL context, reading contributes to vocabulary growth, grammar acquisition, and overall language competence. However, reading habits among EFL learners remain relatively low, especially in non-English-speaking countries. Grabe & Stoller (2011) argue that reading is a major source of language input that should be promoted through enjoyable and comprehensible activities. Unfortunately, many students see reading as a burden rather than a meaningful activity. In Indonesia, students often associate reading with academic obligations rather than pleasure or personal growth. This mindset makes it difficult for teachers to cultivate reading interest in the classroom. Therefore, it is crucial to investigate alternative reading approaches that can enhance students' attitudes and engagement.

Low reading interest is a serious issue in Indonesia, as shown by international assessments. McComas (2018) stated that The Programme for International Student Assessment (PISA) 2018 ranked Indonesia 74th out of 79 countries in reading literacy (OECD, 2019). This ranking highlights a national concern regarding students' ability to comprehend and analyse texts effectively. The limited reading culture in Indonesian society also affects students at the tertiary level. Without proper reading habits, students

struggle to acquire vocabulary and critical thinking skills. In the context of English language learning, this problem becomes more complex due to the linguistic barrier. As a result, educators need to consider alternative approaches that can increase students' reading motivation and frequency.

One approach that can be very helpful is Extensive Reading (ER). Day & Bamford (1998) said that "ER is recognized as one of four styles or ways of reading, the other three being skimming, scanning, and intensive reading". Day & Bamford (1998) also define ER as reading large amounts of easy and interesting texts for general understanding and enjoyment. Unlike intensive reading, which focuses on short and difficult texts, ER emphasizes quantity, variety, and pleasure. In many English Education programs in Indonesia, including at UIN Sjech M. Djamil Djambek Bukittinggi, ER is not only applied as a reading style but also offered as a compulsory course, so this research also focus on ER as a course. This shows that universities see ER as an important way to help students develop reading habits, improve comprehension, and increase vocabulary.

Many studies have shown the benefits of ER. Lindawati (2021) found that students had positive perceptions of ER because it helped them enjoy reading while improving their vocabulary and comprehension. Similarly, Khotimah et al. (2024) reported that students were more motivated when they could choose their own reading materials, which increased both engagement and learning outcomes. Nation (2001) also explained that reading many simple texts allows learners to gain vocabulary

naturally without direct teaching. More recently, Sintia Elvriza & Achmad Nurcholis (2025) showed that students who joined an ER program using English novels improved their vocabulary size by about 30% and felt more confident in speaking and writing. These findings prove that ER supports vocabulary growth, reading comprehension, and overall language fluency. However, despite these advantages, the implementation of ER is not without challenges.

Although the main principle of ER is reading for pleasure with easy texts chosen by the students themselves, some challenges still appear in practice. Some students experience difficulties in maintaining consistency due to limited time and busy academic schedules. Others find that even when they select their own reading materials, the texts may still not fully match their level of proficiency, which prevents them from gaining the maximum benefit of ER. This shows that the success of ER depends not only on its principles but also on how students perceive and carry out the reading activities.

Students' perceptions play a crucial role in determining the success of Extensive Reading (ER). When students perceive ER as enjoyable, useful, and manageable, they are more likely to be motivated, actively engaged, and able to achieve meaningful learning outcomes. Conversely, when students perceive ER as less relevant or difficult to sustain, the intended objectives such as vocabulary development and reading fluency may not be fully realized. As emphasized by Abednego et al. (2023),

learners' attitudes and perceptions significantly influence their willingness to participate in learning activities, which ultimately shapes the effectiveness of the program.

At UIN Sjech M. Djamil Djambek Bukittinggi, the Extensive Reading course is conducted with a standardized curriculum, learning objectives, and evaluation system. One important feature of the course is the use of a reading log as a tool to monitor students' progress. Through the reading log, students report their reading activities so that lecturers can observe their engagement without relying on heavy testing or grading. Although the course is taught by more than one lecturer, the syllabus and system are the same, ensuring that students' experiences remain consistent. Therefore, this research does not focus on the differences in teaching styles but on students' perceptions of the Extensive Reading course itself.

A preliminary study was conducted with third-semester students of the English Education Study Program at UIN Sjech M. Djamil Djambek Bukittinggi to explore their perceptions of the extensive reading . Interviews with twenty-four students revealed that although most of them expressed negative responses toward the extensive reading course, their academic performance remained relatively stable. Based on these findings, three main issues were identified. First, the students encountered difficulties in understanding the objectives and benefits of extensive reading. Many of them perceived it merely as an academic requirement rather than a meaningful activity that could foster autonomous learning. Second, they

experienced challenges in finding reading materials that matched their interests and English proficiency levels, which made the reading activities feel monotonous and difficult to carry out effectively. Third, the discrepancy between students' negative perceptions and their consistently satisfactory academic results raised questions regarding the effectiveness of extensive reading in enhancing overall English proficiency. These problems indicate the need for further research to examine how students' perceptions influence their learning patterns and academic outcomes related to the implementation of extensive reading.

To support the data on students' responses, an interview was conducted with a reading lecturer at UIN Sjech M. Djamil Djambek Bukittinggi. The lecturer explained that extensive reading plays an important role in language learning as it allows students to select reading materials that suit their interests and proficiency levels. However, the level of student engagement varies – some enjoy the reading activities, while others show less participation. The main obstacle highlighted was the limited free time students have due to their busy academic schedules, which affects their consistency in practicing extensive reading.

Based on the preliminary research above, the researcher arrives at the conclusion that is essential to conduct research titled "Students' *Perception of Extensive Reading among Third Semester English Education Study Program Students at UIN Sjech M. Djamil Djambek Bukittinggi*" This

research aims to explore how students' perceptions of learning extensive reading course.

B. Identification of the Problem

Based on the background of the research, there were some problems as follows:

1. Lack of understanding among students regarding the objectives and benefits of the extensive reading course.
2. Difficulty in finding extensive reading materials that are both interesting and suitably matched to students' English proficiency levels.
3. A discrepancy between students' generally negative perceptions of the extensive reading course and their stable academic performance.

C. Limitation of the Problem

Based on the identified problems, this research has limitation in its scope. To maintain a clear research focus, the following limitations are outlined: This research is limited to investigating the perceptions of third-semester students in the English Education Department at UIN Sjech M. Djamil Djambek Bukittinggi regarding the learning extensive reading. The research focuses only on students' views, experiences, and opinions, and does not measure the actual vocabulary mastery through tests or experiments.

D. Formulation of the Problem

Based on the limitation of the research, the research question is formulated as follow: What is the students' perception of extensive reading among the third-semester students of the English Education Department at UIN Sjech M. Djamil Djambek Bukittinggi.?

E. Purpose of the Research

To achieve the objectives of this research, the research focuses on the following aspect: To investigate the students' perception of extensive reading among the third-semester students of the English Education Department at UIN Sjech M. Djamil Djambek Bukittinggi.

F. Significance of the Research

This research is expected to contribute to various parties involved in English language education, especially in relation to extensive reading in language learning. The benefits of this research are as follows:

1. For the Researcher

   This research provides an opportunity for the researcher to expand knowledge and understanding of students' perceptions in the context of extensive reading, as well as to develop skills in conducting quantitative research in the field of English language education.

2. For Readers

   This research is expected to inform readers, particularly educators and language learners, about the potential benefits of extensive reading for learning. It will provide valuable insights into the students' perspectives on how this method contributes to language acquisition.

3. For Lecturers

   The findings of this research can serve as input for lecturers in evaluating and improving teaching strategies, particularly in applying extensive reading course that are more engaging and suited to students' needs.

4. For Students

   This research can provide insight into the importance of extensive reading in improving reading skill and encourage students to be more active and motivated in reading English texts independently.

G. Definition of Key Terms

To prevent confusion related to this research here are the explanations of some definition key terms in the title:

1. Perception refers to students' views, attitudes, and interpretations toward the learning experience they encountered in the Extensive Reading course. It is defined based on three components: Cognitive (what students know and believe), Affective (what students feel), and Conative (students' intention and motivation to act).
2. Extensive Reading refers to a course that emphasizes reading a wide range of meaningful texts for general understanding, fluency, and vocabulary development. As a course, it encourages students to read independently, select texts based on their interests and language level, and build positive reading habits through continuous and enjoyable reading practice.

CHAPTER II

REVIEW OF LITERATURE

A. Literature Review

1. Perception

a. Definition of Perception

Perception refers to the process by which individuals interpret, evaluate, and make sense of sensory information and experiences. In this context, perception is not merely about recognizing information but also how students understand and assess the various learning tasks they engage in, the teaching methods applied, and the learning environment provided. According to Robbins & Judge (2013), "perception is a process by which individuals organize and interpret their sensory impressions in order to give meaning to their environment". However, what perceive can be substantially different from objective reality. In the educational context, students' perception plays a crucial role in how they interact with the learning materials and instructional methods presented by teachers.

Démuth (2012) also explains that perception as the process of recognizing (being aware of), organizing (gathering and storing), and interpreting (binding to knowledge) sensory information. Perception is an active process that enables individuals to make sense of sensory information through simultaneous recognition, organization, and interpretation. As Demuth also explains,

perception integrates incoming stimuli with prior knowledge, allowing a person to understand and respond to their environment meaningfully.

Students' perception is a subjective process, meaning that each student may have a different interpretation or response, even when exposed to the same activity or task. Personal factors such as prior experiences, cultural background, motivation, and individual cognitive processes affect how students perceive or evaluate a particular learning activity. Ormrod (2014) explains that perception is not just a passive reception of external stimuli, but rather an active process where students try to understand, make sense of, and respond to the materials they encounter. This shows that students' perceptions are vital in determining how they participate and interact with learning tasks.

In conclusion, perception can be understood as an active and subjective process in which individuals recognize, organize, and interpret sensory information to make sense of their environment. In the educational context, students' perceptions are shaped not only by the learning materials and teaching methods provided but also by personal factors such as prior experiences, cultural background, and motivation. Since perception influences how students interpret and respond to learning activities, it plays a crucial role in shaping their level of engagement, participation, and overall learning outcomes.

a. Types of Perception

In the context of perception, Robbins & Judge (2013) classify perception into two main types, namely positive perception and negative perception. This classification highlights the different ways individuals interpret and respond to objects, situations, or people based on their cognitive and emotional orientations. Positive perception generally reflects a favourable interpretation that supports constructive attitudes and behaviours, while negative perception tends to involve unfavourable interpretations that may hinder effective interaction and outcomes. The following sections provide a more detailed explanation of each type of perception:

I. Positive Perception

Positive perception can be understood as a tendency to interpret an object or situation in a favourable manner, often influenced by a specific positive characteristic. This is clearly illustrated through the halo effect, where an individual forms a generalized positive impression of another based on a single admirable trait. This shortcut in perception reflects an optimistic cognitive orientation, where individuals assign positive qualities beyond what is objectively known. Positive perceptions are typically formed when an individual's background, interests, or

prior experiences align well with the perceived object or person.

II. Negative Perception

Negative perception, on the other hand, refers to the tendency to interpret others or situations through a biased or unfavourable lens. Robbins and Judge describe this through mechanisms such as stereotyping and selective perception. Stereotyping involves judging someone based on generalized assumptions about the group they belong to, which can result in unfair and inaccurate evaluations. Similarly, selective perception occurs when individuals focus only on information that confirms their pre-existing beliefs or attitudes, while ignoring contradictory evidence. These perceptual shortcuts often lead to negative judgments, especially when prior biases or prejudices are involved. Such responses are not purely cognitive, but also emotional, reflecting discomfort or rejection toward the perceived subject.

From the explanation above, it can be concluded that perception plays a central role in shaping how individuals understand and react to their environment. Positive perception encourages constructive attitudes, motivation, and adaptive behaviors that support effective interaction and learning

outcomes. In contrast, negative perception often stems from biases or prejudices, which may lead to distorted judgments and hinder communication, collaboration, and personal growth. Recognizing both types of perception is therefore essential, as it allows individuals to manage their cognitive and emotional responses more effectively and to foster healthier interpersonal and organizational dynamics.

b. Components of Perception

In this research, perception is conceptually aligned with attitude. Ajzen (2005) explains that attitude is a latent disposition or tendency to respond to a psychological object with a certain degree of favour or disfavour. These evaluations are assumed to be based on cognitive, affective, and behavioural information, and are often rooted in the individual's perceptions and beliefs about the object. This statement indicates that perception plays a fundamental role in the formation of attitude.

This is further supported by Wesely (2012) who conducted a comprehensive review of studies and concluded that learners' attitudes, perceptions, and beliefs are closely interrelated and collectively influence their engagement, learning motivation, and outcomes in foreign language acquisition. Therefore, the use of an attitude-based model to examine student perception in this study is both conceptually sound and empirically supported.

Therefore, the researcher employs the three components of perception proposed by Mathewson (1994) cognitive, affective, and conative as the theoretical basis for measuring students' perceptions of extensive reading.

1) Cognitive Component

The cognitive component refers to the mental process that involves thinking, recognizing, and understanding something. It is the part of perception that allows a person to make sense of what they see, hear, or experience. In other words, the cognitive component is about how students understand and make sense of learning materials.

2) Affective Component

The affective component deals with emotions or feelings that appear because of perception. It is about how someone feels after thinking or recognizing something. When someone feels happy or comfortable with what they experience, their perception becomes more positive. On the other hand, negative feelings can cause them to dislike or misunderstand what they see.

This component helps explain why some students enjoy reading activities while others do not because their feelings affect their perception. This is in line with Afdaleni, (2018), who found that students often use affective strategies, such

as encouraging themselves, making positive statements, and reducing anxiety to make reading activities more enjoyable and comfortable

3) Conative component

The conative component is related to behaviour or the tendency to act. It shows what a person is likely to do after thinking (cognitive) and feeling (affective) something. For example, if students believe that reading helps them learn (cognitive) and they feel happy while reading (affective), then they are more likely to read more often (conative). Baron & Branscombe (2003) explains that this component reflects a person's motivation to respond or behave in a certain way. So, the conative component shows how perception can influence a student's action, such as their willingness to engage in learning.

From the explanation above, perception is built upon three interconnected components: cognitive, affective, and conative. The cognitive aspect enables individuals to process and interpret information, the affective aspect reflects how emotions shape one's evaluation, and the conative aspect demonstrates how thoughts and feelings translate into actions. Together, these components show that perception influences not only how students think, but also how they feel and behave in the learning

process. All three components cognitive, affective, and conative are connected and influence each other. What students know and understand affects how they feel, and those feelings shape their actions. This process happens continuously and helps explain how students respond to learning strategies like extensive reading.

c. Factor Affecting Perception

Student perception of learning activities, such as extensive reading, is influenced by various internal and external factors that interact with each other. Students' perception is not static, it can change over time. Santrock (2023) argues that students' perceptions are influenced by various internal and external factors, including cognitive, emotional, and social contexts. For instance, a student's perception of a reading task may shift based on feedback from the teacher, interactions with peers, or the challenges and successes they experience while engaging with the task. Therefore, it is crucial for educators to continuously assess and understand students' perceptions to adapt their teaching approaches accordingly.

This perception is the result of how individuals interpret the information they receive based on their experiences and personal context. One of the main factors affecting perception is the characteristics of the stimulus itself. Stimuli that are clear,

engaging, and relevant to students' interests are more easily accepted and understood (John T. Guthrie, 2013).

In addition, students' psychological and physiological factors also play a significant role in shaping perception. Motivation, emotional state, and cognitive ability influence how students view the activities they engage in. Students who feel motivated and emotionally comfortable are more likely to form positive perceptions of the tasks they engage in (GuMthrie et al., 2000).

The environment further contributes to shaping student perception. Social and cultural background, teacher support, and the availability of learning resources can either strengthen or weaken the perceptions formed. Overall, students' perception is influenced by the interaction between the characteristics of the stimulus, internal conditions of the learner, and environmental factors. When these aspects are aligned such as through engaging materials, supportive surroundings, and positive psychological states students are more likely to develop favourable perceptions that encourage active participation and more meaningful learning outcomes.

2. Extensive Reading
   a. Definition of Extensive Reading

They are many definitions of extensive reading. According to Day & Bamford (1998), ER means that students read a lot of

material in the target language with the main goals of developing reading fluency and fostering a love for reading. In ER, students focus on general understanding, not on every word or grammar rule, so they can keep reading even if they don't know every word. Nation (2009) adds that extensive reading refers to reading large amounts of easy and interesting texts that allow learners to develop fluency and confidence. Nation emphasizes that ER is most effective when the reading materials are within the learners' language ability and are chosen based on their interest, so that reading becomes both meaningful and enjoyable.

