



Free Voluntary Reading to Promote Learners Autonomy in Vocabulary Acquisition: The Case of Universitas Internasional Batam

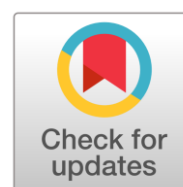
Arapa Efendi *

Universitas Internasional Batam

arapaefendi10@gmail.com

Christine Deyani

Universitas Internasional Batam



Abstract

Purpose- The purpose of this study was to find out what strategies EFL students used to develop vocabulary through personalized reading materials. In addition, this study was also conducted to find out how Free Voluntary Reading help students develop their vocabulary as EFL.

Design/methodology/approach- This study uses a descriptive qualitative research design in answering the research questions. Researchers conducted in-depth interviews to the students of EFL class of 2019 and 2020 in the English Language Education Department. There were 11 students (22,4%) who were interviewed in this research.

Findings/results – The results showed that the strategies used by EFL students were as follows: reading authentic materials, choosing reading materials according to genres, making notes about new vocabulary, and always looking for any content with English subtitles. In addition, the researcher also found out how several forms of Free Voluntary Reading helped the vocabulary development of EFL students.

Originality/value - Free Voluntary Reading has an important influence on EFL students, especially in developing vocabulary.

Paper type – Research paper

Keywords: Free voluntary reading, Language acquisition, Vocabulary

***Correspondence**

Introduction

A language is a tool for communication, both written and spoken. Knowledge of language vocabulary is the most important thing in language learning because knowledge of language vocabulary is the center of communicative competence and acquisition in language. Therefore, in learning vocabulary, it is very important for students to understand so that their vocabulary development can also develop. Vocabulary learning was not only done in the classroom but also outside the classroom, so they must be able to build their own learning strategies, especially in vocabulary development.

An article from The Jakarta Post France-Presse (2020) presented a report implying that children's literacy and wellbeing can be sourced by using audiobooks as an instrument. The study was conducted with teenagers and children between the ages of 9 to 18. The results conclude that 52.9% of the said children and teenagers had an increase of interest in reading by listening to audiobooks. Two in five (42.6%) became more interested in writing because of audiobooks. The study also said that 7 in 10 confirmed that it is easier to comprehend the book's content by listening to the audiobooks. The report also reveals that teenagers and children are able to receive the benefits of reading books, which are perks like learning how to express themselves, stimulating their imagination, and developing their vocabulary.

The researcher is also curious about the benefit of developing one's knowledge of vocabulary not only for academic purposes but also for other topics as well. An article by Hallahan (2021) exposes a crucial link between poor vocabulary and behavior in two groups of children. By comparing performance in a multiple-choice vocabulary test at age 15 and its connections with misbehavior at age of five, the results are wide-ranging but mainly contain two conclusions. First is children that have problems with their behavior at the age of five performed less than satisfactory on their test when they are 15 years old in both groups. The second is that teenagers in recent years performed less than satisfactory on the test than their older counterparts. It can be concluded that poor vocabulary equals poor behavior.

These cases present the author with the curiosity to research the strategy for vocabulary development and the urgent needs to do so, especially for the EFL students. Students

must know how to learn vocabulary that they enjoy, for example using the internet to find their favorite reading materials. By finding ways to learn vocabulary that they like, students can start by reading novels, comics, journals, and others related to English so that they can develop students' vocabulary mastery

One of the skills that EFL students can do in mastering English is by reading. Reading has a positive effect on developing students' knowledge because the more students read, the more English vocabulary they will know. To develop new vocabulary, EFL students can start with reading books with a theme/genre that they like. For example, reading comics, reading novels, reading articles, reading magazines, and so on. Usually, this reading activity can be classified as Free Voluntary Reading. The term Free Voluntary Reading was introduced by Stephen Krashen, a renowned American linguist who has published a book entitled "The Power of Reading." Krashen also said that having an interesting type of reading like FVR, can create its own enjoyment and pleasure for readers.

Free Voluntary Reading can guarantee EFL students to reach their level of competence in another language. This is because the time spent by EFL students with Free Voluntary Reading is more efficient for language development than the time spent with traditional teaching. At least the best way that can be used for language acquisition is to do what you like. Learning vocabulary, learners depend on themselves in understanding the words they receive (Johnston, 2000).

