

ABSTRACT

Viona Aura 2026. “Students' Experiences in Reading Learning in English Language Education at the University of Muhammadiyah Bengkulu” Thesis, English Language Education Study Program, Faculty of Teacher Training and Education, Muhammadiyah University of Bengkulu. Supervisor: Fetriani, MP.d.

This study aims to explore and describe students' experiences in learning through the Extensive Reading and Reading for Professional Purposes courses in the English Language Education Study Program at the University of Muhammadiyah Bengkulu. This research employed a qualitative descriptive research design involving 15 students who had completed both reading courses. Data were collected through semi-structured interviews supported by open-ended questionnaires, field notes, and interview recordings. Data were analyzed through transcription, repeated reading, coding, category grouping, theme development, comparison, and interpretation stages. The results showed that Reading for Professional Purposes provides a clear academic and professional learning orientation and helps develop critical reading skills, reading efficiency, Higher-Order Thinking Skills, and academic self-efficacy through strategies such as skimming, scanning, genre analysis, and collaborative text analysis. However, students experienced difficulties in understanding technical vocabulary, complex sentence structures, syntactic density, and materials with less familiar cultural contexts. In contrast, Extensive Reading provides a more relaxed and low-anxiety learning environment that supports reading for pleasure, reading habits, reading fluency, self-confidence, and incidental vocabulary acquisition. Student choice of reading materials, Sustained Silent Reading, reading logs, and creative activities also contributed to these positive experiences. Nevertheless, students faced challenges in self-regulation and time management. Overall, this study concludes that Extensive Reading and Reading for Professional Purposes provide complementary learning experiences, with Extensive Reading supporting fluency and reading habits, while Reading for Professional Purposes develops critical and professional reading skills.

Keywords: Student Experiences, Reading Comprehension, Extensive Reading, Reading for Professional Purposes, English Language Education.

ABSTRAK

Viona Aura 2026. “Pengalaman Mahasiswa dalam Pembelajaran Membaca Bahasa Inggris di Universitas Muhammadiyah Bengkulu”. Skripsi, Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Bengkulu. Pembimbing: Fetriani, MP.d.

Penelitian ini bertujuan untuk mengeksplorasi dan mendeskripsikan pengalaman mahasiswa dalam pembelajaran membaca melalui Extensive Reading dan Reading for Professional Purposes pada Program Studi Pendidikan Bahasa Inggris di Universitas Muhammadiyah Bengkulu. Penelitian ini menggunakan desain penelitian deskriptif kualitatif yang melibatkan 15 mahasiswa yang telah menyelesaikan kedua mata kuliah membaca. Data dikumpulkan melalui wawancara semi-terstruktur yang didukung oleh kuesioner terbuka, catatan lapangan, dan rekaman wawancara. Data dianalisis melalui transkripsi, pembacaan berulang, pengodean, pengelompokan kategori, pengembangan tema, perbandingan, dan tahap interpretasi.

Hasil penelitian menunjukkan bahwa Reading for Professional Purposes memberikan orientasi pembelajaran akademik dan profesional yang jelas dan membantu mengembangkan keterampilan membaca kritis, efisiensi membaca, Higher-Order Thinking Skills, dan efikasi diri akademik melalui strategi seperti skimming, scanning, analisis genre, dan analisis teks secara kolaboratif. Namun, mahasiswa mengalami kesulitan dalam memahami kosakata teknis, struktur kalimat yang kompleks, kepadatan sintaksis, dan materi dengan konteks budaya yang kurang familiar. Sebaliknya, Extensive Reading memberikan lingkungan belajar yang santai dan rendah kecemasan yang mendukung membaca untuk kesenangan, kebiasaan membaca, kelancaran membaca, kepercayaan diri, dan pemerolehan kosakata secara insidental. Pilihan mahasiswa terhadap bahan bacaan, Sustained Silent Reading, jurnal membaca, dan kegiatan kreatif juga berkontribusi terhadap pengalaman positif ini. Meskipun demikian, mahasiswa menghadapi tantangan dalam pengaturan diri dan manajemen waktu. Secara keseluruhan, penelitian ini menyimpulkan bahwa Extensive Reading dan Reading for Professional Purposes memberikan pengalaman pembelajaran yang saling melengkapi, dengan Extensive Reading mendukung kelancaran dan kebiasaan membaca, sedangkan Reading for Professional Purposes mengembangkan keterampilan membaca kritis dan profesional.

Kata Kunci: Pengalaman Mahasiswa, Pemahaman Membaca, Extensive Reading, Reading for Professional Purposes, Pendidikan Bahasa Inggris.