Additionally, Mikulecky (2019) define "Extensive reading is reading a lot of easy, interesting books. You should not stop to look up words. Just enjoy the reading.". This clear and student – friendly definition highlights the core emphasis of ER on enjoyment and fluency over detailed comprehension or vocabulary checking. Their definition underlines that the main goal of extensive reading is to develop a natural and positive reading habit rather than focusing on language analysis. By encouraging students to choose books that are both easy and interesting, learners can build confidence and motivation in their reading skills.

The theory behind ER is based on Krashen (2004) *Comprehension Hypothesis*, states that "we acquire language

and develop literacy when we understand message, that is, when we understand what we hear and what we read, when we receive comprehensible input" . ER is a great example of this because it gives students lots of meaningful input in a calm and stress-free setting. This helps students learn the language naturally. Krashen also explained that reading for fun can lower something called the affective filter a barrier caused by anxiety or fear so students can learn better. Since ER uses real life contexts, students can often guess word meanings from the situation, and this kind of learning is more effective than just memorizing words.

Nunan (1991) in his book also states that "Reading is a dynamic process in which text elements interact with other factors outside the text, especially with the reader's knowledge of the experiential content of the text". This emphasizes the interactive nature of reading and how readers construct meaning, which is the foundation of extensive reading where global comprehension is prioritized. This statement explains the role of input and the process of reading, especially extensive reading.

Willy A Renandya (2016) added that ER is when learners read large amounts of material that matches their language ability. Their research shows that ER helps students grow their

vocabulary, improve reading fluency, and become more independent learners. One big benefit is that students can learn many new words just by seeing them often in different reading contexts. Also, the reading fluency students get from ER can help improve other language skills too, like writing and speaking. Renandya also say that ER should always focus on "deriving meaning and pleasure from reading," not on studying language rules, and that's what makes ER special and useful for long-term learning.

From the various definitions and perspectives above, extensive reading is not merely about reading many texts, but about creating a meaningful, enjoyable, and motivating learning experience. By focusing on easy and interesting materials, ER encourages fluency, confidence, and positive reading habits, while also supporting vocabulary growth and broader language skills. Grounded in theories such as Krashen's Comprehension Hypothesis, extensive reading highlights the importance of comprehensible input, low-anxiety environments, and learner choice. Taken together, these elements show that ER is an effective approach for developing both linguistic competence and a lifelong appreciation for reading.

b. Principles of Extensive Reading

Day & Bamford (1998) proposed ten guiding principles that form the foundation of the extensive reading approach in language learning. These principles are essential for ensuring that extensive reading is implemented effectively and meaningfully. The principles are as follows:

1) The material is easy to read. The material should be simple enough for learners to read fluently, with very few unfamiliar words. Learners should not need to stop frequently to look up vocabulary, which can hinder comprehension and enjoyment.

2) A variety of reading material on a wide range of topics is available. A broad selection of reading materials allows learners to find content that interests them. Exposure to different genres and topics also encourages learners to adopt diverse reading strategies and purposes.

3) Learners choose what they want to read. In extensive reading, learners are given autonomy to select their own reading material. This personal choice often leads to increased motivation and enjoyment. Learners are also encouraged to stop reading materials they find too difficult or uninteresting.

4) Learners read as much as possible. The benefits of extensive reading such as improved vocabulary, grammar, and overall language competence come from reading large amounts of text. For most learners, reading at least one book per week is a reasonable and beneficial goal.

5) Reading speed is usually faster rather than slower. Since learners are reading texts they can easily understand, they are encouraged to read quickly and fluently. The use of dictionaries is discouraged to maintain reading flow and comprehension through context.

6) The purpose of reading is usually related to pleasure, information, and general understanding. Unlike intensive reading, which focuses on detailed analysis, extensive reading emphasizes reading for enjoyment and general comprehension. Full understanding of every word is not required.

7) Reading is individual and silent. Learners read at their own pace, usually outside the classroom, in silence. This practice fosters a personal and independent reading habit.

8) Reading is its own reward. Extensive reading emphasizes the intrinsic value of reading. While optional follow-up activities may be used for reflection or assessment, they

should not detract from the enjoyment of the reading experience.

9) The teacher orients and guides the students. Teachers play an important role in introducing the extensive reading program, explaining its goals, helping students choose appropriate materials, and monitoring progress.

10) The teacher is a role model of a reader. Teachers should participate in the reading process by reading similar materials and sharing their reading experiences with students. This helps create a supportive classroom reading community.

In addition, W. A. Renandya (2007) also highlights several complementary principles of extensive reading. These principles emphasize not only the quantity of reading but also learner autonomy, variation of reading materials, and the importance of teacher involvement.

1) Students read a large amount of material. Learners are encouraged to read extensively to cultivate a strong reading habit. Through this practice, students engage with texts for multiple purposes such as gaining general meaning, collecting information, and experiencing enjoyment.

2) Students usually choose what they want to read.
   In extensive reading, students are given autonomy to decide which materials they wish to explore. They also have the freedom to discontinue reading if the text becomes uninteresting or exceeds their level of difficulty.
3) Reading material varies in terms of topic and genre.
   Students are exposed to a wide range of topics and literary forms. This variety allows them to select texts that align with their preferences and curiosity, making the reading process more meaningful and personal.
4) The materials that students read are within their level of comprehension.
   To ensure success in reading, texts are selected at or below the learners' language level. This helps students understand the content smoothly and build confidence as they read.
5) Students usually take part in the post-reading activity.
   After reading, learners may participate in follow-up tasks that encourage reflection and enjoyment. These activities are designed not as tests, but as opportunities to share ideas, discuss, and inspire further reading.
6) The teacher reads with their students, modeling enthusiasm in reading.
   Teachers play an important role in showing a genuine passion

for reading. By sharing their favorite books or reading alongside students, teachers motivate learners to adopt a similar enthusiasm.

7) Teacher and students keep track of students' progress. Both teachers and learners monitor the development of reading habits and achievements. This tracking helps students recognize their progress, stay motivated, and set new goals for future reading.

In this case, both Day and Bamford (1998) and Renandya (2007) present the characteristics of extensive reading in terms of three main aspects: the teacher's role, the student's role, and the characteristics of the reading material. Both agree that students should read as much as possible, be exposed to a wide variety of materials, and be given autonomy to choose what they want to read, while teachers act as role models by demonstrating enthusiasm for reading. However, Day and Bamford provide more detailed points, such as emphasizing that reading should be done individually and silently, and that the purpose of reading should focus on pleasure, information, and general understanding. In brief, although Day and Bamford propose a broader set of principles, both perspectives share the same essential outline regarding the teacher's role, the student's role,

and the characteristics of the reading material in extensive reading.

c. Aims of Extensive Reading

As a method of reading instruction, *extensive reading* has been extensively researched and its benefits widely acknowledged in second or foreign language learning. This approach focuses on reading a large quantity of texts for pleasure and general comprehension, rather than for detailed analysis or specific grammar instruction. Here are the main aims intended to be achieved through the implementation of extensive reading:

a) To enhance reading motivation and enjoyment**.**

One of the fundamental aims of extensive reading is to cultivate learners' interest, fondness, and motivation for reading (Julian Bamford, 1998). When learners are given the freedom to choose reading materials that are engaging and suitable for their proficiency level, it can significantly increase their engagement and enjoyment in the reading process.

b) To develop reading fluency

Extensive reading aims to improve the speed, smoothness, and automaticity in word recognition and sentence comprehension (Nation, 2013). Through repeated practice and reading a large volume of texts,

learners can read faster, allowing them to focus on overall meaning comprehension.

c) To Build vocabulary and grammatical knowledge.

A crucial aim of extensive reading is to systematically build learners' vocabulary and grammatical knowledge. Teachers widely believe that extensive reading helps students acquire new vocabulary (W. Renandya & Chang, 2017). Through abundant and varied language input from extensive exposure to authentic texts, learners naturally absorb linguistic patterns and vocabulary.

d) To Provide Extensive Practice in Reading Strategies.

This aim focuses on providing students with ample opportunities to practice and internalize reading strategies they have learned during intensive instruction. Thus, extensive reading serves as a crucial bridge between theoretical knowledge and practical application (Melani & Syafitri, 2020)

e) To Foster Autonomy Learner

Through extensive reading, students learn to take responsibility for their own learning. They manage their reading choices, pace, and goals independently, which contributes to the development of autonomous learning

strategies (Bamford & Day, 2004). Autonomy, in turn, has a positive effect on long-term language development.

d. Benefits of Extensive Reading

Extensive reading has been widely recognized as one of the most effective approaches in language learning, particularly in developing reading fluency and overall language competence. According to Willy A Renandya (2016), the benefits of extensive reading extend far beyond improving reading ability; it also plays a significant role in enhancing vocabulary, comprehension, motivation, and even other language skills such as writing and speaking. Some of the key benefits of extensive reading can be summarized as follows:

a) Vocabulary Development

Extensive Reading (ER) significantly enhances vocabulary acquisition in second language learners. Liu & Zhang (2018) conducted a study that demonstrated the positive impact of ER on vocabulary learning, highlighting that exposure to a wide range of texts facilitates incidental vocabulary acquisition and retention.

b) Improved Grammar Awareness and Writing Skills

A study by Taye & Teshome (2025) demonstrates that Extensive Reading significantly enhances grammar and academic writing skills among EFL students. Through repeated exposure to a variety of texts, learners internalize complex syntactic structures, enabling them to produce more accurate and diverse writing. The study emphasizes that ER provides rich authentic language input, allowing students to understand and naturally apply complex sentence structures in their writing. These findings support the view that ER substantially contributes to improving both lexical and syntactic skills in academic writing.

c) Improved Reading Fluency

Extensive reading enhances students' ability to read faster and with greater comprehension. According to Grabe & Stoller (2019), regular reading of large volumes of text allows learners to develop automaticity in word recognition and sentence processing. This fluency is crucial for academic reading and real-world language use.

d) Background Knowledge

One of the key benefits of Extensive Reading (ER) is that it helps learners build a broad base of background

knowledge, which is essential for effective reading comprehension. By engaging with a wide variety of texts, students not only develop language skills but also gain knowledge about different topics, concepts, and real-world contexts. Smith et al. (2021) emphasize that background knowledge significantly influences comprehension, memory, reading fluency, and reading speed. This highlights how ER not only improves language ability but also expands learners' general knowledge, enabling them to understand texts more efficiently and confidently.

e) Confidence and Motivation

ER can enhance learners' confidence and motivation in reading. Extensive reading significantly benefits in increasing reading among students. A research by Kardena & Hildayati (2023) found that the majority, specifically 98% of students, agreed that extensive reading was able to increase their motivation to read, while 76% of students stated that this method also improved their reading ability. This indicates that when students engage in reading materials that are interesting and align with their interests, they tend to feel more

relaxed, pleased, and motivated to read more, thereby forming a positive outlook on reading."

f) Positive Attitude Toward Reading

Research by Smith et al. (2021) indicates that Extensive Reading can enhance learners' positive attitudes toward reading. Repeated exposure to meaningful texts through ER helps students develop intrinsic interest and motivation, which in turn increases their engagement in reading. These findings highlight the importance of ER in fostering positive and sustainable reading habits.

g) Healthy Reading Habits

A research by Rodrigo et al. (2014) found that low-literate adults who participated in an ER program—providing access to books, freedom to choose reading materials, and dedicated reading time—demonstrated increased motivation to read and developed consistent reading habits. These positive changes persisted even six months after the intervention. The study emphasizes that ER can effectively promote lifelong reading habits by fostering enjoyment and a sense of accomplishment in reading.

In general, Extensive Reading (ER) provides numerous important benefits for language learners, including enhancing vocabulary acquisition, grammar awareness, writing skills, and reading fluency. In addition, ER broadens learners' background knowledge, boosts confidence and motivation, fosters positive attitudes toward reading, and encourages healthy and sustainable reading habits. Therefore, ER not only improves language proficiency but also cultivates interest, motivation, and positive reading habits, supporting academic development and lifelong learning.

3. Students' Perceptions of Extensive Reading

In this research, the researcher examines students' perceptions of extensive reading based on the theoretical framework proposed by Matthewson. Mathewson (1994) divides perception towards reading into three main components: cognitive, affective, and conative. In this research, the researcher examines students' perceptions of extensive reading based on the theoretical framework proposed by Mathewson. Mathewson (1994) divides perception toward reading into three main components: cognitive, affective, and conative. Meanwhile, the theory of extensive reading developed by Day & Bamford (1998) emphasizes that learners benefit from reading large amounts of easy and interesting texts for the purposes of general understanding, fluency, and enjoyment. In addition, Krashen (1982) highlights that second language acquisition theory stresses the importance of rich and meaningful

language exposure, such as that provided through extensive reading, as it can support the overall development of language ability. Thus, the combination of perception theory and extensive reading theory provides a comprehensive framework to explain how students think about, feel toward, and respond to extensive reading activities.

By integrating Matthewson's concept with motivation and language learning theories, this research builds a comprehensive foundation for developing an instrument that can thoroughly measure students' perceptions in the context of learning extensive reading.

1. Cognitive Perception

   Cognitive perception refers to students' understanding and belief in the benefits and value of Extensive Reading. According to Yamashita (2004, students' cognitive perception includes their awareness of the usefulness of reading activities for improving language skills and their personal evaluation of reading as part of learning. Students who perceive ER as valuable are more likely to believe that it helps them enhance vocabulary, comprehension, and language mastery. Therefore, cognitive perception is related to how students evaluate ER as a meaningful and beneficial language learning strategy. The sub-indicators of cognitive perception include:

   a. Value of ER: Students believe that ER is beneficial for their academic progress, personal growth, and future.

b. Self-perception: Students feel confident in their reading ability and recognize improvement in their reading habits through ER.

These aspects show that students who believe in the benefits of ER will develop a stronger motivation to read and apply reading strategies more effectively.

2. Affective Perception

Affective perception relates to students' emotional responses and attitudes while engaging in ER activities. Yamashita (2004) and Day and Bamford (1998) explain that affective factors such as enjoyment, comfort, and anxiety strongly influence students' willingness to read. When students enjoy the reading process, they are more likely to sustain motivation and participation, while negative feelings such as boredom or frustration may reduce their engagement. Based on the explanation, the sub-indicators of affective in this research can be identified as:

a. Enjoyment: Students feel pleasure and satisfaction while reading English texts through ER.
b. Comfort: Students feel relaxed and comfortable when spending time on reading activities.
c. Anxiety: Students experience worry, tiredness, or uncertainty when facing challenging reading materials.

A positive affective perception makes students view ER as a fun and stress-free learning experience, encouraging them to read more extensively.

3. Conative Perception

Conative perception represents students' intentions, behavioral tendencies, and commitments toward ER. Nguyen (2023) explains that students' behavioral attitudes include their willingness to continue reading outside of class and their self-motivation to maintain reading consistency. Day and Bamford (1998) also emphasize the importance of building reading habits and setting personal goals to make ER a sustainable practice. Based on these explanation, the sub-indicators of conative perception include:

a. Intention / Willingness: Students show motivation and initiative to engage in ER voluntarily.
b. Habit Commitment: Students demonstrate consistency in reading, even when they are busy with other activities.
c. Goal Setting: Students establish reading targets and monitor their progress to achieve improvement in reading performance.

By referring to the three-component perception model proposed by Mathewson (1994) and reinforcing it with relevant theories of motivation and learning behaviour, the researcher is able to construct a

valid and comprehensive instrument to measure students' perceptions of learning extensive reading. In summary, students' perceptions of Extensive Reading consist of three interrelated components: cognitive, affective, and conative. These components work together to influence the extent to which students actively participate in ER activities. Positive perceptions encourage greater engagement and the development of sustainable reading habits. Conversely, negative perceptions may hinder students' involvement and reduce the potential benefits of Extensive Reading programs.

B. Relevant Studies

A study by Reska (2016) entitled *"Students' Perception of Extensive Reading at Senior High School Tri Bhakti Pekanbaru"* aimed to investigate how senior high school students perceive the implementation of extensive reading in learning English. This research employed a descriptive quantitative method using a questionnaire as the main instrument. The findings revealed that most students had a positive perception of extensive reading. They believed that this strategy could increase their reading interest and provide a more enjoyable learning experience in English. Moreover, the students demonstrated a basic understanding of the concept of extensive reading, although many of them were not yet accustomed to applying it consistently.