According to (Krashen, 2016), there are many ways that young people can do to improve their vocabulary, such as encouraging Free Voluntary Reading. They can develop a talent for reading it in a way they choose for themselves. Therefore the authors conducted this study to see how the development of student's language in developing everyday English vocabulary with Free Voluntary Reading.

Vocabulary is one of the most important aspects of language development. According to (Keraf, 2009), vocabulary is an element of language that is obtained from the embodiment of the unity of thoughts and feelings related to its use, such as listening, speaking, reading, and writing. According to (Martinus, 2011), vocabulary is one aspect of language that is very important in its existence because there is a collection of vocabulary

in every sentence. A person can only truly understand a language when that person has extensive knowledge of the vocabulary of the foreign language being studied. In other words, in every language acquisition process, there must also be a vocabulary acquisition process.

Language acquisition is a human process in gaining the ability to understand by managing language words unconsciously. This language acquisition is done unconsciously because of the factors that influence it, such as factors from the family environment or other people. Language acquisition usually begins in childhood and usually the first language in children is called mother tongue. In addition, a second language is defined as a language learning process carried out by someone, including EFL people. Cho et al. (2013) concluded in their research that, if a student learning a second language is given an appropriate text, it will show more free reading and clear progress in second language acquisition.

According to (Yenni & Tiarina, 2013), Free Voluntary Reading is defined as a method that supports vocabulary development, grammar, reading comprehension, spelling, and writing by encouraging the student at an independent level to read self-selected books written at an easy reading level. Voluntary reading is the reading that students choose to do on their own without being asked to, which reflects the reader's personal choice of the text to be read, not to mention the time and place (Ahmed, 2012). In addition, a person becomes more independent in reading because he is free to choose the preferred reading material or the desired reading material.

FVR is not limited by place and time so one is free to read anytime and anywhere. (Krashen, 2004), said that students who spend time reading will get several benefits from reading, one of which is vocabulary development. To start, FVR is not only done at school because sometimes the intention to read can appear when students are no longer in the school environment. Students are free to choose the reading materials they want to read because FVR is not only limited to reading books containing academic content.

Free voluntary reading is one of the reading strategies that can facilitate EFL students in learning English languages and the reading material can be adjusted according to their own choice (Hermansyah & Salsabila, 2018). By reading their favorite

books, students will be motivated to keep reading and it can become one of their new hobbies.

Free Voluntary Reading has a positive influence on people's language because reading can increase the development of vocabulary acquisition. In addition, with the freedom to choose reading material, readers will get more new vocabulary according to the context of the reading material they are reading. Based on the research results of (Durán Bautista & Rendón Marulanda, 2018), they revealed that implementing voluntary reading learning strategies can improve students' vocabulary learning. The Free Voluntary Reading program can help students feel more confident about their reading abilities, bringing about positive changes in their reading attitudes and reading habits as EFL students.

(Krashen, 2004) also suggested a hypothesis that rather than a wide or extensive reading, a narrow topic when reading is better for language acquisition. An example of this is choosing the work of only one topic, one author, or one genre (e.g. only adventure comic). By definition, narrow reading is a type of reading that is restricted only to what the students wanted to read and what is more interesting for them. Students are also expected to be able to track their learning process to their liking and find out new vocabulary as they read by themselves. (Durán Bautista & Rendón Marulanda, 2018) also said that the existence of Free Voluntary Reading can increase student motivation to read, behavior, and support students so they can learn independently. When compared with previous studies (Pradana, 2016); (Iftanti, 2016); (Gordon & Lu, 2021); (Zugu, 2017), students are much more motivated when read for their enjoyment rather than limiting their reading to study. Reading with pleasure can improve students' reading habits and increase their vocabulary development.

Many studies share the same topic as this research, especially those that focus on language acquisition, Free Voluntary Reading, and the relationship of Free Voluntary Reading to vocabulary development. According to (Pradana, 2016) in an article entitled "An analysis on the phenomena between FVR and students writing ability", this research investigates the relationship between students' FVR and students' writing ability in

narrative texts. The results obtained by Pradana are students who have the habit of doing FVR in their daily lives have good writing skills as well.

