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STUDENTS' PERCEPTION TOWARD THE USE OF LET'S READ ASIA IN DEVELOPING FRESHMEN' VOCABULARY

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Abstract: Vocabulary mastery is an essential component of English as a Foreign Language (EFL) learning, especially for first-semester university students who face increasing academic and communicative demands. However, limited exposure to engaging and level-appropriate reading materials often hinders vocabulary development. Digital reading platforms offer an alternative by providing meaningful and contextualized language input. This study aimed to investigate first-semester students' perceptions toward the use of Let's Read Asia, a digital platform offering leveled and illustrated English storybooks, for developing vocabulary mastery. Employing a descriptive quantitative design, this study involved 30 first-semester students of the English Education Department at Universitas Muria Kudus selected through simple random sampling. Data were collected using a closed-ended questionnaire consisting of 15 Likert-scale items focusing on story content, illustrations, and vocabulary levels, and analyzed using descriptive statistics. The findings indicate that students generally have positive perceptions of Let's Read Asia. They perceive the story content as interesting and understandable, the illustrations as supportive of vocabulary comprehension, and the vocabulary levels as appropriate for their proficiency. Overall, Let's Read Asia is viewed as a supportive and engaging digital reading platform that can facilitate and support vocabulary learning.

Keywords**:** EFL, Let's Read Asia; Vocabulary.

INTRODUCTION

Vocabulary mastery is a fundamental component in learning English as a foreign language (EFL), particularly for university students who are required to comprehend academic texts, express ideas in written form, and communicate effectively in spoken English. Vocabulary knowledge serves as the foundation for developing other language skills, such as reading, writing, speaking, and listening(Adnyani & Suputri, 2022). According to Nation (2022) vocabulary knowledge encompasses both receptive and productive vocabulary, requiring learners to know not only word meanings but also to use words appropriately and accurately in different communicative context. Similarly, the Lexical Quality Hypothesis proposes that high quality lexical representations-integrating orthographic, phonological, semantic, and morphological knowledge that facilitate efficient language comprehension and production (Perfetti & Stafura, 2014). For first-semester university students, vocabulary mastery is especially important because it supports their transition into higher education, where English exposure and academic demands are more complex. Insufficient vocabulary knowledge may hinder students' comprehension of course materials and limit their ability to participate actively in academic activities(Basri, 2022; Rizqi & Latief, 2024).

The process of vocabulary acquisition is best understood as a gradual and cumulative development that occurs through repeated uses with meaningful language input, rather than isolated memorization. Based on the theory of Krashen's Comprehensible Input, learners acquire vocabulary when they are exposed to language that is slightly above from their current competence, allowing them to infer meaning from the context (Krashen, 2009). This perspective is supported by research on incidental vocabulary learning, which reveals that extensive exposure to meaningful texts enables learners to acquire vocabulary naturally while focusing on understanding content rather than individual memorization (Nation, 2022; Webb, 2020). Thus, effective vocabulary learning happens when learners repeatedly encounter targeted words in authentic contexts that process actively its meaning, usage, and relationship with other words.

Despite its importance, many EFL learners still experience difficulties in developing adequate vocabulary mastery. These difficulties are often caused by limited exposure to meaningful English input and the dominance of traditional vocabulary learning methods that emphasize memorization of word lists rather than contextual use. Such methods may result in low motivation and ineffective vocabulary retention. As a result, learners may struggle to remember new vocabulary and apply it appropriately in real communication Fauzan (2023).

This issue is also evident among first-semester students of the English Education Department (EED) at Universitas Muria Kudus (UMK). Many students enter university with limited vocabulary knowledge and low reading habits, which negatively affect their language performance. In addition, access to engaging and level-appropriate English reading materials is still limited. Traditional learning resources, such as textbooks, may not sufficiently motivate students or provide rich contextual input for vocabulary learning(Safei & Ekasari, 2022). Therefore, alternative learning resources that are more engaging, accessible, and supportive of vocabulary development are needed.