The next study was conducted by Octavianti et al., (2023) entitled *"Undergraduate Students' Perception of Using Extensive Reading Strategy in Vocabulary Mastery"*, published in the *International Journal of Recent Educational Research*. This qualitative research involved fifteen fifth-semester undergraduate students who had completed an extensive reading course. Data were collected through questionnaires and interviews. The results indicated that the students held a positive perception toward the use of extensive reading. They stated that extensive reading helped them enrich their vocabulary, boost their reading motivation, and improve comprehension using graded reading materials. Furthermore, students found the reading activities enjoyable and stress-free, which contributed positively to their English learning experience.

Another relevant study was conducted by Vivinengsi (2024) with the title *"Students' Perception toward Extensive Reading to Improve Reading Skill at the Second Grade of SMA Negeri 1 Parepare"*. This research used a descriptive quantitative approach and involved 72 second-grade senior high school students. The instrument used was a questionnaire consisting of 25 items. The findings showed that students had a very positive perception of extensive reading. They felt relaxed and comfortable during the reading sessions, and the teacher successfully applied the principles of extensive reading. The students

also reported improvements in their reading abilities and enjoyed the process of reading through this strategy.

Although previous studies have demonstrated generally positive student perceptions of extensive reading, they vary in focus, methodology, and educational context. Some focus on high school students, while others examine students who have already taken formal extensive reading courses. Several studies also concentrate on the impact of extensive reading on reading skills rather than vocabulary acquisition.

In contrast, the present study specifically investigates third-semester undergraduate students' perception of learning extensive reading, which has rarely been examined. This study applies a quantitative descriptive method and uses a perception framework based on psychological components – namely cognitive, affective, and conative aspects. Furthermore, the research is conducted in the local context of UIN Sjech M. Djamil Djambek Bukittinggi, which brings a unique academic and institutional background that has not been explored in previous studies. Therefore, this research offers a novel contribution to the understanding of how extensive reading is perceived and applied among university students in Islamic higher education settings.

C. Conceptual Framework

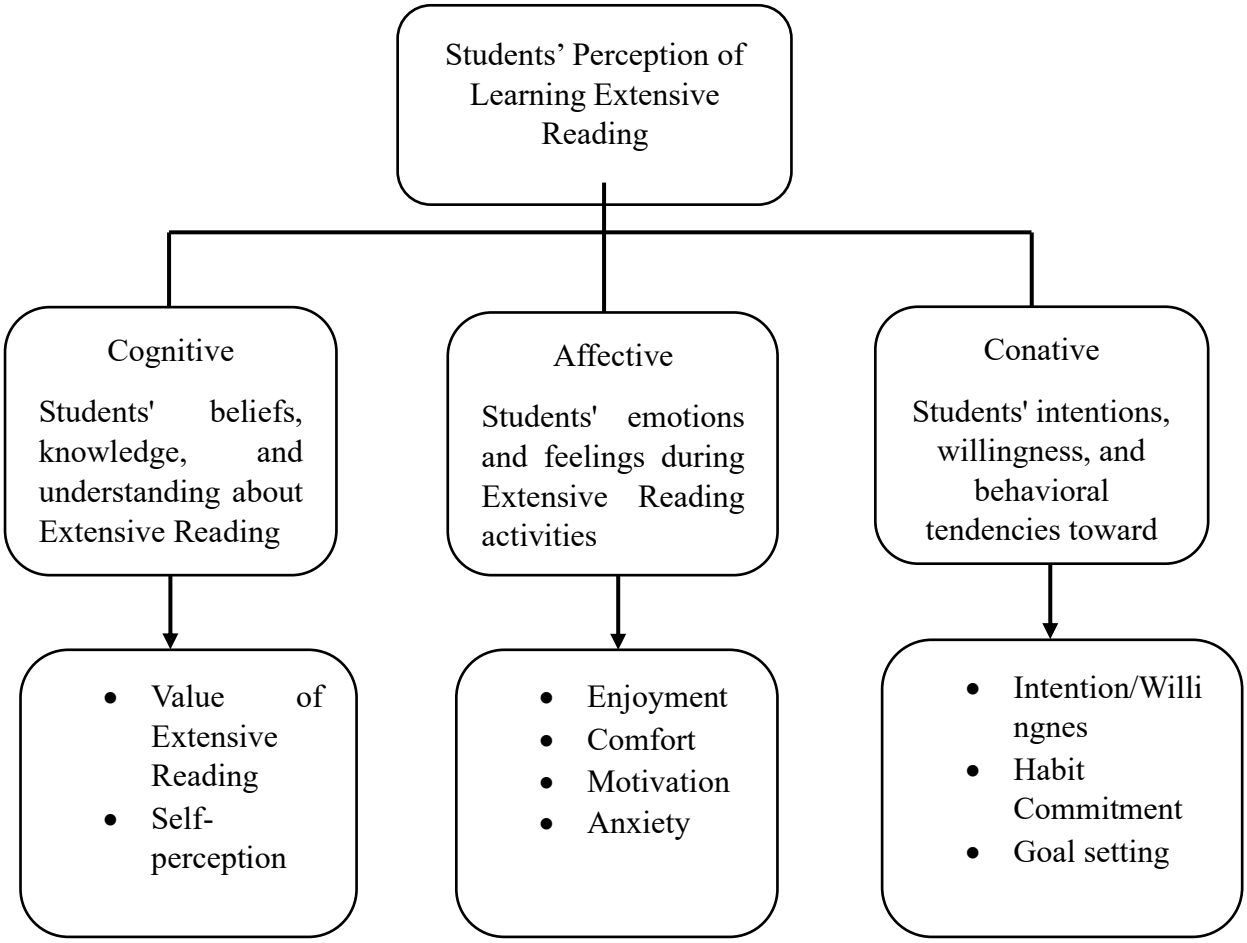


Figure 2.1 Conceptual Framework

The following conceptual framework serves as the foundation for this research. This research aims to thoroughly examine the relationship between extensive reading (ER) as a learning method, how students perceive it, and its impact on their vocabulary mastery. Extensive reading, defined as the practice of reading a large quantity of easy and engaging material for pleasure and general comprehension (Day & Bamford, 1998; Mikulecky, 2019).

This framework is grounded in Mathewson's (1994) three-component model of perception, which provides a comprehensive approach to understanding how students view, interpret, and respond to extensive reading as a course. Students' perception of extensive reading is conceptualized as a multidimensional construct consisting of three interconnected components: cognitive, affective, and conative.

Cognitive Component refers to students' beliefs, knowledge, and understanding about extensive reading. This component encompasses what students know about the purpose and benefits of extensive reading, their understanding of how it works as a learning method, and their beliefs about its effectiveness in language learning. Students with positive cognitive perceptions understand that extensive reading helps develop reading fluency, expands general knowledge, and supports autonomous learning. Conversely, students with negative cognitive perceptions may view extensive reading merely as an academic requirement without recognizing its pedagogical value.

Affective Component relates to the emotional responses and feelings that students experience during extensive reading activities. This component is crucial because, as Krashen (2004) emphasized, emotional comfort and enjoyment in reading can lower the affective filter, making the learning process more effective. Students with positive affective perceptions feel motivated, relaxed, and interested while engaging in extensive reading activities. They experience

enjoyment and satisfaction from reading, which encourages continued participation. In contrast, students with negative affective perceptions may experience boredom, anxiety, or frustration during extensive reading sessions.

Conative Component reflects students' intentions, willingness, and behavioural tendencies toward extensive reading. This component demonstrates how cognitive understanding and emotional responses translate into actual behaviours and intentions to act. Students with positive conative perceptions show willingness to read beyond classroom requirements, actively seek additional reading materials, and demonstrate sustained engagement in reading activities. They are motivated to continue extensive reading practices independently and may encourage peers to participate in similar activities.

These three components are interconnected and mutually reinforcing. Students' cognitive understanding influences their emotional responses, which in turn affects their behavioural intentions and actual engagement with extensive reading activities. A comprehensive understanding of students' perceptions requires examining all three components to capture the full complexity of how students experience extensive reading as a learning method.

This conceptual framework provides the theoretical basis for developing research instruments and interpreting findings. By focusing

solely on perception rather than learning outcomes, the framework aligns with the research limitations and ensures that the study remains within its defined scope of investigating students' views, experiences, and opinions about extensive reading at UIN Sjech M. Djamil Djambek Bukittinggi.

CHAPTER III

RESEARCH METHOD

A. Type of Research

This research was a type of descriptive quantitative research, which aimed to describe and explain students' views on the learn of extensive reading. As explained by L. R. Gay, Geoffrey E. Mills (2011), descriptive research helps researchers describe situations or phenomena as they are, collect data related to the observed variable, and present the findings in a way that is easy to understand without testing cause-and-effect relationships. In this research, the researcher did not seek to manipulate or control any of the factors involved but instead focused on capturing the perspectives of students as they experienced extensive reading. The primary goal was to gain a deeper understanding of how students perceived the benefits of this strategy in their learning process.

A quantitative approach was used because the data for this research came from a questionnaire that collected numerical data. The data were then analysed using simple statistics, such as averages (mean), percentages, and frequency distributions. According to Creswell (2012), quantitative research is used to test theories by collecting data that can be measured and analysed statistically to explain patterns or trends in a group of people. In this research, however, the focus was not on testing theories or establishing causal relationships. Instead, the aim was to describe the students' perceptions and experiences with extensive

reading. The use of quantitative data through questionnaires allowed for a broad understanding of the students' views, but without the need to manipulate or control variables. This approach aligned with the goal of capturing an accurate representation of how students perceived the role of extensive reading in enhancing their reading skills.

B. Setting of the Research

This research was conducted at the English Education Study Program of UIN Sjech M. Djamil Djambek Bukittinggi. The selection of this location was based on the relevance of the subject being studied, which focused on students' perceptions of extensive reading topics that were directly related to the academic activities within the department. As third-semester students were expected to have been introduced to various reading strategies, including extensive reading, this setting provided an appropriate environment for gathering meaningful and relevant data.

C. Population and Sample

This part explains who the participants of the research are. It includes the total number of students involved (population) and how the participants were selected (sample). Knowing the population and sample helps to understand the background of the data collected and ensures the results represent the students' perceptions accurately.

1. Population

The population of this research was all students in the third semester of the English Education Study Program at UIN Sjech M. Djamil Djambek Bukittinggi in the academic year 2025/2026. These students had already learned several reading subjects and were familiar with the concept of extensive reading. Based on data from the academic office, there were 74 students in the third semester:

Table 3.1. The Population of the Research

Class	Number of Students
A	25
B	24
C	25
Total	74

Sumber: Head of the English Education Study Program

2. Sample

The sample was taken using the total sampling technique, which meant that all third-semester students who took the Extensive Reading course in the study program were included. The use of total sampling is supported by Creswell (2012), who states that total sampling is appropriate when the population is relatively small and accessible, allowing all members to be included as respondents. This technique ensured that the data

collected was comprehensive and representative of the entire population under research. Based on preliminary data, the total number of students was 74.

Table 3.2.The Sample of the Research

Class	Number of Students
A	25
B	24
C	25
Total Sample	74

D. Variables of Research

In this research, there was one main variable, namely the independent variable, which was students' perception of extensive reading. This variable was central to the study, as it reflected how students viewed, interpreted, and evaluated the role of extensive reading in their learning process.

Independent Variable (X): Students' Perception of Extensive Reading. The independent variable in this research was students' perception of extensive reading. Perception here referred to students' personal views, beliefs, attitudes, and judgments regarding extensive reading as part of their language learning. According to Mathewson (1994), perception is a cognitive process through which individuals interpret and understand information from their environment. In this

study, students' perception encompassed three components: cognitive (thoughts and understanding), affective (feelings and attitudes), and conative (tendencies to act).

Extensive reading itself is defined as reading large quantities of material for general understanding, with the aim of increasing language exposure and supporting natural vocabulary acquisition (Bamford & Day, 2004). Thus, this variable reflected how students assessed the usefulness, enjoyment, and impact of extensive reading activities in their learning.

E. Instrument and Technique of Data Collection

The use of clear and appropriate instruments is essential in quantitative research, as it helps researchers collect valid and reliable data. Data collection techniques are also described to show how the instruments are distributed and how data are obtained from participants. Both instruments and data collection techniques play an important role in supporting research findings and answering research questions.

1. Instrument of the Research

In this research, the primary instrument used to collect data was a closed-ended questionnaire. This type of instrument was appropriate for quantitative research that aimed to measure students' perceptions in a consistent and objective manner. According to Louis Cohen, Lawrence Manion (2007), closed-ended questionnaires were suitable for collecting standardized

data that could be statistically analysed and compared across respondents.

The use of this questionnaire was theoretically grounded in its ability to measure psychological and educational variables, such as perception, beliefs, and behavioural tendencies. The questionnaire items were written in clear and simple English to ensure that they were easily understood by the target respondents. Before being distributed, the questionnaire was validated by expert reviewers.

Each statement in the questionnaire used a five-point Likert scale, which measured the degree of agreement or disagreement with each statement. This scale was developed by Rensis Likert (1932) and had been widely used in attitude and perception research. The scores ranged from 1 to 5, based on predetermined criteria, which allowed the measurement of students' perceptions in a structured, systematic, and quantitative manner. The response options are presented in Table 3.1.

Table 3.3 Likert Scale

Option	Score
Strongly Agree	5
Agree	4
Neutral	3

Disagree	2
Strongly Disagree	1

The questionnaire was developed based on Mathewson's (1994) three-component perception model, consisting of 22 items which distinguishes perception into cognitive, affective, and conative aspects. Each of these components is further specified into sub-indicators adapted from Yamashita (2004), Day and Bamford (1998), and Nguyen (2023), with modifications to suit the context of this research.

a. The cognitive component, referring to students' beliefs and understanding of the usefulness of extensive reading, includes value of ER and self-perception.
b. The affective component, related to students' emotional responses, covers enjoyment, comfort, and anxiety.
c. The conative component, referring to students' intentions/willingness, habit commitment, and goal setting.

The research guidelines in Table 3.2:

Table 3.4 Research Guidelines

Variable	Indicator	Sub-Indicator	Description	Item Number
Students' Perception of Extensive Reading	Cognitive	Value of ER	The benefits and value of extensive reading for academic, personal, and future development.	2,3,5,6,8
		Self-perception	Students' belief in their own reading ability and their reading habits	1,4,7
	Affective	Enjoyment	Students' enjoyment and pleasure when engaging in ER.	9, 10,11
		Comfort	Students' feelings of relaxation and ease during ER.	12, 13, 14
		Anxiety	Students' negative feelings when reading English texts	15, 16, 17
	Conative	Intention/willingness	Students' intention to continue ER outside classroom requirements.	18,19
		Habit Commitment	Students' commitment to make ER a consistent part of their daily life.	20
		Goal setting	Students' behaviour in setting reading goals and monitoring progress.	21,22

Adapted from Yamashita (2004), Day and Bamford (1998) and Nguyen (2023)

2. Technique of Data Collection

The data in this research are collected using a close-ended questionnaire developed based on the indicators of the variables: Students' Perception of Extensive Reading. According to Creswell (2012), a close-ended questionnaire is one of the most effective data collection techniques in quantitative research because it provides predetermined response options, allowing researchers to systematically and efficiently measure respondents' opinions, attitudes, or Perceptions. The steps of data collection are as follows:

a. The researcher prepared the questionnaire based on the research variable.
b. The questionnaire was created in the form of a Google Form link (*https://forms.gle/dVVpA7uvWKxYwC8R6*)
c. The researcher distributed the link to the respondents through their WhatsApp group.
d. The students filled out the questionnaire online.
e. The collected data were organized and prepared for analysis.

F. Validity and Reliability of Instruments

In quantitative research, the quality of the instrument heavily relies on two important aspects: validity and reliability. These two aspects determine whether the instrument truly measures what it is intended to measure and whether the results are consistent over time.

1. Validity

Validity was one of the important aspects considered in developing the research instrument. In this study, the researcher used content validity to ensure that each item of the questionnaire accurately represented all aspects of the variable being measured, namely students' perceptions of extensive reading. According to L. R. Gay, Geoffrey E. Mills (2012), content validity required expert judgment to determine whether the instrument items were relevant, clear, and consistent with the research objectives and theoretical framework.