(Iftanti, 2016), in an article entitled “A voluntary reading program (VRP) to stimulate EFL reading interest”, revealed that research conducted with the Voluntary Reading Program (VRP) can have a positive influence on EFL students for 7 weeks. This is because students are given the freedom to choose their own reading materials so that they become interested in reading English voluntarily. Based on the results obtained, Iftanti found that EFL students began to be interested in reading English in FVR. In addition, doing FVR means that EFL students have shown that they have chosen their own reading material, their own reading goals, and determined the strategies they use when facing some problems.

According to (Durán Bautista & Rendón Marulanda, 2018) research, the adoption of a Free Voluntary Reading study was influenced by the support of successful foreign speakers' vocabulary development teaching strategies. In addition, the development of students' reading skills can be further developed because of the positive self-confidence and impact on students' reading attitudes in English.

Based on (Gordon & Lu, 2021), who conducted a study on a web-based summer reading program among students with low participation rates in the first two years of the program. The results obtained in this study are low achieving students always read alternative media. Students are more enthusiastic if the reading material is in other formats, such as websites, magazines, comic/manga, sports news, and newspaper articles. Therefore, this finding has implications for school libraries to add library collections that follow this reading trend. Reading trends are meant by providing article clippings, providing magazine lists, and webinars that can answer the various needs of students.

Based on the (Zugu, 2017) research, the voluntary reading program has a good influence on students in improving the process of EFL students' English vocabulary and other language skills. EFL students can also gain their own skills by providing the opportunity to read the reading material they want to read.

Based on the previous study, the researcher used Krashen's Free Voluntary Reading theory to find out what strategies EFL students use in developing vocabulary from the reading material they have read. Free voluntary reading can be done anywhere and anytime so for people who want to learn a language or want to deepen their language comprehension, they can do this FVR method to start reading with their own pleasure and desire.

Method

In this study, the researcher used descriptive qualitative research in answering the research. This study used students from the 2019 and 2020 classes majoring in English Language Education at Universitas Internasional Batam as the object of research. In determining the subject, the researcher uses a purposive sampling technique. The total number of these two batches is 49 students and only 11 students (22,4%) can be contacted for the purposes of this research with details as follows; a batch of 2019, totaling 7 students, and the batch of 2020, totaling 4 students, the remaining 38 students (77,6%) was unresponsive or unreachable. This number of students is sufficient for this research and this claim is supported in the article "Sample Size in Qualitative Interview Studies: Guided by Information Power" by Malterud, Siersma, & Guassora (2016).

In this study, the number of the sample that the researcher used is above 10% of the population which consist of the student from the class of 2019 and 2020 as those batches were deemed by the researcher to possess sufficient information power as EFL students.

In this study, the instrument used was by conducting in-depth interviews. The questions for the interview was inspired by previous research questions, namely by (Pradana, 2016) and (Holidazia & Rodliyah, 2020). The researcher will use unstructured interviews so that the researcher can find more information in depth.

The concept of communication ethnography was introduced by Hymes (in Herman et al., 2019) which combined ethnography, description, cultural analysis with language. Meanwhile, Carbaugh (inert Herman et al., 2019) defines ethnography as an

approach, perspective, and research method on the ways and meanings of culturally distinctive communication.

Result and Discussion

Reading Authentic Material

Reading materials used by students in developing vocabulary are by reading various kinds of authentic materials that are available or accessible to the students. The types of reading books that students read also vary. Examples of stories that students often read are novels, comics, books on education, articles, encyclopedias, and self-improvement. One of the students says,

"I prefer to bring my cell phone because most of my reading material comes from my cellphone because it is free and I have to pay for physical books. So on my cellphone, I usually read stories/novels on Wattpad for example read English webtoons."– Student A

Students are more likely to read from e-books than to bring physical books. It can be seen from the results of the interview with student B who said, "No because honestly, I read more online". Student D's said, "I never had a book with me, but if there was a book where I was, I would read it. So if there is a book in my neighborhood then I will read it and have a look". Student E's said, "If it is a physical book then no". Student F's said, "I rarely bring books, only if it is from my cellphone maybe an e-book so I always read it from my cellphone". Student G's said, "I do not read books very often, because I read everything on my cellphone, I only read it from my cellphone"

Based on the results of the interviews above, students are more often use e-books in their reading activities. It is proven that reading materials from e-books can help students find/store English reading books on smartphones so that students can carry the reading materials with them at any time.

