

ABSTRACT

Badriyyah, Siti Sarah (2025). Exploring EFL Students' Reading Experiences in Extensive Reading Course: A Case Study to English Education Department Students in The Academic Year Of 2022/2023

A fundamental issue in learning English as a foreign language (EFL) is the low level of students' motivation and reading ability. Data from BPS (2023) indicate that only about 10% of the Indonesian population regularly reads books. In the academic context, students often encounter difficulties in comprehending English texts due to limited vocabulary, lack of reading habits, and the complexity of text structures. Extensive Reading is offered as a solution to enhance reading skills. Therefore, this study aims to explore EFL students' reading experiences in the Extensive Reading course as well as the development of their reading skills.

This study is grounded in Krashen's (1982) Input Hypothesis, which emphasises the importance of comprehensible input in language acquisition, as well as Dewey's (1938) theory of experience, which highlights the direct involvement of individuals in learning experiences as a means of knowledge development. Within this theoretical framework, Extensive Reading is understood not merely as a reading technique but also as a learning experience that facilitates the development of vocabulary, reading fluency, text comprehension, and learning motivation.

This study employed a qualitative approach with a case study design. The research subjects were students of the English Education Department at UIN Sunan Gunung Djati Bandung in the 2022/2023 academic year who had completed the Extensive Reading course. Data were collected through questionnaires to measure the development of reading skills and semi-structured interviews to explore students' reading experiences. The sampling technique was conducted using purposive sampling, taking into account students with high, medium, and low levels of reading interest.

The findings indicate that students experienced improvements in reading fluency, text comprehension, and vocabulary mastery. The freedom to choose their reading materials played a significant role in enhancing their motivation and engagement. However, several challenges were also identified, including limited time, difficulties in selecting appropriate reading materials, and varying levels of text complexity, which at times hindered a consistent reading process.

In conclusion, Extensive Reading has proven effective in enhancing reading skills while also providing an enjoyable and meaningful learning experience. The implementation of Extensive Reading requires adequate support through the provision of diverse reading materials and appropriate guidance to optimise its benefits. This study affirms that reading is not merely an academic activity, but also a learning experience that shapes students' knowledge, motivation, and literacy habits.

Keywords: *Extensive Reading, EFL Students, Reading Skills, Reading Experience*