The integration of digital technology in education has introduced digital reading platforms as potential solutions to these challenges. Digital reading materials provide learners with authentic and contextualized language input and often include multimodal features, such as illustrations and visual support. Additionally, digital reading platforms can facilitate vocabulary acquisition as they transform isolated process of memorizing individual words into contextual multimodal learning experience. According to theories of multimedia learning, the combination of verbal and visual information can enhance comprehension and memory. Meyer's Cognitive Theory of Multimedia Learning demonstrates that learners process information through two channels, namely verbal and visual channels. To maximize the learning, learners should select relevant information, organize it into coherent verbal and visual/pictorial representation, and integrate with previous knowledge. This indicates that encountering unfamiliar words together with meaningful

illustration will facilitate the construction of a stronger mental representation than encountering word alone (Meyer, 2014). Furthermore, visual elements help learners infer word meanings, reduce cognitive load, and improve retention(Lestari, 2023; Vargo et al., 2024).

Empirical studies have shown that digital storybooks and illustrated texts can positively affect learners' vocabulary acquisition. Research on digital reading and extensive reading indicates that exposure to meaningful texts in enjoyable formats can increase vocabulary knowledge and learner motivation(Basri, 2022; Hakim, 2023). Digital storytelling has also been found to support vocabulary learning by allowing learners to understand new words through contextual clues and images. These findings suggest that digital reading platforms can serve as effective supplementary tools for vocabulary learning.

One digital reading platform that reflects these principles is Let's Read Asia. Let's Read Asia is a free digital library that provides leveled and illustrated storybooks designed for learners in Asian contexts. The platform offers a wide variety of English stories with simple language, colorful illustrations, and diverse topics. These features make the platform potentially suitable for first-semester university students who still require accessible English input. The integration of text and illustrations is expected to support vocabulary learning by helping students understand and remember new words through contextual and visual cues (Fadlurrahman, 2024; Gunawan, 2023). The stories illustration in the platform provides verbal and visual information that can be processed through complementary cognitive channels; the narrative context enables students to infer and construct word meaning; repeated reading provides opportunities for vocabulary consolidation; and the story-based format can make vocabulary learning more meaningful than isolated vocabulary exercises.

Studies concerning to Let's Read Asia reveal that the application positively affected towards students' reading comprehension (Azara & Fadhilawati, 2024; Pratiwi et al., 2024; Amanda, 2022; Sari et al., 2025). Other research has highlighted the effectiveness of digital reading platforms in vocabulary learning, most research has focused on learning outcomes or involved young learners (Aldayana & Andriyanti, 2025; Erya & Pustika, 2021). However, limited attention has been given to university students' perceptions of digital reading platforms, particularly in the Indonesian EFL context. Students' perceptions are an important factor in the success of instructional media because they influence motivation, engagement, and willingness to use learning resources independently(Aldayana & Andriyanti, 2025). Positive perceptions may encourage frequent use of digital platforms, while negative perceptions may indicate challenges related to usability, relevance, or suitability of the materials.

At EED UMK, the use of Let's Read Asia in vocabulary learning is still relatively new and has not been widely investigated. This condition highlights the need to examine students'

perceptions of the platform to determine whether it supports their vocabulary learning needs and aligns with their proficiency levels. Understanding students' perceptions can also provide insights for lecturers and curriculum designers in planning and integrating digital reading platforms into vocabulary instruction(Sari, 2023).

Therefore, this research aims to investigate first-semester EED UMK students' perceptions toward the use of Let's Read Asia in developing vocabulary mastery. This study employs a descriptive quantitative research design to explore students' views systematically. Data are collected through a Likert-scale questionnaire focusing on story content, illustrations, and vocabulary levels. These aspects represent the main features of the platform that may influence vocabulary learning. The findings of this study are expected to provide empirical evidence regarding the use of digital reading platforms in higher education and offer pedagogical implications for vocabulary instruction.