These media are selected based on students' preferences without being asked (Ahmed, 2012). The freedom in choosing reading material will make students find their own strategies in developing vocabulary because this is done without being asked by

others. Authentic materials used by EFL students in developing vocabulary include films, podcasts, comics, novels, webtoons, television shows, picture books, advertisements, etc.

By using authentic materials, EFL students enjoy absorbing the reading material they read and the authentic materials they read can affect the vocabulary development of EFL students. Cho & Krashen (Eckman, Mileham, Weber, Highland, & Lee, 2013) also stated that if the right authentic material was given to a student who is learning a second language, there will be clearer progress and more free reading in second language acquisition. This is because choosing the right authentic material will make it easier for students to understand the reading material that is read and the vocabulary obtained can also increase.

From this strategy, it can be concluded that by reading authentic materials, EFL students can get various kinds of information, knowledge, and increase vocabulary levels that are different from what they usually get compared to just reading materials in lectures

Choosing Reading Materials According to Genre

In improving their knowledge of English vocabulary, students always read books that they like. This can be seen from the results of the interview revealed by Student B who answered as follows:

“As for the genre, I think it is about another world because we live in that reality, so we can not feel what the author feels about how to live in another world. Because mostly in fiction, we can only imagine so we can not observe directly”. – Student B

While student D said, “What fun is more novels and encyclopedias if it is a short story, skip it first” Student E also said,

“I read more about self-improvement or books that are going viral. As for the genre, I prefer non-fiction, such as self-improvement or biographies, or for those with hobbies. But for fiction novels, I prefer romance”. – Student E

Student F said, “Novel. For others, maybe comics and for the genre, I like comedy or romance”. Student G said, “Fiction novel.”

Based on the results of the interviews above, most EFL students like reading fiction books such as novels and comics. According to Student B, by reading a story like a novel,

she can imagine the story the author tells in the book so that she too gets carried away by the atmosphere.

(Krashen, 2004) stated that a narrow topic when reading is better for language acquisition and is done by choosing only one genre, one author, or one topic. This strategy is more comprehensible for the students because they will gain more knowledge on the background of the topic when reading books with a particular genre. Based on (Hyland, 2007) the genre is a collection of terms in the text as a whole and contains an explanation of the author's use of language in telling a recurring situation. The genre is a type of discourse that has a particular and distinctive communicative function, that occurs in a particular setting, also has distinctive norms of the organization and recognizable patterns and structure (Richards & Schmidt, 2002).

Meanwhile (Grabe, 2012) said that genre awareness is an awareness related to the genre that is read. This is one included as one of the reading strategies because when applied, readers can face any difficulties in reading in general. Andreani et al. (2021), said that strategically choosing a genre in daily reading can help EFL students understand their reading. Based on the statement above, choosing a genre in choosing reading material is a strategy in developing vocabulary because the terms in the reading text are more specific.

The genres that EFL students like when reading books or e-books are science, romance, fantasy, action, comedy, fiction, information, adventure, and other reading materials. The strategy of choosing reading materials based on genres can make EFL students more aware of the new vocabulary used, especially if they often explore reading materials with other genres.

Making Notes of any New Vocabulary

The next strategy used by EFL students in developing their English vocabulary is taking notes, marking, and memorizing newly encountered vocabulary. EFL students have their own way of developing vocabulary. It can be seen from Student C's statement that when he found vocabulary he had never understood before, he mostly memorized the vocabulary he had read and he rarely recorded the vocabulary. Almost the same as Student C, Student D also often finds new vocabulary, but before memorizing the

vocabulary, Student D always notes or marks the vocabulary she does not understand. When having free time Student D tries to re-read the text and remember the vocabulary that was previously recorded.

"The strategy I use may be general in nature, first try to note or mark new words, then note and search the meaning. If I have enough free time, I will try to reread the passage and try to remember the new words that were recorded earlier."

This strategy was also carried out by Student H. Student H usually marks the vocabulary she reads through his smartphone, then Student H will continue reading until she is finished and then looks for the meaning of the marked vocabulary while reading.

"When I read, I always find a text that I don't understand, such as difficult or rare text, I usually take a screenshot first. I will read on until the end, then I will look for the vocabulary that was screenshotted earlier."

