

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 research 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

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Penelitian ini bertujuan untuk mengetahui bagaimana mahasiswa semester tiga Program Studi 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