In summary, this study emphasizes the discussion of students' perceptions toward Let's Read Asia, particularly in relation to its story content, visual illustrations, and vocabulary levels. By focusing on these aspects, the research seeks to contribute to the literature on digital reading platforms and support the effective integration of digital reading resources in EFL vocabulary learning at the university level.

METHOD

This study employed a descriptive quantitative research design to investigate students' perceptions toward the use of Let's Read Asia for developing vocabulary. The research was conducted at the English Education Department (EED) of Universitas Muria Kudus (UMK). The participants of this study were first-semester students of EED UMK, with the number of 30 students selected using simple random sampling to represent the population. They were aged 18 – 20 years old and most of them lived in Kudus, where internet access can be easily encountered. Additionally, most of them belong to A1 for their English proficiency.

The data were collected using a closed-ended questionnaire as the main research instrument. The questionnaire consisted of 15 statements measured on a four-point Likert scale. The detailed scoring system is presented in Table 1.

Table 1. Likert Scale Scoring

Response	Score
Strongly Disagree	1
Disagree	2
Agree	3
Strongly Agree	4

The items were developed to measure students' perceptions of three aspects of Let's Read Asia, namely **story content, illustrations, and vocabulary levels**. Before administering the

questionnaire, the writers conducted validity and reliability test. The validity test was conducted by using Pearson Product Moment and the result shows that all items were valid as the coefficient r is higher than r table (r=0.361, n=30). The validity test is described in the following table.

Table 1. The result of validity test

ITEM	COEFFICIENT OF PEARSON PRODUCT MOMENT	NOTE
ITEM 1	1	Valid
ITEM 2	0.637	Valid
ITEM 3	0.528	Valid
ITEM 4	0.739	Valid
ITEM 5	0.528	Valid
ITEM 6	0.450	Valid
ITEM 7	0.637	Valid
ITEM 8	0.740	Valid
ITEM 9	0.607	Valid
ITEM 10	0.584	Valid
ITEM 11	0.501	Valid
ITEM 12	0.545	Valid
ITEM 13	0.432	Valid
ITEM 14	0.447	Valid
ITEM 15	0.575	Valid

To check the reliability of the questionnaire, a try out was conducted to other students. The result was calculated using Cronbach formula. The coefficient shows 0.943, which means all items of the questionnaire were highly reliable.

		N	%
Cases	Valid	30	100.0
	Excluded[a]	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Table 2. The result of reliability test

Cronbach's Alpha	N of Items
.943	15

After experiencing using Let's Read Asia as part of their vocabulary learning activities, the questionnaire was distributed, and it was administered online to facilitate ease of access and response. Priorly, they joined the book club, which was held by the department weekly, every Wednesday morning. It was a compulsory program for all EED freshmen, in which they had to come and read graded readers. In the half beginning of the program, they read printed graded readers, and the rest they were suggested to access Let's Read Asia. The program lasted for three months.

This study involved a single variable, which was students' perception toward the use of Let's Read Asia for increasing vocabulary. The data obtained from the questionnaire were analyzed using descriptive statistical techniques. The responses were converted into numerical scores, and the mean scores and percentages were calculated to describe the overall tendency of students' perceptions. The results were interpreted based on perception categories ranging from very negative to very positive in order to determine whether students had a positive or negative perception toward the use of Let's Read Asia in improving their vocabulary. To facilitate the interpretation, the responses were categorized into four-perception categories including very positive, positive, negative and very negative. The categories were established by dividing the possible score range of four-point scale into five equal intervals.