Similar to other students, if Student J finds new vocabulary while reading, she will find out the meaning of the vocabulary one by one, and then if she has found the meaning, she will start memorizing it. "Start by reading, then find new vocabulary then look for the meaning one by one and start memorizing it." Of course, the vocabularies that have been marked or memorized can only be useful when the meaning of the vocabulary is actively sought by students.

For the students, making notes is a useful strategy for remembering the meaning and the spelling of vocabulary (Masrurin, 2012). The strategy of taking notes of the words when reading also greatly enhanced spelling and vocabulary skills (Cho, Park, & Krashen, 2008). Activities by making notes while reading provide benefits for EFL students to increase vocabulary knowledge, know the spelling of vocabulary, and the meaning of recorded vocabulary. This method is classified as a memory strategy in language learning strategies (Oxford, 2013) and used for students who are willing to scribble on their reading books by circling or underlining their vocabulary. However, (Krashen & Terrell, 2000) argued that when the students use the 'drilled' or 'memorized' strategy to learn vocabulary, it is not effective as it is not stored in the student's long-term memory. Based on the statement above, the strategy of taking notes, marking, and remembering previously unknown vocabulary is the way for students to understand new vocabulary.

However, memorizing alone does not guarantee that students will always remember the vocabulary, so a conscious understanding of vocabulary is needed so that memory of the vocabulary can be understood in the long term.

Always Searching for the Meaning of any New Vocabulary

From the results of interviews with students, it is known that most of the students look for the meaning of the vocabulary obtained when reading using dictionaries, both physical and online (Google Translate or Cambridge Online). However, there are also some students who more often guess the meaning of unfamiliar new vocabulary when reading and then those students conclude the meaning of the vocabulary through the contents of the context of sentences or paragraphs.

For example, Student D prefers to try to guess the meaning of the new vocabulary first and then use the Cambridge dictionary when Student D cannot guess correctly. One thing Student D will not do when looking for the meaning of a foreign vocabulary is to ask other people. In accordance with an excerpt from the author's interview with Student D where Student D stated that, "I think if we ask people, we might forget because we are not the ones looking for it ourselves."

Knowledge about the meaning of the vocabulary makes it easier for students to read articles and socialize. Such as Student J communicates with native speaker friends who are known online to be able to immediately practice the new vocabulary knowledge that has been obtained.

While (Laufer & Yano, 2001) disputed that guessing is not a reliable strategy as it might be sufficient and confusing at times, so a second strategy to reinforce the reading activity is necessary, like using a dictionary. (Boonmoh, 2012) added that students might face considerable difficulties when reading if they do not possess the skill of managing their dictionary usage strategically. (Durán Bautista & Rendón Marulanda, 2018) recommend that when facing unknown words, students should use the strategy of looking up the meaning of the words in a dictionary and choose, among the various meanings available, the one that preferably suits the context of the word.

Most students use online dictionaries to look up their meanings. Dictionaries used such as Cambridge dictionary, dictionary.com, google translate, etc. Based on (Hartman

& James, 2001), the dictionaries available through the internet are categorized as online dictionaries. Roach et al. (2011) said that strategy using an online dictionary can increase students' vocabulary by pronouncing words in a better way, especially in the online Cambridge dictionary. By using strategies to find the meaning of new vocabularies in dictionaries, whether online or not, students can still increase their knowledge of new vocabularies from the reading materials they encounter.

Free Voluntary Reading in Helping the Students to Develop their Vocabulary as EFL By Having the Intention to Read

When someone has the intention to read and the reading material is read based on their own choice, then whatever the content of the reading will be more easily accepted. As one of the students says when asked whether they like to read or not, Student F answered "Yes, and coincidentally it is also my hobby." Fortunately, based on the result of the interview, almost all the students like to read.

However, some students know the benefits of reading but still do not spend much time on it. It can be seen from Student D who said, "I can not say that I read a lot, but it is quite a decent amount of time." Student D also said that there are several benefits to be gained when there is an intention to read independently, "Many things are like finding new vocabulary and trying to find it ourselves, so we know better ourselves." Student I also mention that with reading, she can improve her writing and also increase her vocabulary.