To establish content validity, the questionnaire was reviewed by three expert validators in the field of English Education. The first validator was Miss Muthia Rahman, M.Pd., the second validator was Miss Dr. Eka Susri Harida, M.Pd., and the third validator was Miss Dr. Afdaleni, M.Pd. The validators evaluated each item based on instructions, content, and language, examining whether the instructions were clear, whether the items were relevant and covered all aspects of the variable, and whether the language used was simple, clear, and easy for respondents to understand.

The feedback and suggestions from the validators were used to revise and improve each questionnaire item, ensuring that all items were clear, relevant, and consistent with the research objectives. This process ensured that the questionnaire could accurately and

comprehensively measure students' perceptions and remained aligned with the theoretical framework of the study. The validation results were documented in a validation sheet signed by all the validators as evidence of the instrument's validity.

2. Reliability

The reliability of the instrument was conducted to determine the consistency and dependability of the measurement results. Reliability testing ensures that the instrument produces stable and consistent outcomes when repeated. In this study, reliability was assessed using the inter-rater reliability method, as the test responses were evaluated by several lecturers at UIN Sjech M. Djamil Djambek Bukittinggi**.** The main objective of this section is to examine the reliability of the instrument based on the agreement among the raters**.**

To measure the level of agreement among the validators, Cronbach's Alpha statistic was employed. Cronbach's Alpha (α) is widely used to assess the internal consistency of a set of items or ratings (Cronbach, 1951), estimating the proportion of total variance that is systematic and consistent across items. The analysis was carried out using SPSS version 2.7**.** According to Jugessur (2022), the criteria for internal consistency of Cronbach's Alpha can be seen in Table.

Table 3.5 Internal Consistency Criteria of Cronbach's Alpha

Cronbach's Alpha (α)	Internal Consistency Category
$\alpha \geq 0.9$	Excellent / Highly Reliable
$0.8 \leq \alpha < 0.9$	Good / Reliable
$0.7 \leq \alpha < 0.8$	Acceptable / Fairly Reliable
$0.6 \leq \alpha < 0.7$	Marginal / Needs Improvement
$\alpha < 0.6$	Low / Not Reliable

The result of the instrument reliability test in this study is presented in the figure:



Reliability Statistics

Cronbach's Alpha	N of Items
.729	7

Figure 3.1 Reliability's Result

Based on the calculation, the value of α = 0.729 for 7 items indicates that the instrument has an acceptable level of internal consistency. This confirms that the instrument is sufficiently reliable and that the raters provided consistent evaluations of the students' responses. Therefore, the instrument is suitable for accurately measuring students' perceptions**.** The detailed calculation of Cronbach's Alpha can be found in the Appendix11.

G. Technique of Data Analysis

In this research, the data obtained from the questionnaire are analysed using descriptive quantitative analysis. This technique is appropriate for studies that aim to describe, summarize, and interpret numerical data collected from a population sample (Creswell, 2012). The purpose is to provide a statistical summary of students' perceptions of extensive reading. The responses are collected using a 5-point Likert, where students indicate their level of agreement with each statement provided in the questionnaire. The analysis is carried out through the following steps:

1. Data Tabulation

   Data tabulation is the process of organizing raw data into tables systematically to facilitate easier analysis and interpretation. According to Creswell (2012), tabulation helps researchers to observe the distribution of responses, frequencies, and patterns more clearly, making the data ready for further quantitative or qualitative analysis.

2. Calculating Descriptive Statistic

   Before presenting the data, the researcher calculated descriptive statistics for all questionnaire items. This step included computing frequencies and percentages for each response category. The calculation aimed to provide a numerical overview of students' perceptions, showing how many respondents chose each option on the 5-point Likert scale. This

process served as the foundation for further analysis and visualization. The formulas can see in the below:

$$p = \frac{f}{N} \times 100$$

Where:

P= Percentage,

F= Frekuensi of a particular response,

N= Total number of respondents.

3. Descriptive Statistical Analysis

After calculating the statistics, the results were presented visually using tables to illustrate the trends in students' perceptions. Each table or chart displayed the frequency and percentage of responses for each item, making it easier to identify which aspects of extensive reading were perceived most by students.

4. Interpreting the Mean Score

To interpret the students' perception level, the quantitative scores were converted into qualitative categories by using the formula suggested by Indra Jaya (2019). The mean score (M) and standard deviation (SD) of the students' responses were calculated, and the categories were determined as follows:

Table 3.6 Mean Score

Score Range	Category
$X > M + SD$	High / Very Positive
$M - SD \leq X \leq M + SD$	Moderate / Positive
$X < M - SD$	Low / Negative

Ket:

X = Skor hasil angka responden

M = Mean (Rata-rata keseluruhan)

SD = Standar Deviasi

This categorization helped determine whether students generally had a very positive, positive or negative perception of extensive reading.

5. Presenting the Results

The analysed data are presented in the form of tables to clearly illustrate the students' perception trends. Each section of the questionnaire was discussed separately to provide a comprehensive understanding.

By using descriptive statistical analysis, this research aimed to provide a clear and objective picture of how students perceive the practice of extensive reading

CHAPTER IV

FINDING AND DISCUSSION

A. Data Description

This study was conducted with third-semester students of the 2024 academic year from the English Education Department at UIN Sjech M. Djamil Djambek Bukittinggi. All respondents had already taken reading courses and were familiar with reading English texts as part of their academic activities.

The research employed a Likert-scale questionnaire as the primary data collection tool. The questionnaire consisted of 22 closed-ended statements designed to explore students' perceptions. These items were organized into three main dimensions of perception: cognitive**,** affective, and conative. Each statement was rated on a five-point Likert scale, ranging from Strongly Disagree (1), Disagree (2), Neutral (3), Agree (4), and Strongly Agree (5)**.** This scaling system was used to measure how strongly students agreed or disagreed with the statements concerning their experiences in learning extensive reading.

Data collection was carried out using Google Forms, and the responses were later summarized in tables showing the frequency and percentage for each response option. Furthermore, the analysis was structured based on the three perception dimensions: cognitive, affective, and conative to allow for a clearer understanding of each

aspect. The analysis involved calculating the frequency and percentage of each response option to describe students' perceptions of extensive reading. The percentage was obtained by dividing the frequency of responses by the total number of respondents and then multiplying by 100, as shown in the following formula:

$$p = \frac{f}{N} \times 100$$

Where:

P= Percentage,

F= Frekuensi of a particular response,

N= Total number of respondents.

Thus, based on this formula, the following are the results obtained from the students' responses for each statement across the three indicators:

a. Cognitive

The cognitive indicator relates to students' knowledge and beliefs about extensive reading. This indicator assesses the extent to which students understand and believe in the benefits of the course. The descriptive data for this indicator are presented in the table below:

Table 4.1 Students' Responses in the Cognitive Dimension

No	Statements	Answer	Frekuensi	Percentage
1	I think extensive reading helps	Strongly Agree	20	27%
		Agree	46	62,2%

	me to read more quickly.	Neutral	6	8,1%
		Disagree	2	2,7%
		Strongly Disagree	0	0%
2	I think extensive reading is beneficial for my future career	Strongly Agree	17	23%
		Agree	49	66,2%
		Neutral	3	4,1%
		Disagree	5	6,8%
		Strongly Disagree	0	0%
3	I think extensive reading is useful for supporting my English learning.	Strongly Agree	30	40,5%
		Agree	39	52,7%
		Neutral	2	2,7%
		Disagree	2	2,7%
		Strongly Disagree	1	1,4%
4	I think my reading ability has improved through extensive reading	Strongly Agree	15	20,3%
		Agree	50	67,6%
		Neutral	6	8,1%
		Disagree	3	4,1%
		Strongly Disagree	0	0%
5	I think extensive reading helps me to obtain better academic qualifications.	Strongly Agree	10	13,5%
		Agree	54	73%
		Neutral	8	10,8%
		Disagree	2	2,7%
		Strongly Disagree	0	0%

6	I think extensive reading enables me to acquire deeper knowledge and broader insight about various topics through reading.	Strongly Agree	15	20,3%
		Agree	49	66,2%
		Neutral	9	12,2%
		Disagree	1	1,4%
		Strongly Disagree	0	0%
7	I think l read more when l practice extensive reading activities	Strongly Agree	10	13,5%
		Agree	55	74,3%
		Neutral	8	10,8%
		Disagree	1	1,4%
		Strongly Disagree	0	0%
8	I think extensive reading is useful for shaping my personality and self-development.	Strongly Agree	14	18,9%
		Agree	47	63,5%
		Neutral	9	12,2%
		Disagree	4	5,4%
		Strongly Disagree	0	0%

Based on Table 4.1, most students have a positive perception of extensive reading in terms of cognitive aspects. Most

respondents chose “Agree” or “Strongly Agree” for each statement, with “Agree” ranging from 62.2% to 74.3% and “Strongly Agree” ranging from 10% to 40.5%, depending on the statement.

Respondents who selected “Neutral,” “Disagree,” or “Strongly Disagree” were relatively few, indicating that most students experienced positive benefits from extensive reading in improving their reading speed, comprehension, supporting English learning, expanding knowledge, and enhancing academic achievement. Therefore, it can be concluded that extensive reading contributes significantly to students’ cognitive development, especially in improving reading skills and enriching knowledge

b. Affective

The affective indicator relates to students’ feelings, attitudes, and emotional responses toward extensive reading. This indicator assesses the extent to which students feel interested, enjoy, or are emotionally motivated when participating in reading activities. Conversely, it also considers students who may be less interested or less motivated, allowing for variation in responses among participants. The descriptive data for this indicator are presented in Table 4.2.

Table 4.2 Students' Responses in the Affective Dimension

No	Statements	Answer	Frekuensi	Percentage
9	I enjoy reading English texts because they are interesting and fun.	SA	15	20,3%
		A	47	63,5%
		N	9	12,2%
		D	3	4,15
		SD	0	0%
10	I feel happy when l spend time reading English books through extensive reading.	SA	10	13,5%
		A	47	63,%
		N	14	18,9%
		D	3	4,1%
		SD	0	0%
11	I look forward to reading English texts during extensive reading activities.	SA	6	8,1
		A	54	73%
		N	12	16,2%
		D	1	1,4%
		SD	1	1,4%
12	I feel at ease when l read English texts through extensive reading.	SA	8	10,8%
		A	46	62,2%
		N	18	24,3%
		D	2	2,7%
		SD	0	0%
13	I feel comfortable spending time reading English texts through extensive reading.	SA	7	9,5%
		A	52	70,3%

		N	12	16,2%
		D	3	4,1%
		SD	0	0%
14	I feel tired when l has to read long English texts.	SA	7	9,5%
		A	29	39,2%
		N	21	28,4%
		D	15	20,3%
		SD	2	2,7%
15	I feel anxious when l encounter words l do not know in extensive reading texts.	SA	4	5,4%
		A	41	55,4%
		N	14	18,9%
		D	14	18,9%
		SD	1	1,4%
16	I feel anxious if l am not sure whether l fully understand what l read in extensive reading.	SA	8	10,8%
		A	40	54,1%
		N	13	17,6%
		D	13	17,6%
		SD	0	0%

17	If it is not required, I prefer to avoid reading long English texts.	SA	9	12,2%
		A	28	37,8%
		N	20	27%
		D	15	20,3%
		SD	2	2,7%

Based on Table 4.2, most students show a positive emotional response toward extensive reading. Most of respondents chose “Agree” or “Strongly Agree” for statements such as enjoying English texts, feeling happy while reading, looking forward to reading activities, and feeling comfortable during reading, with “Agree” responses ranging approximately from 37.8% to 73% and “Strongly Agree” responses ranging from 6% to 20.3%, depending on the statement.

However, some students also reported less positive feelings. A noticeable portion felt tired when reading long texts, anxious when encountering unfamiliar words, or anxious if they were unsure of their comprehension. Additionally, a few students indicated that they would prefer to avoid reading long English texts if it were not required. This shows that while extensive reading generally generates positive emotions, there is variation in students’ affective responses.

Overall, the affective indicator suggests that extensive reading is largely enjoyable and motivating for students, but attention should be given to those who experience fatigue, anxiety, or low motivation during the activity.

c. Conative

The conative indicator relates to students' motivation, effort, and active involvement in practicing extensive reading. This indicator evaluates how consistently students engage in reading activities and the extent of their determination to apply the strategies they have learned. The descriptive data for this indicator are presented in the table below:

Table 4.3 Students' Responses in the Conative Dimension

No	Statements	Answer	Frekuensi	Percentage
18	I will make an effort to read English books as much as l can through extensive reading.	SA	7	9,5%
		A	48	64,9%
		N	15	20,3%
		D	4	5,4%
		SD	0	0%
19	I tend to try to share what l read in English with friends or others after reading.	SA	8	10,8%
		A	43	58,1%
		N	16	21,6%
		D	6	8,1%
		SD	1	1,4%
20	I stick to my reading schedule even when l	SA	3	4,1%

	am busy with other task.	A	37	50%
		N	20	27%
		D	14	18,9%
		SD	0	0%
21	I set goals for how much l want to read in extensive reading activities.	SA	6	8,1%
		A	47	63,5%
		N	15	20,%
		D	6	8,1%
		SD	0	0%
22	I actively try to understand and learn new words while reading.	SA	18	24,3%
		A	47	63,5%
		N	8	10,8%
		D	1	1,4%
		SD	0	0%

The results indicate that most students demonstrate a positive level of motivation and active involvement in extensive reading activities. The majority of respondents selected “Agree” or “Strongly Agree” for statements regarding making an effort to read English books, sharing what they read with others, maintaining their reading schedule, setting reading goals, and actively learning new words.

Meanwhile, the average Neutral responses were approximately 19.9%, showing that some students were hesitant or less confident in their reading activities. Disagree responses averaged 8.4%, and Strongly Disagree responses were only about 0.3%, indicating that only a few students struggled with consistency, goal-setting, or applying reading strategies.

Overall, the conative indicator shows that extensive reading generally encourages students' motivation, effort, and active participation, although there are variations in consistency and engagement among students.

After describing the questionnaire data, the researcher then interpreted the students' perceptions of *extensive reading* into three categories, namely high, moderate, and low, based on Jaya, (2019). For further clarification, it can be seen in the table below:

Table 4.4 Category of students responses

Score Range	Category
X > M + SD	High / Very Positive
M – SD ≤ X ≤ M + SD	Moderate / Positive
X < M – SD	Low / Negative

This categorization used the Mean (M) and Standard Deviation (SD) as the basis for calculation. The formulas used are as follows:

1. Mean (M)

$$M = \frac{\sum x}{N}$$

Where:

X = the score of each respondent

N = the total number of respondent

2. Standard Deviation (SD)

$$SD = \frac{\sqrt{\sum (x-M)^2}}{N}$$

Where:

X = the score of each respondent

M = the mean score

N = the total number of respondents

Based on the formulas presented earlier, the scores obtained from the respondents were calculated for each indicator. The following table shows the distribution of students' responses in terms of **Mean** and **Standard Deviation (SD)** for each indicator. This categorization allowed the researcher to determine the students' perception levels – whether high, moderate, or low – for the cognitive, affective, and conative indicators. By reviewing this table, the general trends regarding students' knowledge, attitudes, and active involvement in extensive reading activities could be identified and observed.

Table 4.5 The students result of Mean score and SD

Indicator	Items	Mean	Standard Deviation (SD)	M+SD	M-SD
Cognitive	1-8	32,5	3,29	35,79	29,21
Affective	9-17	33,12	3,22	36,34	29,90
Conative	18-22	18,66	2,53	21,19	16,13
Overall	1-22	83,25	7,08	90,33	76,18

After presenting the table showing the Mean and Standard Deviation (SD) for each indicator and overall, the next step was to analyse students' perceptions based on each indicator, namely cognitive, affective, and conative. This analysis aimed to determine the level of students' perceptions of extensive reading, whether it was categorized as high, moderate, or low, in accordance with the predetermined categorization.

Table 4.6 Students perception of cognitive component

Score Range	Total Students	Category
X> 35,7	14	High / Very Positive
29,2 ≤ X ≤ 35,7	49	Moderate / Positive
<29,2	11	Low / Negative

The cognitive indicator consists of eight statements related to students' understanding and awareness of *Extensive Reading*. Based on the results shown in Table 4.1, 14 students are in the high or very positive category, 49 students are in the moderate or positive category, and 11 students are in the low or negative category. These findings indicate that most students have a positive cognitive perception toward ER. They generally understand the concept and purpose of this learning activity.