PREFACE

The author expresses sincere gratitude to Allah Subhanahu wa Ta'ala for His endless mercy, blessings, and guidance, which have enabled the completion of this undergraduate thesis. This thesis, entitled “A Student’s Experience In Learning Reading at English Education Muhammadiyah University of Bengkulu,” was written as one of the requirements for obtaining the Bachelor of Education degree in the English Education Study Program, Faculty of Teacher Training and Education, Universitas Muhammadiyah Bengkulu.

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Author

CHAPTER 1

INTRODUCTION

This chapter presents the background of the study, research questions, research objectives, limitation of the study, significance of the study, and definition of key terms related to students' experience in learning Extensive Reading and Reading for Professional Purposes at the English Education Study Program, Universitas Muhammadiyah Bengkulu.

1.1 Background

Reading is one of the essential skills in English language learning because it enables learners to construct meaning through their interaction with a text. Reading is best understood as a process in which the reader actively extracts and constructs meaning through interaction with the text, involving the reader, the text itself, and the purpose of reading. Similarly, Grabe and Stoller (2011) state that comprehension is the central goal of reading and serves as the foundation that supports nearly every other reading purpose, whether academic or professional. Reading therefore becomes an important competence that students need to develop throughout their academic studies, particularly in an English Education Study Program, where the ability to comprehend texts directly supports students' success in various courses and their future careers as English teachers or practitioners.

Learning reading, however, is often considered challenging by many students. It involves not only recognizing vocabulary and sentence structures, but also requires learners to infer meaning, connect ideas across paragraphs, and adjust their reading strategies according to the purpose and complexity of the text. As a result, students may experience fluctuating levels of difficulty as they progress through their reading courses, particularly when the texts they encounter become longer, more complex, and more specialized. In this context, English as a foreign language learners must continuously develop their comprehension ability, since the demands of reading tend to increase as they move toward more advanced and academically oriented materials (Grabe, W., & Stoller, 2011).

In the English Education Study Program at Universitas Muhammadiyah Bengkulu, reading comprehension is developed through two sequential reading courses, namely Extensive Reading and Reading for Professional Purposes. Extensive Reading, taken in the third semester, emphasizes reading a wide range of longer and more varied texts to build reading fluency and strengthen students' reading habits. Reading for Professional Purposes, taken in the fourth semester, prepares students to comprehend academic and professional texts, such as journal articles and reports, requiring them to read more critically and purposefully in line with their future profession. Together, these two courses represent a deliberate progression from broad, fluency-oriented reading toward focused, purpose-driven reading of academic and professional texts (Grabe, W., & Stoller, 2011).

Although students go through the same sequence of these two reading courses, they may have different experiences, challenges, and turning points throughout their learning journey. Some students may find Extensive Reading easy and enjoyable, while struggling with the more demanding academic and technical texts encountered in Reading for Professional Purposes, or vice versa. These differences indicate that students' experiences in learning reading comprehension are not uniform, even though they are exposed to the same curriculum and learning materials (Grabe, W., & Stoller, 2011). Understanding these individual experiences is important because they can provide deeper insight into how students actually go through the process of developing their reading comprehension ability as they move from one course to the next.

In order to obtain initial information regarding the actual condition in the field, the researcher conducted a preliminary study by distributing an open-ended questionnaire to thirty-six students of the English Education Study Program, from the fourth and sixth semesters, who had completed both Extensive Reading and Reading for Professional Purposes. Of the thirty-six students only twenty completed the questionnaire. Asking them to share their experiences in learning reading comprehension through the two courses. Interestingly, the preliminary study revealed that all of the students who participated rated their overall experience in learning reading comprehension as good. However, a closer examination of their

narratives showed that this positive overall judgment did not mean that their learning journey was entirely free from difficulties. Most students identified Reading for Professional Purposes as the most difficult course, since the texts contained many unfamiliar academic and technical terms and required a deeper understanding of complex sentences, while Extensive Reading was most frequently mentioned as giving the best experience, as students felt freer to choose materials that matched their interests and found it effective in building reading fluency and confidence. (Nation, 2013) The difficulties most frequently reported across the two courses were unfamiliar vocabulary, complex sentence structures, and difficulty identifying the main ideas of longer or more academic texts, while interesting reading materials, effective strategies, and support from lecturers and classmates were most frequently mentioned as factors that made the learning experience feel good. Almost all students reported that their reading ability improved from Extensive Reading to Reading for Professional Purposes, although one student stated that her reading ability stayed the same.