The intention is defined as a desire that is carried out from within oneself. The intention is a component in the individual that refers to the desire to perform a behavior. Behavioral intention is defined as a person's efforts whether they are willing to do and are willing to try to carry out certain behaviors in everyday life. This is confirmed by (Venkatesh & Davis, 2000); (Venkatesh, Morris, & Ackerman, 2000) who stated how behavioral intentions describe a person's desire or effort in carrying out an activity and show a good relationship between interests and individual behavior. This behavior also includes the voluntary intention to read which can be classified as Free Voluntary Reading.

There are cases suggesting that reading intention that leads to Free Voluntary Reading can be nurtured by the teachers and librarians by directly encouraging the students to do more reading (Neuman & Celano, 2004). (Shin, 2004) also reveals that in these cases, it appears that the students when faced with more challenging material, lacked the confidence in trying to read it and did not realize how interesting the reading was even though they possess the competence for it. Based on the two statements above, it can be concluded that the desire to read is closely related to Free Voluntary Reading. This is because reading interest can arise in a person and readers' confidence will also be built if they do it in Free Voluntary Reading.

In agreement with earlier research, (Durán Bautista & Rendón Marulanda, 2018) stated that student's motivation and intention will increase when Free Voluntary Reading is used in students reading activities and behavior, also as a support to the students so they can learn independently.

By Voluntarily Choosing English for the Reading Materials

Between Indonesian and English reading materials EFL students are more dominant in choosing English reading materials. One of the reasons for choosing English reading materials is because, from a young age, some of them already prefer to use English, as can be seen from one of the students' answers during the interview as follows:

"It is more in English because I don't usually use Indonesian. The reason is that I like watching movies like anime, or reading novels and comics so I think if they translate into Indonesian it is too uncomfortable to read. So since elementary school, I have been accustomed to using English to improve my skills and until now each of them uses English in daily reading." - Student B

Based on the results of interviews conducted, Student B said that there were several benefits to reading by choosing reading materials in English.

"The benefit is that I can know more about the meaning of the vocabulary and most of the vocabulary that I meet is rarely used. Then we can learn a lot more about the vocabulary we never heard of. In addition, it can improve reading skills and can know more about difficult words." – Student B

Of all the students interviewed, almost all used this strategy to improve their vocabulary. For example, student A in an interview said, "So on my cellphone, I usually read stories/novels on Wattpad for example or read Webtoons that use English." In conclusion, student A has a habit of reading Webtoons or English novels that are read from mobile phones. Unlike the case with student K who rarely reads books in his daily life. Student K is often sleepy when she reads a book that only contains writings.

"I do not really like reading as a habit, because if I read too long I often fall asleep. It is different from comics because if the comic has pictures it will be more interesting so I like to read it. But if the average novel contains all the writings, so sometimes it can make me sleepy to read it." – Student K

Therefore, Student K prefers English comics as his reading material because she can read for fun while looking at the visual images of comic stories. Another benefit was also felt by Student K who said, "Increase insight, increase vocabulary, become more productive".

Based on the results obtained, EFL students always choose reading materials in English to develop vocabulary. The students also mentioned that there are several benefits that can be obtained from voluntarily reading material in English, including becoming more aware of vocabulary that they rarely use, adding insight, improving reading skills, and becoming more knowledgeable about difficult words.

Technology also encourages students' Free Voluntary Reading skills in English because through interesting English learning models including newspapers, internet articles, letters, short stories, and magazine articles (Wang, 2010). The reading facilities chosen will also affect how much information EFL students can get from reading the English texts. In their research, Cho & Krashen (Eckman, Mileham, Weber, Highland, & Lee, 2013) tested their Free Voluntary Reading hypothesis by giving Korean women immigrants Sweet Valley Kids novel and asked them to read it for several months. It is reported that there are apparent gains in vocabulary and resulted in the improvement of speaking and listening competence in English.

EFL students choose reading materials in the form of novels and comics because the reading materials have more fun stories and there are many choices of interesting

stories in them. Other reading materials that students like to read are knowledge books, short stories, and Webtoons.

The researcher can conclude that choosing English reading materials has a relationship with Krashen's (2004) theory of Free Voluntary Reading. Free Voluntary Reading (FVR) is defined as reading because you want to. So in doing this reading activity, readers do not need to report the results of their reading. In addition, according to (Hermansyah & Salsabila, 2018), reading books that they like or voluntarily choose themselves can motivate students to continue doing Free Voluntary Reading so that reading becomes a hobby for them.