Meanwhile, the students in the high category show a strong understanding of how ER works, while a few students in the low category still find it difficult to fully understand its function.

Overall, the cognitive indicator is categorized as positive, meaning that students cognitively perceive ER as a beneficial and meaningful learning activity.

Table 4.7 Category Students perception of affective

Score Range	Total Students	Category
X> 36,34	5	High / Very Positive
29,9 ≤ X ≤ 36,34	58	Moderate / Positive
<29,9	11	Low / Negative

The affective indicator consists of nine statements that assess students' feelings, interests, and motivation toward the implementation of ER. Based on the results shown in Table 4.2, 5 students fall into the high or very positive category, 58 students are in the moderate or positive category, and 11 students are in the low or negative category.

These findings indicate that most students show a positive affective perception toward ER. Most of them feel comfortable, enthusiastic, and motivated to participate in the reading activities conducted during the course. On the other hand, students who belong to the high category demonstrate stronger enthusiasm and interest, while those in the low category tend to show less motivation and enjoyment in engaging with ER. Therefore, it can be concluded that the affective indicator falls into the positive category, suggesting that emotionally, students hold a favourable attitude toward ER.

Table 4.8 Students perception of conative

Score Range	Total Students	Category
X> 21,1	9	High / Very Positive
16,1 ≤ X ≤ 21,1	53	Moderate / Positive
<16,1	12	Low / Negative

The conative indicator consists of five statements that reflect students' actions, efforts, and behavioural tendencies in participating in *Extensive Reading* activities. As presented in Table X, 9 students fall into

the high or very positive category, 53 students are in the moderate or positive category, and 12 students belong to the low or negative category.

The data reveal that most students demonstrate a positive conative perception toward ER. This suggests that they tend to engage actively, put effort into understanding the reading materials, and show consistent participation during the learning process. However, a small number of students in the low category seem to display limited initiative and lower involvement in Extensive Reading tasks. This indicates that not all students are equally motivated to apply their reading habits outside the classroom. In summary, the conative aspect is categorized as positive, meaning that students generally exhibit favourable behavioural responses and willingness to take part in *Extensive Reading* course.

Table 4.9 Students' Overall Perception of Extensive Reading

Score Range	Total Students	Category
X> 90,3	12	High / Very Positive
76,18 ≤ X ≤ 90,3	53	Moderate / Positive
<76,18	9	Low / Negative

The analysis results indicate that students' overall perception of extensive reading was positive. Out of 74 respondents, 12 students (16.2%) fell into the high / very positive category, showing that a small portion of students were highly aware of the benefits and value of this reading activity. The majority of students, 53 students (71.6%), were classified as moderate / positive, indicating that most students had a positive perception, though

with moderate intensity. Meanwhile, 9 students (12.2%) were in the low / negative category, suggesting that a small portion of students were less motivated or had not fully experienced the benefits of extensive reading. Therefore, it can be concluded that students' overall perception of extensive reading tended to be positive, despite some variation among individuals**.**

B. Discussion

The result of this research showed that students had a positive perception of Extensive Reading (ER) in three main dimensions: cognitive, affective, and conative. The positive cognitive perception indicated that students were aware of the benefits of ER in improving their reading speed and enriching their vocabulary. This confirmed that, from a cognitive perspective, students clearly understood the role of ER as an effective approach in learning English. The affective perception highlighted students' comfort and high motivation in reading, showing that ER was not only seen as an academic activity but also as an enjoyable experience that could increase their learning interest. In the conative dimension, although some students faced time constraints, their commitment to continue practicing ER remained strong. This showed that reading intensity and intention were important aspects of ER success.

The three-dimensional perception model adopted from Mathewson (1994) was very appropriate to explain these findings, in which the cognitive, affective, and conative components worked together to influence students' engagement in reading activities. This alignment strengthened the

assumption that perception was not merely a passive reaction but an active mediator that determined the level of participation and learning outcomes.

In the context of the Extensive Reading theory developed by Day and Bamford (1998), the affective and conative dimensions played a crucial role in maintaining reading continuity. Feelings of comfort, enjoyment, and strong intention enabled students to practice ER consistently, which positively affected their language mastery. This finding also supported Renandya's (2007) opinion that readers' autonomy in choosing books and setting reading goals was a key factor that strengthened motivation and learning progress. Therefore, giving students the freedom to choose reading materials that matched their interests and proficiency levels was an effective strategy to encourage engagement and achieve optimal learning outcomes.

The interdependent relationship among the three dimensions of perception was clearly seen in this study. Strong cognitive perception strengthened affective motivation, which then supported the conative intention to continue practicing ER. In other words, understanding the benefits of ER (cognitive) generated positive feelings and motivation (affective), which further encouraged reading habits and commitment (conative). This interaction emphasized the importance of designing ER programs that not only focused on cognitive aspects but also considered emotional comfort and promoted independent learning habits.

This finding was also closely related to the study by Roza & Khairani (2019), who investigated students' attitudes toward Extensive Reading at

UIN Bukittinggi. Roza and Khairani's research revealed that students showed positive attitudes in the affective, cognitive, and behavioural aspects, with mean scores of 3.56, 3.82, and 3.36 respectively. These results indicated that students perceived Extensive Reading as beneficial and enjoyable. The study emphasized that positive attitudes, which include feelings (affective), understanding (cognitive), and actions (behavioural), played a crucial role in supporting students' engagement in reading activities. Therefore, teachers needed to build these three aspects harmoniously to achieve the objectives of Extensive Reading and to foster consistent reading habits among students.

Practically, the findings of this study confirmed that providing various and relevant reading materials, as well as creating a supportive learning environment that fostered reading comfort and motivation, was essential. Positive interaction with lecturers and reading communities, both inside and outside the classroom, could strengthen the affective and conative aspects, helping students maintain their engagement in ER. Therefore, a holistic approach that considered cognitive, affective, and conative aspects would improve the effectiveness of ER as a language learning strategy at the university level.

C. Limitation of Research

The research has several limitations, including:

1. It only used a descriptive quantitative approach, thus not exploring students' perceptions of extensive reading in depth.

2. Respondents were drawn from a single department at one university and limited to third-semester students, which restricts the generalizability of the findings.
3. The use of a questionnaire instrument may not have fully captured the students' engagement and overall perceptions of extensive reading activities

BAB V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings of this research, it can be concluded that the perception of the third-semester students of the English Education Study Program at UIN Sjech M. Djamil Djambek Bukittinggi toward the learning of Extensive Reading was categorized as positive. Most of students (76.18%) showed moderate to highly positive perceptions, consisting of 71.6% with a moderately positive perception and 16.2% with a very positive perception. This perception reflected a good understanding of the benefits of Extensive Reading in improving reading ability and vocabulary mastery, enjoyable and motivating emotional experiences during reading activities, and a strong commitment to consistently engage in extensive reading practices.

This research provides an important contribution to strengthening the understanding that students' perception is a key factor influencing the success of Extensive Reading implementation. The findings indicate that the sustainability and effectiveness of Extensive Reading depend greatly on students' attitudes and motivation, which are reflected through the three dimensions of perception: cognitive, affective, and conative. With positive perceptions, Extensive Reading not only enhances students' English proficiency – particularly in reading and

vocabulary – but also fosters the development of autonomous and continuous learning habits.

The results of this study also have significant implications for the development of English teaching methods at the university level, especially in designing learning materials and teaching strategies that can strengthen students' positive perceptions toward reading activities. Therefore, this research provides an empirical foundation for lecturers and program administrators to optimize the implementation of Extensive Reading so that it can bring maximum benefits to the improvement of students' English language proficiency.

B. Suggestion

Based on the findings and conclusions of this study, several suggestions are proposed as follows:

1. For Learners

   Learners are encouraged to maintain and improve their independent reading habits outside the classroom. By reading extensively and regularly, they can enrich their vocabulary, broaden their knowledge, and enhance their comprehension of English texts. Learners are also advised to create a personal reading schedule and select reading materials that are both interesting and meaningful so that reading becomes a continuous and enjoyable learning activity.

2. For Lecturers and the Institution

   Lecturers and the institution are expected to continue integrating Extensive Reading into the English learning process. Lecturers should give students the freedom to choose reading materials that suit their interests and proficiency levels to increase their motivation and engagement in reading activities. In addition, the institution is encouraged to provide a variety of interesting and appropriate reading materials to support the effective implementation of Extensive Reading.

3. For Future Researchers

   Lecturers and the institution are expected to continue integrating Extensive Reading into the English learning process. Lecturers should give students the freedom to choose reading materials that suit their interests and proficiency levels to increase their motivation and engagement in reading activities. In addition, the institution is encouraged to provide a variety of interesting and appropriate reading materials to support the effective implementation of Extensive Reading.

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APPENDICES

Appendix 1 Research Guideline

STUDENTS' PERCEPTION OF EXTENSIVE READING AMONG THIRD SEMESTER ENGLISH EDUCATION STUDY PROGRAM STUDENTS AT UIN SJECH M. DJAMIL DJAMBEK BUKITTINGGI

Variable	Indicator	Sub-Indicator	Description	Item Number
Students' Perception of Extensive Reading	Cognitive	Value of ER	The benefits and value of extensive reading for academic, personal, and future development.	2,3,5,6,8 Adapted from Yamashita (2004)
		Self-perception	Students' belief in their own reading ability and their reading habits	1,4,7 Adapted from Yamashita (2004)
	Affective	Enjoyment	Students' enjoyment and pleasure when engaging in ER.	9, 10,11 Adapted from Day and Bamford (1998)
		Comfort	Students' feelings of relaxation and ease during ER.	12, 13, 14 Adapted from Yamashita (2004)
		Anxiety	Students' negative feelings when reading English texts	15, 16, 17 Adapted from Yamashita (2004)
	Conative	Intention/willingness	Students' intention to continue ER outside classroom requirements.	18,19 Adapted from Nguyen (2023)
		Habit Commitment	Students' commitment to make ER a	20 Adapted from

			consistent part of their daily life.	Day and Bamford (1998)
		Goal setting	Students' behaviour in setting reading goals and monitoring progress.	21,22 Adapted from Day and Bamford (1998)

Sources : Yamashita (2004), Day and Bamford (1998) and Nguyen (2023)

Appendix 2 Quistionnare

Questionnaire of Students' Perception of Extensive Reading among Third Semester English Education Study Program Students at UIN Sjech M. Djamil Djambek Bukittinggi

A. Respondent Identity

Name :

Semester :

B. Questionnaire Instructions

1. Read each statement carefully before providing your response!
2. Each statement has five response alternatives based on the Likert scale.
3. Mark [✓] on the response option that best reflects your condition!
4. Your responses will not affect your English grade and will be kept confidential.

Explanation:

•5: Strongly Agree

• 4: Agree

• 3: Neutral

• 2: Disagree

• 1: Strongly Disagree

No.	Items	SA	A	N	D	SD
1.	I think extensive reading helps me to read more quickly.					
2.	I think extensive reading is beneficial for my future career opportunities.					
3.	I think extensive reading is useful for supporting my English learning.					
4.	I think my reading ability has improved through extensive reading.					
5.	I think extensive reading helps me to obtain better academic qualifications.					
6.	I think extensive reading enables me to acquire deeper knowledge and broader insight.					
7.	I think I read more when I practice extensive reading activities.					
8.	I think extensive reading is useful for shaping my personality and self-development.					
9.	I enjoy reading English texts because they are interesting and fun.					
10.	I feel happy when I spend time reading English books through extensive reading.					
11.	I look forward to reading English texts during extensive reading activities					
12.	I feel at ease when I read English texts through extensive reading.					
13.	I feel comfortable spending time reading English texts through extensive reading.					

14.	I feel tired when I have to read long English texts.					
15.	I feel anxious when I encounter words I do not know in extensive reading texts.					
16.	I feel anxious if I am not sure whether I fully understand what I read in extensive reading.					
17.	If it is not required, I prefer to avoid reading long English texts.					
18.	I will make an effort to read English books as much as I can through extensive reading.					
19.	I tend to try to share what I read in English with friends or others after reading.					
20.	I stick to my reading schedule even when I am busy with other tasks.					
21.	I set goals for how much I want to read in extensive reading activities.					
22.	I actively try to understand and learn new words while reading.					

Appendix 3 Table of Data Frequency

Variable	Code	Statements	SA	A	N	D	SD
Students' Perception	Q1	I think extensive reading helps me to read more quickly.					
	Q2	I think extensive reading is beneficial for my future career opportunities.					
	Q3	I think extensive reading is useful for supporting my English learning.					
	Q4	I think my reading ability has improved through extensive reading.					
	Q5	I think extensive reading helps me to obtain better academic qualifications.					
	Q6	I think extensive reading enables me to acquire deeper knowledge and broader insight.					
	Q7	I think I read more when I practice extensive reading activities.					
	Q8	I think extensive reading is useful for shaping my personality and self-development.					
	Q9	I enjoy reading English texts because they are interesting and fun.					
	Q10	I feel happy when I spend time reading English books through extensive reading.					
	Q11	I look forward to reading English texts during extensive reading activities					
	Q12	I feel at ease when I read English texts through extensive reading.					

	Q13	I feel comfortable spending time reading English texts through extensive reading.					
	Q14	I feel tired when I have to read long English texts.					
	Q15	I feel anxious when I encounter words I do not know in extensive reading texts.					
	Q16	I feel anxious if I am not sure whether I fully understand what I read in extensive reading.					
	Q17	If it is not required, I prefer to avoid reading long English texts.					
	Q18	I will make an effort to read English books as much as I can through extensive reading.					
	Q19	I tend to try to share what I read in English with friends or others after reading.					
	Q20	I stick to my reading schedule even when I am busy with other tasks.					
	Q21	I set goals for how much I want to read in extensive reading activities.					
	Q22	I actively try to understand and learn new words while reading.					