Previous studies have discussed students' reading comprehension ability and the challenges they face in learning English as a foreign language. Other studies have also examined reading strategies, reading habits, and factors affecting students' reading achievement. However, studies that specifically explore students' experiences in learning reading comprehension through Extensive Reading and Reading for Professional Purposes remain limited. Most previous studies tend to focus on measuring students' reading comprehension scores or examining the effectiveness of particular teaching strategies, rather than exploring students' perceptions, difficulties, strategies, and changes in their learning experiences as they progress from one reading course to another. Therefore, there is a need for a study that focuses on students' experiences in learning reading comprehension and examines how students perceive the learning process, the challenges they encounter, the strategies they use, and the changes they experience throughout the two sequential reading courses.

1.2 Research Questions

Based on the background above, the research question of this study is formulated as follows: "How do students of the English Education Study Program at Universitas Muhammadiyah Bengkulu experience learning reading through Extensive Reading and Reading for Professional Purposes?"

1.3 Research Objective

Based on the research question above, the objective of this study is to explore and describe the experiences of students of the English Education Study Program at Universitas Muhammadiyah Bengkulu in learning reading comprehension through Extensive Reading and Reading for Professional Purposes, including the challenges they face, the strategies they use, and the changes they perceive throughout the learning process.

1.4 Limitation of the Study

In order to make this research more focused and manageable, the researcher limits the scope of the study as follows.

First, this research focuses solely on students' personal experiences in learning reading comprehension and does not investigate lecturers' teaching experiences, teaching strategies, or classroom instructional practices in detail.

Second, the reading courses examined in this research are limited to the two sequential reading courses offered at the English Education Study Program, namely Extensive Reading and Reading for Professional Purposes.

Third, the participants of this research are limited to fourth-semester and sixth-semester students of the English Education Study Program at Universitas Muhammadiyah Bengkulu who have completed the two sequential reading courses examined in this research, namely Extensive Reading and Reading for Professional Purposes, as they are considered capable of providing comprehensive narratives covering their learning journey across these two courses.

Fourth, this research focuses on students' experiences in learning reading comprehension, including the difficulties they encounter, the strategies they use,

their perceptions of the learning materials and activities, and the changes they perceive in their reading ability throughout the two reading courses.

Finally, the findings of this research are limited to the context of the English Education Study Program at Universitas Muhammadiyah Bengkulu and reflect the subjective experiences of the participating students; therefore, the results may not be generalized to students in other study programs or institutions with different reading curricula.

1.5 Significance of the Study

This research is expected to provide both theoretical and practical significance. Theoretically, this research is expected to contribute to the understanding of students' experiences in learning reading comprehension, particularly in the context of Extensive Reading and Reading for Professional Purposes. The findings may provide additional insight into how students perceive reading learning, experience difficulties, apply reading strategies, and perceive changes in their reading ability as they progress through different reading courses. The findings may also serve as a reference for future researchers who are interested in investigating students' experiences in learning reading comprehension in similar educational contexts.

Practically, this research is expected to provide benefits for several parties. For students, this research may help them reflect on their experiences in learning reading comprehension and become more aware of effective strategies for dealing with reading difficulties. For lecturers, the findings may provide information about students' actual experiences, difficulties, and needs in Extensive Reading and Reading for Professional Purposes, which may be useful in selecting appropriate teaching strategies, reading materials, and learning activities. For the English Education Study Program, the findings may provide useful information for evaluating and improving the reading curriculum, particularly the progression from Extensive Reading to Reading for Professional Purposes. For future researchers, this research may serve as a reference for studies related to students' experiences in

learning reading comprehension, Extensive Reading, Reading for Professional Purposes, and English language learning in higher education.

1.6 Definition of Key Terms

In order to avoid misunderstanding and to provide a clear direction in this research, the researcher defines several key terms used in this study as follows.

Students' Experience. Students' experience refers to the personal perceptions, feelings, difficulties, strategies, and processes that students encounter during their learning activities. In this research, students' experience specifically refers to what students perceive, face, and experience while learning reading comprehension through Extensive Reading and Reading for Professional Purposes.

Reading. Reading refers to the process of understanding, interpreting, and constructing meaning from written texts, including identifying main ideas, understanding vocabulary in context, making inferences, and connecting information within a text. In this research, reading comprehension refers to the competence developed by students through the two sequential reading courses examined in this study, namely Extensive Reading and Reading for Professional Purposes..

Extensive Reading. Extensive Reading is a reading course offered in the third semester, which emphasizes reading a wide range of longer and more varied texts to build reading fluency and strengthen students' reading habits.

Reading for Professional Purposes. Reading for Professional Purposes is a reading course offered in the fourth semester, which prepares students to comprehend academic and professional texts, such as journal articles and reports, relevant to their future profession.

English Education Study Program. English Education Study Program refers to the undergraduate study program at Universitas Muhammadiyah Bengkulu that prepares students to become professional English teachers and practitioners, and where this research was conducted.