By Voluntarily Using Available Free Time to Read

Reading is not just to find information and increase knowledge, but reading can also be done to fill spare time or as a means of healing. Reading materials that EFL students read in their spare time are usually in the form of reading novels, comics, articles, short stories, webtoons, and science books.

There are also some students who have enough free time so they can spend quite a long time when the free time is used to reading. For example, Student F when asked whether the available free time is used for reading, Student F answered "Yes. For example, if there is no activity, maybe 3 to 4 hours. But if there are activities at least 2 hours." While Student K answered, "So instead of doing nothing like just sitting still, it is better for me to read, like spending 1 hour or 2 hours reading", Student C also answered, "Yes, about 5-6 hours a day". In addition, there are several benefits that are felt by Student C when using his free time to read, "First they can add insight, especially vocabulary, then from novels, comics or Webtoons stories are also related to life so they can gain new insights and improve vocabulary".

However, there are also many students who like to spend their free time reading but don't have enough free time due to busy work and lectures, such as Student E who in his interview answered "Only, for now, I recently started an internship, so my free time has also decreased. Also college and others. So there's not much time to read". These students can only channel their hobby of reading when they have free time from work or college, for example before going to bed. Like Student A said, "Yes. Usually, before going

to bed, I make sure to play the cellphone first, so if I have readings, such as Webtoons or novels, I usually read them before going to sleep”.

Student A also said that she felt the benefits of reading in her spare time, as seen from the results of an interview with Student A, “I think I can improve my vocabulary. I can also get a lot of knowledge about general things, for example... ekhem... love maybe”. From these interviews, it can be said that students also gain vocabulary development when they voluntarily use their spare time to read whatever they want to read.

EFL students are free to determine when is the right time to do Free Voluntary Reading without being asked (Ahmed, 2012). In addition, there are also EFL students who read longer if the reading material they read catches their attention and curiosity will make EFL students continue reading. This finding agrees with (Iftanti, 2016), who stated that FVR is not only about freedom in choosing reading materials, but FVR also affects when EFL students want to read, including taking advantage of EFL students' free time to read.

The results of the interview are supported by the results of research from (Krashen, 2004), who said the students will get many benefits including vocabulary development if they spend time doing Free Voluntary Reading. Cho & Krashen (Eckman, Mileham, Weber, Highland, & Lee, 2013) also concluded that when students who are learning a second language was given the right reading material to read in their free time, there was a clear gain in terms of vocabulary and an improvement in their English competence. Based on Krashen and Cho's statement above, it can be said that reading in free time or spending free time to read has a relationship with the Free Voluntary Reading strategy.

According to (Pietilä & Merikivi, 2014), the students who used their free time to do some Free Voluntary Reading in English proven to have larger vocabularies, compared to the students who used their free time to do other things. (Hu & Nation, 2000) stated that when someone is freely controlling their Free Voluntary Reading activities, it becomes a perfect tool for growing vocabulary. Based on the statement, the researcher also found that EFL students are happy when they use their free time to do Free Voluntary Reading and this reading habit can lead them into new hobbies such as reading productively. So,

by filling their spare time with reading materials chosen by EFL students themselves, EFL students can indirectly find and develop new vocabulary knowledge from the reading material they read.

By Purposely Watching any Content with English Subtitle

One of the form of FVR that can be used by EFL students in increasing vocabulary is watching movies with English subtitles. This strategy is used by students who prefer watching movies with English subtitles rather than reading books because they think reading books is boring.

In developing English, EFL students always watch movies with English subtitles. Student B revealed that she likes watching anime films and usually the films she watches always have subtitles for learning English. "If I'm watching I will also use subtitles to learn English."

Meanwhile, when Student is watching and does not understand what is being said in the conversation or because the conversation is too fast, then Student E will always activate English subtitles.

"Watching Hollywood variety shows, watching YouTube videos in English. If there is something I do not understand, for example, I do not understand what the person is saying while watching or because the person is speaking very fast, then I usually like to activate the subtitles or scripts available on YouTube" – Student E.