Appendix 4 Data Tabulation

Initial	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	S15	S16	S17	S18	S19	S20	S21	S22
UB	2	4	1	2	2	3	3	5	3	4	2	2	2	4	4	5	5	3	3	3	4	3
RG	5	5	5	5	5	5	4	4	4	4	4	4	4	3	3	3	5	5	5	5	5	5
NK	4	4	4	4	3	3	4	4	2	3	3	3	2	4	4	4	3	3	4	3	4	4
FAI	5	4	5	4	4	4	5	3	4	3	4	4	4	4	3	4	4	4	2	3	3	4
M	5	5	5	4	4	5	5	4	5	5	4	4	4	3	4	3	2	5	4	4	4	5
LH	5	5	5	5	5	5	4	5	4	4	4	4	4	3	3	3	3	4	4	4	4	5
CA	5	5	5	4	4	4	5	3	3	3	4	3	3	4	2	2	3	4	3	4	4	4
EM	4	4	5	5	5	4	4	4	4	5	5	5	5	1	3	3	5	5	4	3	5	5
SA	2	2	4	4	4	4	4	5	5	5	5	4	4	4	4	4	4	4	4	4	4	4
DSR	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
SA	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
RMH	3	4	5	3	5	4	3	5	4	2	1	4	3	5	4	5	5	3	2	2	2	5
RA	5	5	5	5	5	5	4	4	5	5	4	5	5	2	2	4	1	4	4	4	4	4
HPD	4	5	5	4	4	5	4	4	3	4	4	4	3	2	4	4	4	4	4	4	3	4
ZM	5	5	5	4	4	5	4	4	4	4	4	4	4	4	4	4	4	4	4	3	4	5
TAK	4	4	5	3	4	4	4	4	4	4	4	3	4	4	3	3	3	3	3	3	3	3
SL	5	4	5	4	4	5	4	4	4	4	4	4	4	5	4	4	4	4	4	2	4	5
SA	4	4	5	5	4	4	5	5	5	5	5	5	5	5	4	4	2	4	4	5	4	5
AN	4	4	5	5	4	4	5	4	5	4	5	4	4	2	4	4	2	4	4	2	4	5
SK	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
AH	5	4	5	4	3	4	4	3	3	4	4	3	4	2	3	2	2	4	4	3	4	4
AH	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
APA	4	5	2	2	4	4	4	4	2	2	4	4	4	4	5	4	1	4	4	4	2	4
IAC	4	5	5	4	4	5	4	5	4	3	4	4	3	3	4	5	4	4	5	4	4	4
EA	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
RR	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
W	4	4	4	4	4	4	4	4	4	4	4	4	4	2	4	4	4	4	4	4	4	4
LAA	4	4	4	4	4	4	4	2	4	4	4	4	4	4	4	4	4	2	2	2	4	4
RP	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
IN	4	3	4	4	3	4	4	3	4	3	3	4	4	3	2	3	3	4	3	4	4	4
RA	4	4	4	4	3	3	4	5	4	3	3	3	4	4	5	5	4	4	4	4	3	3
GW	4	2	4	4	4	4	4	2	4	4	4	4	4	5	2	2	2	4	4	4	4	4
DY	4	4	5	4	4	3	4	4	3	4	3	3	5	4	5	5	4	3	3	2	3	3
N	4	4	4	4	4	4	4	3	4	3	4	4	4	4	4	4	4	4	4	4	4	4
SH	5	4	4	4	4	5	4	4	5	2	4	4	4	2	4	4	5	4	4	2	4	4
S	4	4	4	4	4	4	4	4	4	4	4	4	4	2	4	2	2	4	2	2	2	4
AZ	5	4	5	4	4	4	4	4	5	4	4	4	4	4	2	2	2	4	4	4	4	4
SAS	4	5	4	4	4	4	4	4	4	3	4	4	3	4	4	4	3	4	4	4	4	4
SPM	4	4	5	4	4	3	4	4	4	4	3	3	3	2	3	3	3	3	4	4	4	3
IMS	4	4	4	4	4	4	4	4	4	4	4	4	4	4	2	2	3	4	4	4	4	4

AAH	3	4	4	3	3	3	3	4	3	3	3	3	4	3	4	3	3	3	3	3	3	3
FAT	5	5	5	4	4	4	4	4	4	5	4	4	4	2	2	2	2	4	4	2	4	5
AH	3	3	4	4	4	4	4	4	5	4	5	4	4	3	4	4	3	4	4	2	3	5
DP	4	4	4	4	4	4	4	4	4	4	4	4	4	2	4	4	2	4	4	2	4	4
ASM	4	4	3	3	4	5	3	4	4	3	4	3	3	3	3	3	4	3	3	4	4	4
RR	4	4	4	4	4	4	4	4	4	4	4	4	4	2	3	4	4	4	4	4	4	4
FN	5	5	5	4	5	4	4	5	5	4	4	3	5	2	2	2	4	4	4	2	4	4
NA	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
AL	5	5	5	5	4	5	5	4	4	4	3	5	5	3	3	4	3	4	5	3	5	5
MF	4	4	4	5	4	4	4	4	4	4	4	4	4	2	2	2	3	4	4	3	3	3
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DF	4	4	4	4	3	4	4	3	4	4	3	3	4	4	3	4	3	3	5	3	3	5
NAF	4	4	4	4	4	4	4	4	4	4	4	3	3	3	3	5	5	3	3	3	4	4
GJ	3	4	4	5	4	3	3	2	4	3	4	3	2	4	4	4	3	4	2	4	3	2
IS	4	3	3	5	3	4	2	3	3	3	4	3	3	5	2	3	5	2	1	2	3	4
MKA	4	4	4	2	2	4	4	2	4	4	4	4	4	4	2	2	2	2	2	2	2	4
YN	4	4	4	4	3	3	4	4	3	4	3	4	4	3	4	4	3	5	5	3	4	5
RA	5	4	5	4	4	4	4	4	5	3	3	3	3	5	4	4	5	4	4	2	2	5
DAS	4	5	5	5	4	4	4	4	4	4	4	4	4	3	3	3	4	5	5	4	4	4
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RA	4	4	4	4	4	4	4	4	5	5	4	4	4	3	2	3	3	3	3	3	4	4
G	4	2	4	4	4	4	4	4	4	4	4	4	4	2	2	2	4	4	4	4	4	4
MZ	4	4	4	4	4	4	4	4	4	4	4	3	4	3	3	4	3	4	3	3	4	4
AH	4	4	5	4	4	5	5	5	4	4	4	5	4	3	4	2	2	3	4	3	3	4
LSR	4	4	2	3	4	3	4	5	5	5	3	3	4	1	1	4	3	5	3	4	5	4
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FR	4	4	4	4	4	4	3	3	4	4	4	4	4	3	4	4	4	4	3	3	4	4
DG	5	2	5	5	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
MS	3	4	4	5	5	4	3	5	4	5	4	5	3	3	4	4	2	4	4	4	3	3
NA	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5

Appendix 5 SK Pembimbing

KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN (FTIK) UIN BUKITTINGGI
Nomor : B-0935/Un.26.1/HK.00.5/09/2025

TENTANG
PENUNJUKAN DOSEN PEMBIMBING SKRIPSI MAHASISWA
PRODI PENDIDIKAN BAHASA INGGRIS FAKULTAS TARBIYAH DAN ILMU KEGURUAN
UIN SJECH M. DJAMIL DJAMBEK BUKITTINGGI

DENGAN RAHMAT TUHAN YANG MAHA ESA
DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN (FTIK) UIN BUKITTINGGI

Membaca : Permohonan Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Universitas Islam Negeri Syekh M. Djamil Djambek Bukittinggi an. **Anisa Rezkita, NIM 2321053** tanggal 2 September 2025 perihal permohonan penerbitan SK Pembimbing Skripsi;

Menimbang : a. bahwa untuk lebih terarah dan terkoordinirnya penulisan skripsi mahasiswa Universitas Islam Negeri (UIN) Bukittinggi, perlu ditetapkan Dosen Pembimbing;

: b. bahwa yang namanya tersebut di bawah ini, dipandang cakap dan mampu untuk diangkat sebagai Dosen Pembimbing Skripsi;

Mengingat :
1. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional (Lembaran Negara Republik Indonesia Tahun 2003 Nomor 78. Tambahan Lembaran Negara Republik Indonesia Nomor 4301);
2. Peraturan Pemerintah Nomor 60 tahun 1999 tentang Pendidikan Tinggi (Lembaran Negara Republik Indonesia Tahun 1999 Nomor 115. Tambahan Lembaran Negara Republik Indonesia Nomor 3859);
3. Peraturan Presiden Nomor 85 Tahun 2022 tentang Universitas Islam Negeri (UIN) Sjech M. Djamil Djambek Bukittinggi;
4. Peraturan Menteri Agama Nomor 76 tahun 2022 Tentang Organisasi dan Tata Kerja Universitas Islam Negeri (UIN) Sjech M. Djamil Djambek Bukittinggi;

MEMUTUSKAN:

Menetapkan : KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN UIN SJECH M. DJAMIL DJAMBEK BUKITTINGGI TENTANG PENUNJUKAN DOSEN PEMBIMBING SKRIPSI MAHASISWA PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

KESATU : Menyetujui judul skripsi mahasiswa yang bersangkutan: ***"Students' Perception of Extensive Reading Among the Third Semester Students of English Education Study Program at UIN Sjech M. Djamil Djambek Bukittinggi"***

KEDUA : Menunjuk Saudara :

Nama	: **Dr. Veni Roza, M.Pd**
NIP	: **198401052009122003**
Pangkat/Gol.Ruang	: **Pembina Tk. I/IV/b**
Jabatan	: Lektor Kepala
Bidang Keahlian Pokok	: Pendidikan Bahasa Inggris
Sebagai Dosen	: PEMBIMBING

KETIGA : Apabila dikemudian hari ternyata terdapat kekeliruan dalam penetapan ini akan diubah dan diperbaiki kembali sebagaimana mestinya.

Ditetapkan di Bukittinggi,
Pada tanggal : 2 September 2025
DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Dr. JUNAIDI, S. Ag, M. Pd
NIP.197706162003121003

Appendix 6 Advisor Approval For Validation

PERSETUJUAN PEMBIMBING

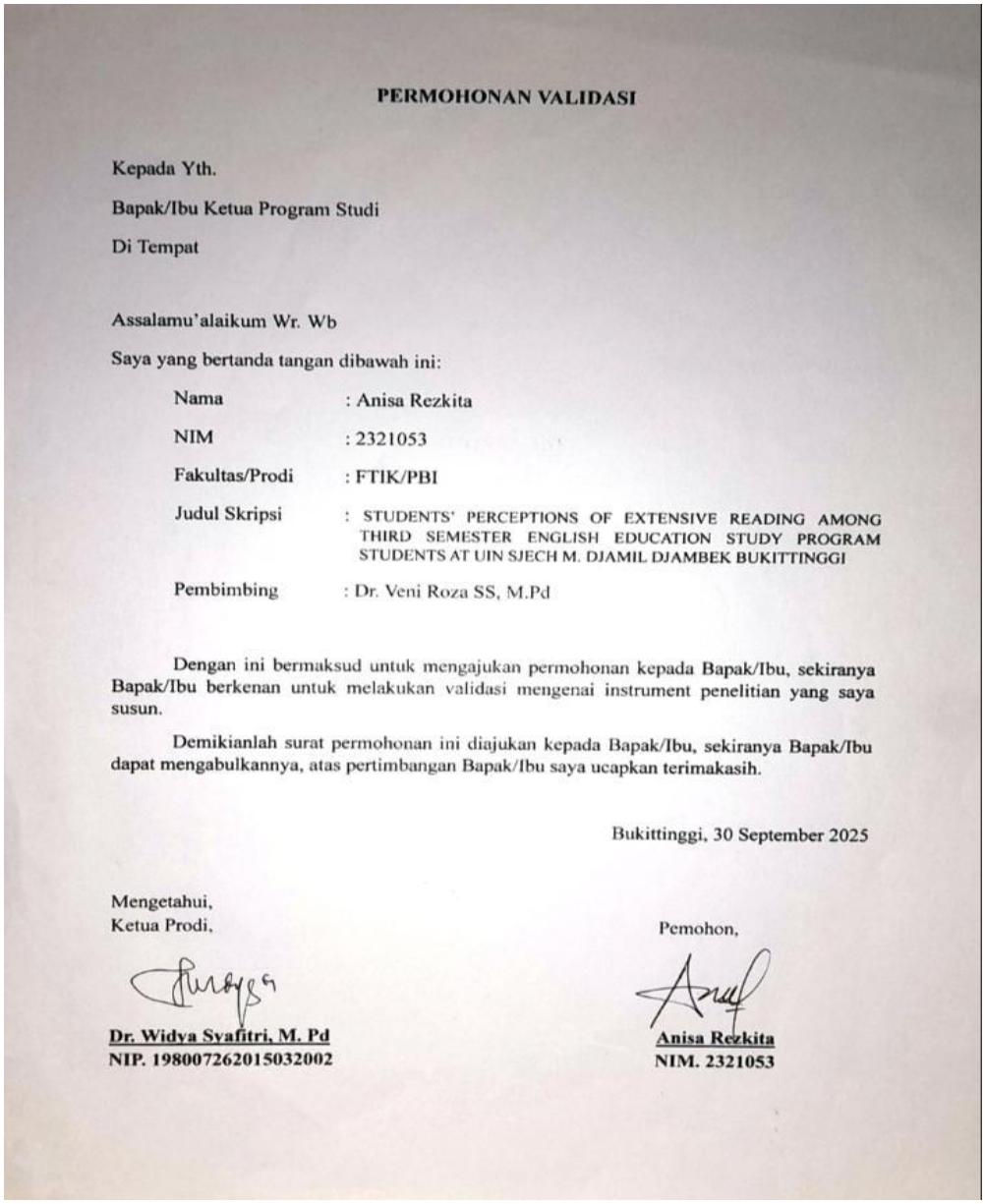
Skripsi dengan judul **"Students' Perceptions of Extensive Reading Among Third Semester English Education Study Program Students at UIN Sjech M. Djamil Djambek Bukittinggi"** yang disusun oleh **Anisa Rezkita (2321053)** yang telah memenuhi persyaratan ilmiah dan disetujui untuk **Melakukan Uji Validasi** pada Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan.

Bukittinggi, 30 September 2025

Pembimbing,

Dr. VENI ROZA SS,M.Pd
NIP: 198803192020122004

Appendix 7 Request Letter For Validation Of Research Instrument



PERMOHONAN VALIDASI

Kepada Yth.

Bapak/Ibu Ketua Program Studi

Di Tempat

Assalamu'alaikum Wr. Wb

Saya yang bertanda tangan dibawah ini:

Nama	: Anisa Rezkita
NIM	: 2321053
Fakultas/Prodi	: FTIK/PBI
Judul Skripsi	: STUDENTS' PERCEPTIONS OF EXTENSIVE READING AMONG THIRD SEMESTER ENGLISH EDUCATION STUDY PROGRAM STUDENTS AT UIN SJECH M. DJAMIL DJAMBEK BUKITTINGGI
Pembimbing	: Dr. Veni Roza SS, M.Pd

Dengan ini bermaksud untuk mengajukan permohonan kepada Bapak/Ibu, sekiranya Bapak/Ibu berkenan untuk melakukan validasi mengenai instrument penelitian yang saya susun.

Demikianlah surat permohonan ini diajukan kepada Bapak/Ibu, sekiranya Bapak/Ibu dapat mengabulkannya, atas pertimbangan Bapak/Ibu saya ucapkan terimakasih.

Bukittinggi, 30 September 2025

Mengetahui,
Ketua Prodi,

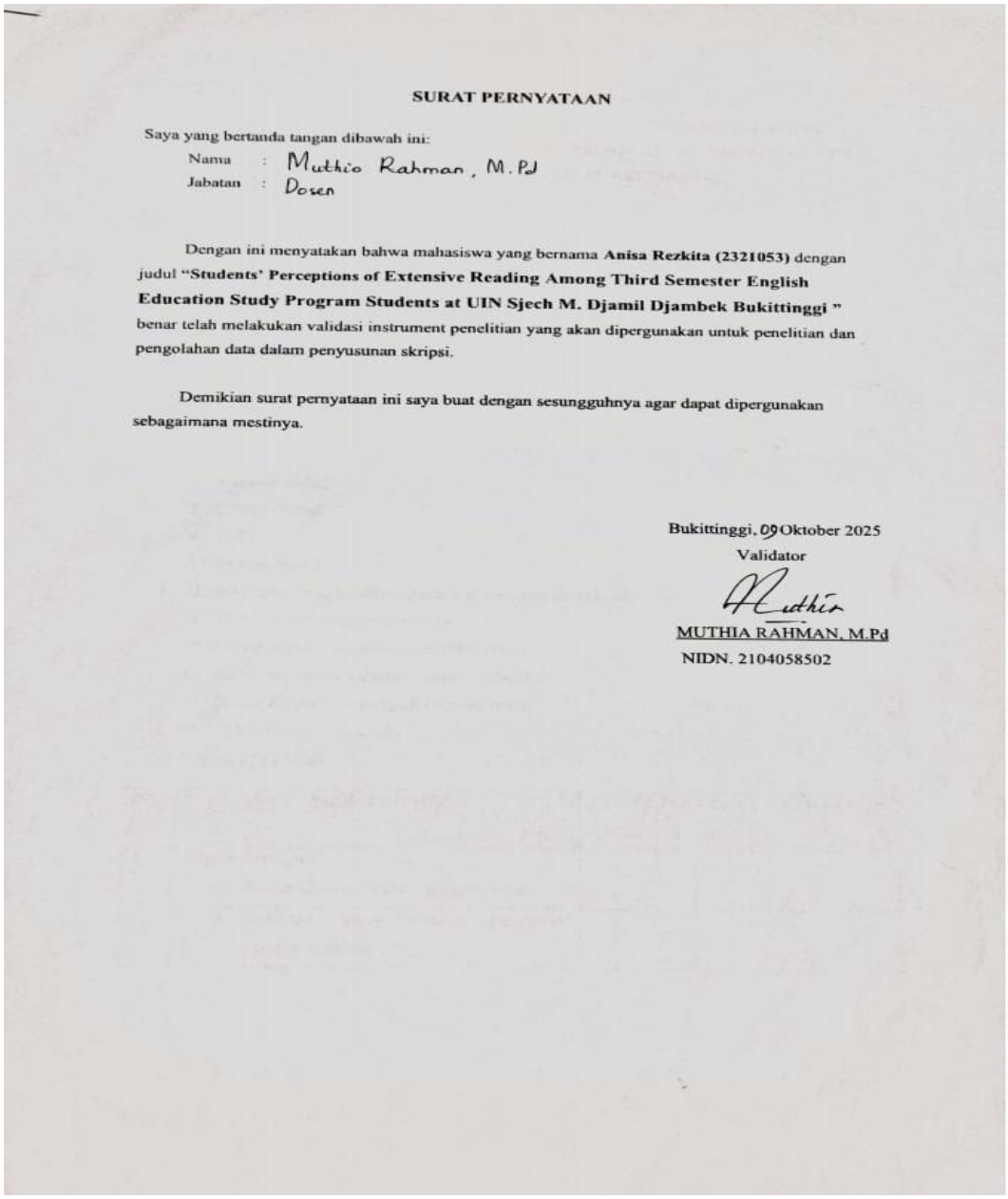
Dr. Widya Syafitri, M. Pd
NIP. 198007262015032002

Pemohon,

Anisa Rezkita
NIM. 2321053

Appendix 8 Content Validation

1. First Validation



SURAT PERNYATAAN

Saya yang bertanda tangan dibawah ini:

Nama : Muthia Rahman, M.Pd
Jabatan : Dosen

Dengan ini menyatakan bahwa mahasiswa yang bernama **Anisa Rezkita (2321053)** dengan judul **"Students' Perceptions of Extensive Reading Among Third Semester English Education Study Program Students at UIN Sjech M. Djamil Djambek Bukittinggi "** benar telah melakukan validasi instrument penelitian yang akan dipergunakan untuk penelitian dan pengolahan data dalam penyusunan skripsi.

