

ABSTRACT

Irawan, Faza (2026): **Exploring the Relationship between Students' Perceived Engagement with English Alternative Universe (AU) Stories on Social Media X and Their Perceived Extensive Reading Ability.**

Social media platforms such as X (formerly Twitter) have become potential tools for language learning through various form of contents, including Alternative Universe (AU) stories. However, limited empirical research has explore its relationship with actual reading ability. This study aims to explore the relationship between perceived engagement with English AU stories on X and perceived extensive reading ability. This quantitative correlational study involved 30 English Education students who had engaged with English AU stories on X. Data were collected using questionnaires measuring engagement and perceived extensive reading ability. The findings revealed high overall engagement ($M = 3.76$) and high perceived extensive reading ability ($M = 3.76$). A Pearson correlation test revealed a very strong, positive, and significant correlation between the two variables ($r = .817$, $p < .01$, $r^2 = .667$). This indicates that students with higher engagement with AU stories tend to perceive themselves as having stronger extensive reading ability. The study contributes to digital literacy literature in Indonesian EFL contexts and suggests that educators may consider incorporating AU stories as complementary reading materials, while students may benefit from recognizing the value of their informal reading habits for academic outcomes.

Keywords: Alternative Universe stories, extensive reading, reading engagement, social media X, perceived reading ability, EFL reading