Then, Student E also said that the benefits obtained when watching movies with English content were that she could increase her knowledge as seen from the results of the interview as follows:

"It can add to my insight, can calm myself down and if I'm not forced, it is like I have self-motivation to read. Apart from that, other benefits are being able to understand more slang language which is usually used by natives, more enjoy and less pressured in learning, and more accustomed to using English". – Student E

It can be seen from the results of the interview above that Student E always watches English content and Student E will activate and read subtitles if the native speaker does not speak clearly. Then Student E will also know more about the slang language used in English so learning the language will be more fun.

According to Kamus Besar Bahasa Indonesia (2002), watching is an activity carried out by looking at an object, be it a show or a moving image. (Karakas and Saricoban, 2012), said that watching films with English subtitles can make it easier to get the meaning from foreign language films. Based on the two statements above, it can be concluded that visual media equipped with English subtitles can facilitate students' level of understanding in listening to their English including Free Voluntary Reading when reading subtitles.

Based on the findings of this research, students prefer if they learn vocabulary from watching movies. This preference is classified as determination strategy in vocabulary learning strategies (Oxford, 2013). This is because students prefer watching movies in developing English vocabulary rather than reading English books. This finding is also supported by previous research by (Yuksel & Travendi, 2009) which examined the effect Free Voluntary Reading of video's subtitles on incidental vocabulary reading knowledge and confirmed that video was very influential in increasing students' vocabulary.

Watching content in English can have a good influence on EFL students and this relates to students' Free Voluntary Reading activities. The effect of films on language achievement of high school students shows that the use of audio-visual media in vocabulary learning has positive results in students' vocabulary achievement, according to (Haghverdi & Abdpur, 2013). In other words, Free Voluntary Reading used in conjunction with audio-visual media can have a positive effect on students' vocabulary development.

By Purposely Listening to English Songs' with Lyric

Listening to music by reading song lyrics is one way for EFL students to develop their English, especially in vocabulary. Students F, G, and H use this strategy in developing their English.

Student F will start reading the lyrics of the song and then find out the meaning of the translation. So, from listening to songs, Student F can also gain new vocabulary knowledge. "I really like music, so I started looking for the meaning of the song's music, look for the translation, later when I know I can find some new words and their

meanings". Same with Student F, Student G also likes to listen to songs by reading song lyrics. Student G also said that there were several benefits that were felt when listening to songs with song lyrics, as seen from the results of the interview with Student G who said, "The benefit is that I know how the word is used and where. So when to use it and the vocabulary development will increase."

Student H also said, "If you listen to it, it is like a song, because now all of the songs are in English." Then Student H also added that the benefits obtained when listening to songs with lyrics were "can increase knowledge and vocabulary." It can be concluded that purposely listening to songs while reading lyrics can increase understanding and knowledge of when a vocabulary can be used and also increase listening skills.

Listening to English songs is included in a language learning strategy called meta-cognitive strategy (Oxford, 2013). This song listening strategy is used as FVR by students for language growth and learning, especially in developing vocabulary in English. (Akbarpour & Roohani, 2015) concluded in their research that FVR in song-based vocabulary instruction had a constructive impact on the vocabulary development of the EFL students'. Based on Akbarpour and Roohani's statement, it can be said that song-based vocabulary learning has a positive impact, especially if it is done voluntarily by reading song lyrics.

(Nurkhaeni, 2010) stated that FVR by using English songs in teaching vocabulary can easily helped students to understand and memorize new vocabulary. In addition, (Burhayani, 2013) also argues that FVR effectiveness can be achieved because songs help students to enjoy the learning process and make students easy to remember new words. The two studies above show that Free Voluntary Reading can be done by listening to music while reading song lyrics.

Based on the research by (Stanlee & Bikar Singh, 2021) in the case of indirectly acquiring the target language items, students able to come to understand the usage and the meaning of the words and also improve their memorization of the word with Free Voluntary Reading through the repetition of the lyrics.

Based on the findings above, researchers can get a complete picture of the politeness sub-strategies applied by English teachers during the learning process.

Conclusion

Based on the findings and discussion obtained, the researcher concluded that there were several strategies used by EFL students in developing their vocabulary, especially through the personalized reading material they used and on the how Free Voluntary Reading helped the students on vocabulary development as EFL students.

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