Demikian surat pernyataan ini saya buat dengan sesungguhnya agar dapat dipergunakan sebagaimana mestinya.

Bukittinggi, 09 Oktober 2025
Validator

MUTHIA RAHMAN, M.Pd
NIDN. 2104058502

LEMBAR VALIDASI INSTRUMEN

STUDENTS' PERCEPTION OF EXTENSIVE READING AMONG THIRD SEMESTER ENGLISH EDUCATION STUDY PROGRAM STUDENTS AT UIN SJECH M. DJAMIL DJAMBEK BUKITTINGGI

Nama : Anisa Rezkita

NIM : 2321053

Fakultas / Jurusan : FTIK / Pendidikan Bahasa Inggris

Petunjuk:

1. Untuk memberikan penilaian terhadap instrument "Students' Perception of Extensive Reading Among Third Semester English Education Study Program Students at UIN Sjech M. Djamil Djambek Bukittinggi ". Bapak / Ibu cukup memberikan tanda check list (√) pada kolom yang disediakan.
2. Angka-angka yang terdapat pada kolom yang dimaksud berarti :
   1 : Tidak Valid
   2 : Kurang Valid
   3 : Cukup Valid
   4 : Valid
   5 : Sangat Valid
3. Huruf-huruf yang terdapat pada kolom yang dimaksud berarti :
   A : Dapat digunakan tanpa revisi
   B : Dapat digunakan dengan sedikit revisi
   C : Dapat digunakan dengan revisi sedang
   D : Dapat digunakan dengan banyak revisi
   E : Tidak dapat digunakan

A. Aspek Penilaian

No.	Aspek Penilaian	Skala Penilaian					Keterangan
		1	2	3	4	5	
1.	Aspek Petunjuk a. Petunjuk dinyatakan dengan jelas					√	
	b. Indikator yang diamati pengamat mudah diamati					√	

	c. Masing-masing indikator dapat dibedakan dengan jelas				✓		
2.	Aspek Isi a. Indikator yang diamati sudah mencakup semua aspek					✓	
	b. Kebenaran isi instrument					✓	
3.	Aspek Bahasa a. Kalimat yang digunakan berdasarkan kaidah bahasa yang benar					✓	
	b. Menggunakan kalimat yang mudah dipahami				✓		

B. Penilaian Secara Umum

No.	Uraian	A	B	C	D	E	Keterangan
1.	Penilaian secara umum terhadap instrument	✓					

Ket:

A: 29 – 35 C: 15 – 21 E: 1 – 7

B: 22 – 28 D: 8 – 14

C. Komentar / Saran

Dapat digunakan dengan merinci poin - poin item di instrumen.

Bukittinggi, 09 Oktober 2025

Validator

MUTHIA RAHMAN, M.Pd

NIDN. 2104058502

2. Second Validation

SURAT PERNYATAAN

Saya yang bertanda tangan dibawah ini:

Nama : Dr. Afrelani, M.Pd. M.Pi

Jabatan : Dosen PBI

Dengan ini menyatakan bahwa mahasiswa yang bernama **Anisa Rezkita (2321053)** dengan judul **"Students' Perceptions of Extensive Reading Among Third Semester English Education Study Program Students at UIN Sjech M. Djamil Djambek Bukittinggi "** benar telah melakukan validasi instrument penelitian yang akan dipergunakan untuk penelitian dan pengolahan data dalam penyusunan skripsi.

Demikian surat pernyataan ini saya buat dengan sesungguhnya agar dapat dipergunakan sebagaimana mestinya.

Bukittinggi, Oktober 2025

Validator

Dr. Afrelani, M.Pd. M.Pi

NIP. 196404091989032001

LEMBAR VALIDASI INSTRUMEN

STUDENTS' PERCEPTION OF EXTENSIVE READING AMONG THIRD SEMESTER ENGLISH EDUCATION STUDY PROGRAM STUDENTS AT UIN SJECH M. DJAMIL DJAMBEK BUKITTINGGI

Nama : Anisa Rezkita

NIM : 2321053

Fakultas / Jurusan : FTIK / Pendidikan Bahasa Inggris

Petunjuk:

1. Untuk memberikan penilaian terhadap instrument "Students' Perception of Extensive Reading Among Third Semester English Education Study Program Students at UIN Sjech M. Djamil Djambek Bukittinggi ". Bapak / Ibu cukup memberikan tanda check list (√) pada kolom yang disediakan.
2. Angka-angka yang terdapat pada kolom yang dimaksud berarti :
   1 : Tidak Valid
   2 : Kurang Valid
   3 : Cukup Valid
   4 : Valid
   5 : Sangat Valid
3. Huruf-huruf yang terdapat pada kolom yang dimaksud berarti :
   A : Dapat digunakan tanpa revisi
   B : Dapat digunakan dengan sedikit revisi
   C : Dapat digunakan dengan revisi sedang
   D : Dapat digunakan dengan banyak revisi
   E : Tidak dapat digunakan

A. Aspek Penilaian

No.	Aspek Penilaian	Skala Penilaian					Keterangan
		1	2	3	4	5	
1.	Aspek Petunjuk a. Petunjuk dinyatakan dengan jelas					√	
	b. Indikator yang diamati pengamat mudah diamati					√	

	dibedakan dengan jelas				✓		
2.	Aspek Isi a. Indikator yang diamati sudah mencakup semua aspek				✓		
	b. Kebenaran isi instrument					✓	
3.	Aspek Bahasa a. Kalimat yang digunakan berdasarkan kaidah bahasa yang benar					✓	
	b. Menggunakan kalimat yang mudah dipahami					✓	

B. Penilaian Secara Umum

No.	Uraian	A	B	C	D	E	Keterangan
1.	Penilaian secara umum terhadap instrument	✓					

Ket:

A: 29 – 35 C: 15 – 21 E: 1 – 7

B: 22 – 28 D: 8 – 14

C. Komentar / Saran

Make sure that the questionnaire is given to students at appropriate time and time alloted

Bukittinggi, September 2025

Validator

Dr. Afrizal, M. Pd. M Pd

NIP. 196404091989032001

3. Third Validation

SURAT PERNYATAAN

Saya yang bertanda tangan di bawah ini:

Nama: Dr. Eka Susri Harida, M.Pd

Jabatan: Dosen Extensive Reading UIN SYUHADA PADANG SIDIMPUAN

Dengan ini menyatakan bahwa mahasiswa yang bernama **Anisa Rezkita (2321053)** dengan judul **"Students' Perceptions of Extensive Reading Among Third Semester English Education Study Program Students at UIN Sjech M. Djamil Djambek Bukittinggi "** benar telah melakukan validasi instrument penelitian yang akan dipergunakan untuk penelitian dan pengolahan data dalam penyusunan skripsi.

Demikian surat pernyataan ini saya buat dengan sesungguhnya agar dapat dipergunakan sebagaimana mestinya.

Padang Sidimpuan, 6 Oktober 2025

Validator



Dr. Eka Susri Harida, M.Pd

197509172003122002

LEMBAR VALIDASI INSTRUMEN

STUDENTS' PERCEPTION OF EXTENSIVE READING AMONG THIRD SEMESTER ENGLISH EDUCATION STUDY PROGRAM STUDENTS AT UIN SJECH M. DJAMIL DJAMBEK BUKITTINGGI

Nama : Anisa Rezkita

NIM : 2321053

Fakultas / Jurusan : FTIK / Pendidikan Bahasa Inggris

Petunjuk:

1. Untuk memberikan penilaian terhadap instrument "Students' Perception of Extensive Reading Among Third Semester English Education Study Program Students at UIN Sjech M. Djamil Djambek Bukittinggi ". Bapak / Ibu cukup memberikan tanda check list (√) pada kolom yang disediakan.
2. Angka-angka yang terdapat pada kolom yang dimaksud berarti :

   1 : Tidak Valid
   2 : Kurang Valid
   3 : Cukup Valid
   4 : Valid
   5 : Sangat Valid
3. Huruf-huruf yang terdapat pada kolom yang dimaksud berarti :

   A : Dapat digunakan tanpa revisi
   B : Dapat digunakan dengan sedikit revisi
   C : Dapat digunakan dengan revisi sedang
   D : Dapat digunakan dengan banyak revisi
   E : Tidak dapat digunakan

A. Aspek Penilaian

No.	Aspek Penilaian	Skala Penilaian					Keterangan
		1	2	3	4	5	
1.	Aspek Petunjuk a. Petunjuk dinyatakan dengan jelas					✓	
	b. Indikator yang diamati pengamat mudah diamati				✓		

	c. Masing-masing indikator dapat dibedakan dengan jelas				✓		
2.	Aspek Isi a. Indikator yang diamati sudah mencakup semua aspek			✓			
	b. Kebenaran isi instrument				✓		
3.	Aspek Bahasa a. Kalimat yang digunakan berdasarkan kaidah bahasa yang benar					✓	
	b. Menggunakan kalimat yang mudah dipahami				✓		

B. Penilaian Secara Umum

No.	Uraian	A	B	C	D	E	Keterangan
1.	Penilaian secara umum terhadap instrument		✓				

Ket:

A: 29 – 35 C: 15 – 21 E: 1 – 7

B: 22 – 28 D: 8 – 14

C. Komentar / Saran

Dapat digunakan untuk melanjutkan penelitian.....

.....

.....

.....

Bukittinggi, 6 Oktober 2025

Validator



Appendix 9 Research Permit Letter

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI SJECH M. DJAMIL DJAMBEK BUKITTINGGI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Kampus II: Jl. Gurun Aur Kubang Putih - Kabupaten Agam - Sumatera Barat – Telepon/ Fax: (0752) 22875
Website: http://ftik.uinbukittinggi.ac.id | email: ftik@uinbukittinggi.ac.id

Nomor : B-0808/Un.26.1/PP.07/10/2025 Bukittinggi, 06 Oktober 2025
Lamp : 1 (Satu) rangkap
Hal : Mohon Izin Penelitian

Kepada YTH :
Bapak/Ibu .....

Assalamu'alaikum Wr. Wb

Dalam rangka mengumpulkan data untuk penyusunan skripsi bagi mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Universitas Islam Negeri Sjech M. Djamil Djambek Bukittinggi, maka bersama ini kami mohon kepada Bapak/Ibu untuk dapat memberi izin penelitian bagi mahasiswa dibawah ini:

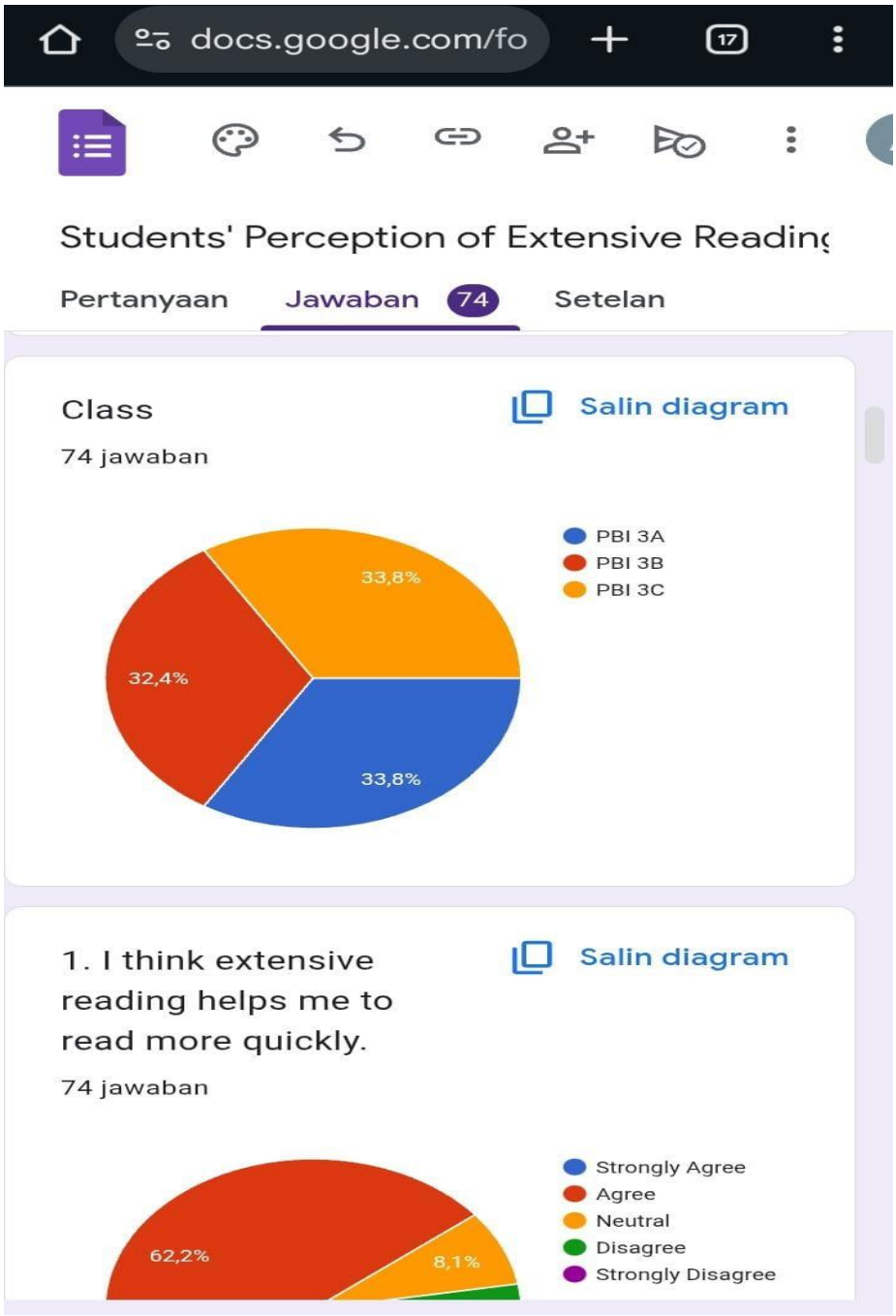
Nama	:	**ANISA REZKITA**
NIM	:	**2321053**
Semester	:	9
Program Studi	:	Pendidikan Bahasa Inggris
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Judul Skripsi	:	***Students' Perception of Extensive Reading among the Third Semester Students of English Education Study Program at UIN Sjech M. Djamil Djambek Bukittinggi***
Lokasi Penelitian	:	UIN Sjech M. Djamil Djambek Bukittinggi
Waktu	:	Oktober 2025 s.d Selesai

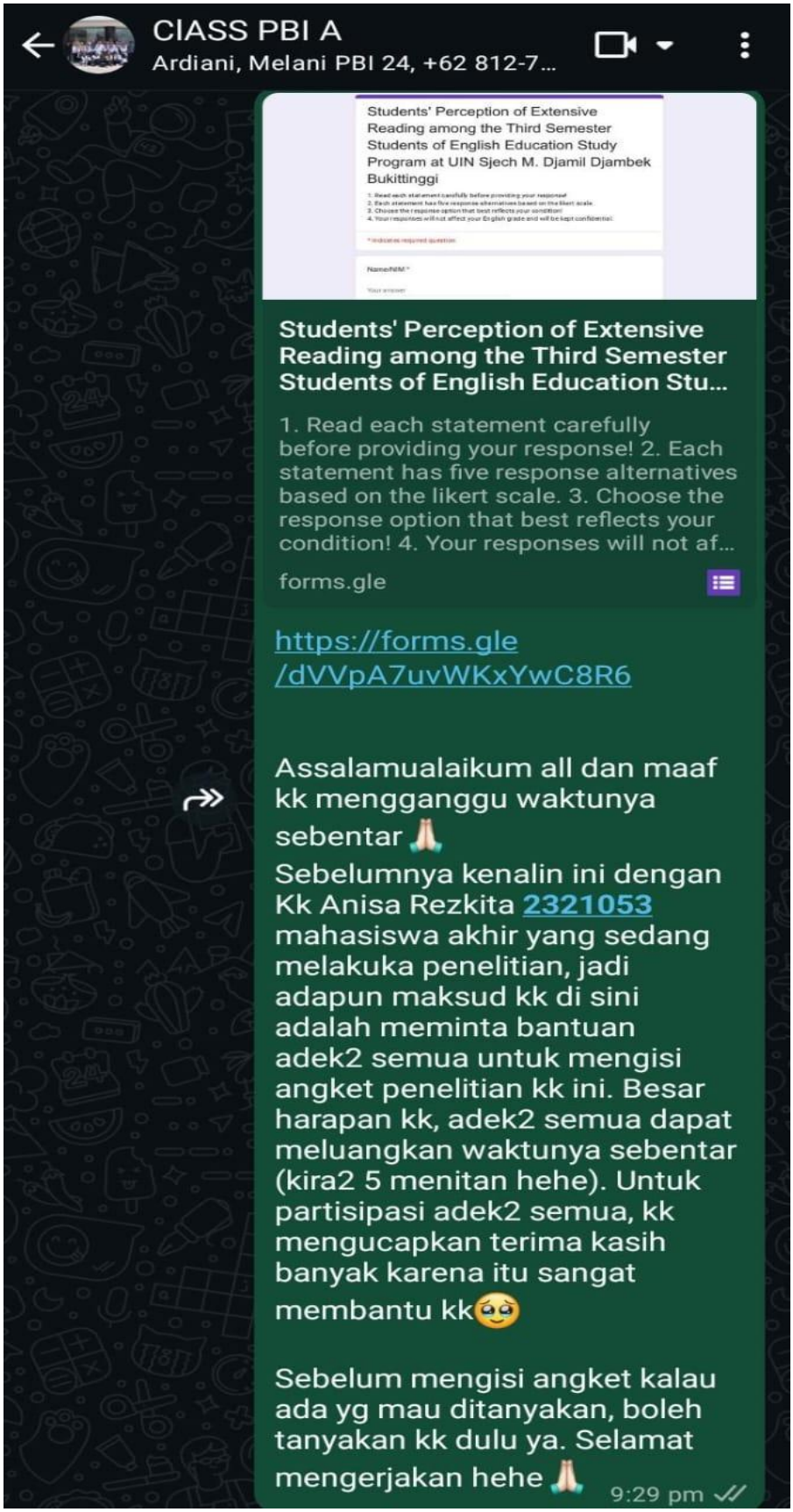
Demikian permohonan ini kami sampaikan atas perhatian dan kerjasamanya diucapkan terimakasih.

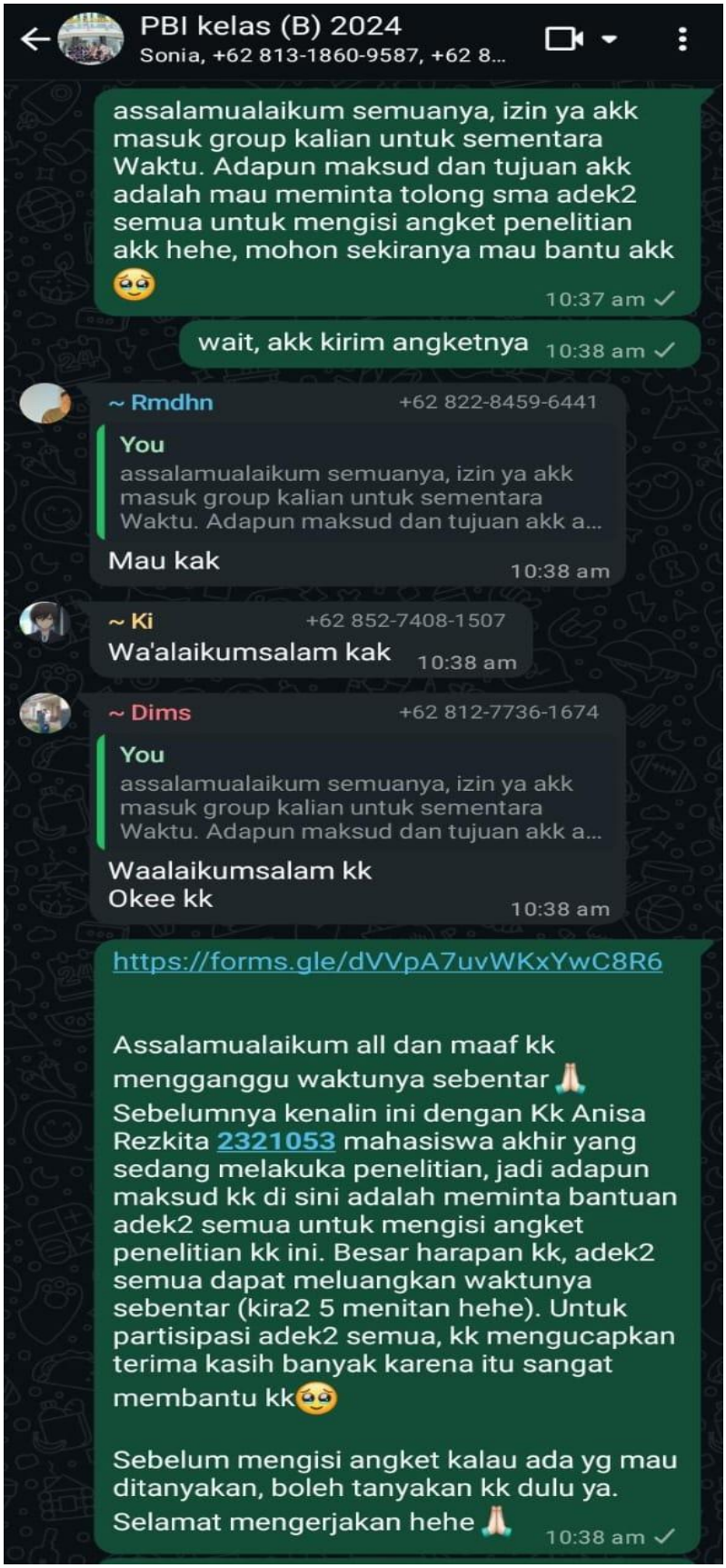
DEKAN,

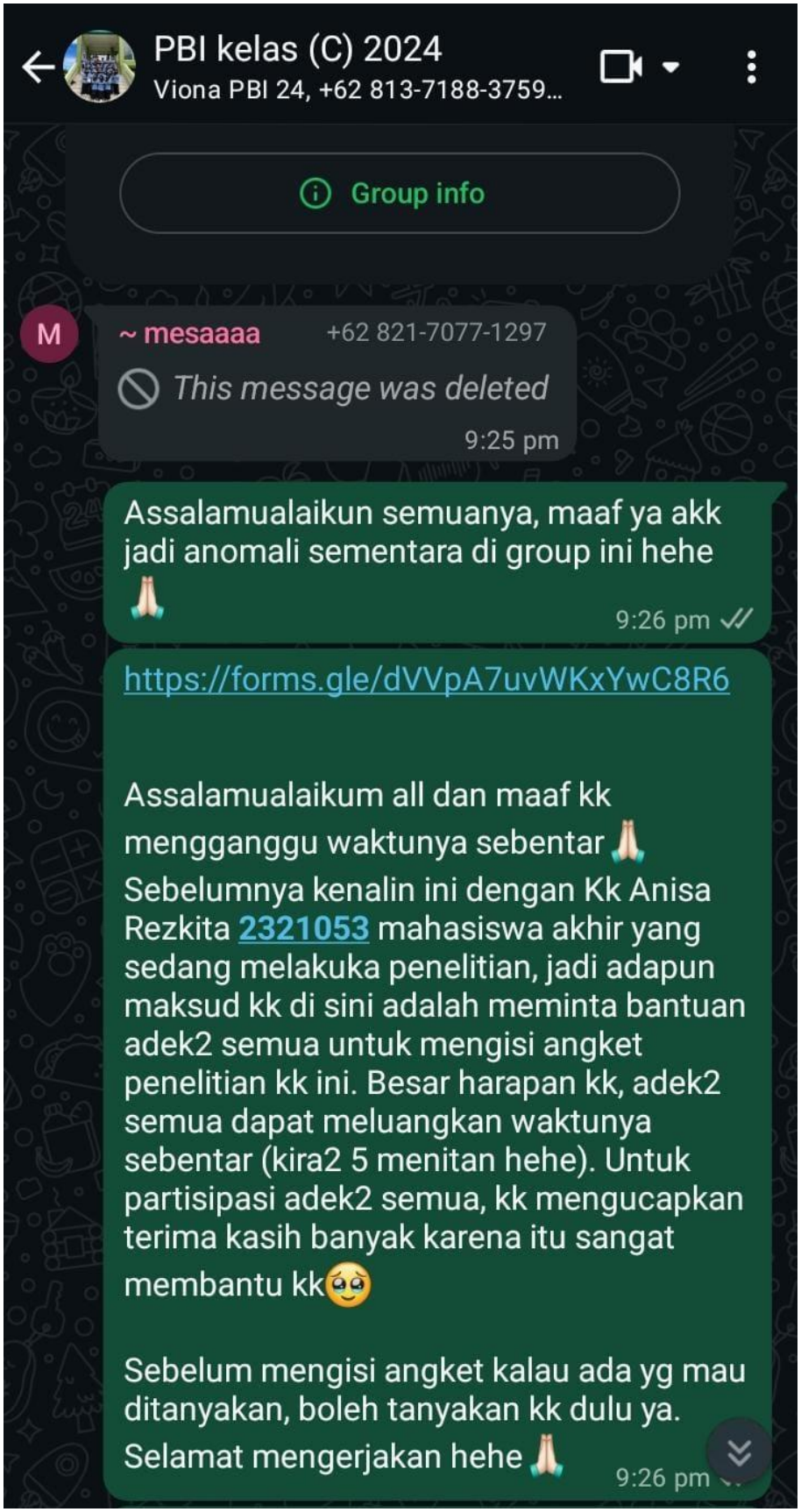
Dr. [illegible]DI, M.Pd
NIP. [illegible]706162003121003

Appendix 10 Evidence for Conducting Research




CIASS PBI A
Ardiani, Melani PBI 24, +62 812-7...
Students' Perception of Extensive Reading among the Third Semester Students of English Education Study Program at UIN Sjech M. Djamil Djambek Bukittinggi
Students' Perception of Extensive Reading among the Third Semester Students of English Education Stu...
1. Read each statement carefully before providing your response! 2. Each statement has five response alternatives based on the likert scale. 3. Choose the response option that best reflects your condition! 4. Your responses will not af...
forms.gle
https://forms.gle/dVVpA7uvWKxYwC8R6
Assalamualaikum all dan maaf kk mengganggu waktunya sebentar 🙏
Sebelumnya kenalin ini dengan Kk Anisa Rezkita 2321053 mahasiswa akhir yang sedang melakuka penelitian, jadi adapun maksud kk di sini adalah meminta bantuan adek2 semua untuk mengisi angket penelitian kk ini. Besar harapan kk, adek2 semua dapat meluangkan waktunya sebentar (kira2 5 menitan hehe). Untuk partisipasi adek2 semua, kk mengucapkan terima kasih banyak karena itu sangat membantu kk🥹
Sebelum mengisi angket kalau ada yg mau ditanyakan, boleh tanyakan kk dulu ya. Selamat mengerjakan hehe 🙏
9:29 pm


PBI kelas (B) 2024
Sonia, +62 813-1860-9587, +62 8...
assalamualaikum semuanya, izin ya akk masuk group kalian untuk sementara Waktu. Adapun maksud dan tujuan akk adalah mau meminta tolong sma adek2 semua untuk mengisi angket penelitian akk hehe, mohon sekiranya mau bantu akk
10:37 am
wait, akk kirim angketnya 10:38 am
~ Rmdhn +62 822-8459-6441
You
assalamualaikum semuanya, izin ya akk masuk group kalian untuk sementara Waktu. Adapun maksud dan tujuan akk a...
Mau kak
10:38 am
~ Ki +62 852-7408-1507
Wa'alaikumsalam kak 10:38 am
~ Dims +62 812-7736-1674
You
assalamualaikum semuanya, izin ya akk masuk group kalian untuk sementara Waktu. Adapun maksud dan tujuan akk a...
Waalaikumsalam kk
Okee kk
10:38 am
https://forms.gle/dVVpA7uvWKxYwC8R6
Assalamualaikum all dan maaf kk mengganggu waktunya sebentar
Sebelumnya kenalin ini dengan Kk Anisa Rezkita 2321053 mahasiswa akhir yang sedang melakuka penelitian, jadi adapun maksud kk di sini adalah meminta bantuan adek2 semua untuk mengisi angket penelitian kk ini. Besar harapan kk, adek2 semua dapat meluangkan waktunya sebentar (kira2 5 menitan hehe). Untuk partisipasi adek2 semua, kk mengucapkan terima kasih banyak karena itu sangat membantu kk
Sebelum mengisi angket kalau ada yg mau ditanyakan, boleh tanyakan kk dulu ya.
Selamat mengerjakan hehe
10:38 am


PBI kelas (C) 2024
Viona PBI 24, +62 813-7188-3759...
Group info
M
~ mesaaaa +62 821-7077-1297
This message was deleted
9:25 pm
Assalamualaikun semuanya, maaf ya akk jadi anomali sementara di group ini hehe 🙏
9:26 pm
https://forms.gle/dVVpA7uvWKxYwC8R6
Assalamualaikum all dan maaf kk mengganggu waktunya sebentar 🙏
Sebelumnya kenalin ini dengan Kk Anisa Rezkita 2321053 mahasiswa akhir yang sedang melakuka penelitian, jadi adapun maksud kk di sini adalah meminta bantuan adek2 semua untuk mengisi angket penelitian kk ini. Besar harapan kk, adek2 semua dapat meluangkan waktunya sebentar (kira2 5 menitan hehe). Untuk partisipasi adek2 semua, kk mengucapkan terima kasih banyak karena itu sangat membantu kk🥹
Sebelum mengisi angket kalau ada yg mau ditanyakan, boleh tanyakan kk dulu ya.
Selamat mengerjakan hehe 🙏
9:26 pm

Appendix 11 The Result Reliability Intsrument

Reliability Sheet Description

The Result:

No	Aspect	Validator 1	Validator 2	Validator 3
1	Directions	**5**	**5**	**5**
		5	**5**	**4**
		4	**4**	**4**
2	Contents	**5**	**4**	**3**
		5	**5**	**4**
3	Language	**5**	**5**	**5**
		4	**5**	**4**

Cronbach (1951) Equation is as Follows:

$$\boldsymbol{a-=\frac{k}{k-1}\left[1-\frac{\Sigma s^2 y}{S^2 x}\right]}$$

Where:

a is the Cronbach's Alpha

k is the member of test items

$\sum_{S^2x} S^2 y$ is the sum of the item variance

Is the variance of total score

This research used SPSS 2.7 software to calculate the value

Table Reliability Total Statistic

Aspect	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
item1	26.67	5.333	.000	.750
item2	27.00	3.000	1.000	.533
item3	27.67	5.333	.000	.750
item4	27.67	2.333	.655	.686
item5	27.00	3.000	1.000	.533
item6	26.67	5.333	.000	.750
item7	27.33	4.333	.277	.738

Based on the values above, the following resukt were obtained:

Reliability Statistics

Cronbach's Alpha	N of Items
.729	7

The value of Cronbach’s Alpha was obtained to be .729, it means that acceptable.