Based on the calculation, the interpretation is described below:

Table 3. Interpretation Criteria

Mean score	Perception category	Interpretation
1 – 1.8	Very negative	Students strongly perceived that Let's Read Asia did not support vocabulary learning
1.81 – 2.60	Negative	Students perceived that Let's Read Asia provided limited support vocabulary learning
2.61 – 3.21	Positive	Students generally perceived that Let's Read Asia supported vocabulary learning
3.21 – 4.00	Very positive	Students strongly perceived that Let's Read Asia was highly supportive of their vocabulary learning

FINDING AND DISCUSSION

This section presents the findings and discussion of students' perceptions toward the use of Let's Read Asia for increasing vocabulary. The findings are derived from questionnaire responses completed by 30 first-semester students of the English Education Department (EED) at Universitas Muria Kudus. The data were obtained from a four-point Likert-scale questionnaire consisting of 15 items covering three aspects: story content, illustrations, and vocabulary levels. Descriptive statistics were used to interpret the results.

Findings

After collecting the data using an open-ended questionnaire, the result is described in the Table 4 below.

Table 4. Result of Questionnaire

No.	ITEM	RESPONSE				Total score
		Strongly agree	agree	Disagree	Strongly disagree	
1.	The stories in Let's Read Asia are interesting.	0.54	2.4	0.27	0.36	3.57
2.	The stories help me understand the message or moral lesson.	0.4	2.3	0.67	0	3.57
3.	The stories are easy to follow and understand.	0.4	2.4	0.13	0.03	3.37
4.	The topics of the stories are suitable for university students.	0.8	2	0.2	0.03	2.96

5.	I can understand what happens to the characters in each story.	0.53	2.3	0.13	0.03	2.79
6.	The illustrations make the word meanings clearer.	0.53	2.1	0.3	0.03	2.96
7.	The illustrations support my understanding of the story.	0.93	2	0.13	0.03	2.96
8.	The visual images help me remember new vocabulary.	0.93	2	0.13	0.03	3.09
9.	The illustrations are relevant to the vocabulary presented.	0.53	2.1	0.2	0.07	3.09
10.	The illustrations make reading more engaging.	0.8	2	0.13	0.07	2.9
11.	The vocabulary in the stories is suitable for my level.	0.67	2.2	0.13	0.03	3
12.	Let's Read Asia helps me understand new vocabulary more easily.	0.4	2.4	0.2	0	3.03
13.	I can learn new vocabulary without feeling overwhelmed.	0.4	2.3	0.2	0.03	3
14.	The vocabulary used in the stories is useful for my studies.	0.53	2.5	0.06	0	2.93
15.	The stories provide enough repetition to help me remember new vocabulary.	0.8	2.1	0.13	0.03	3.09

The analysis of questionnaire responses shows that students generally had a positive perception toward the use of Let's Read Asia as a vocabulary learning tool. Most responses across all items fell into the categories of "agree" and "strongly agree," indicating favorable attitudes toward the platform.

In the story content aspect (items 1–5), the majority of students agreed that the stories provided by Let's Read Asia were interesting, easy to understand, and supportive of vocabulary learning. Students also perceived the story topics as appropriate for university-level learners and felt that the platform made vocabulary learning more enjoyable. Only a small number of students selected "disagree" or "strongly disagree," suggesting minimal negative perception toward the story content.

For the illustration aspect (items 6–10), students' responses showed that visual elements played an important role in supporting their understanding. Most students agreed that illustrations helped clarify word meanings, supported story comprehension, and made reading activities more engaging. The responses indicate that images contributed to better retention of new vocabulary, as students perceived visuals as helpful learning aids rather than mere decorations.

Regarding vocabulary levels (items 11–15), the findings reveal that students perceived the vocabulary used in Let's Read Asia as suitable for their level as first-semester students. Most respondents agreed that the vocabulary difficulty was appropriate, did not overwhelm them, and was useful for their academic needs. Students also acknowledged that repetition in the stories helped them remember new vocabulary more effectively.

The analysis was conducted using descriptive statistics, particularly the mean score, to determine students' overall perception. The mean score was calculated using the following formula:

$$\overline{X}=\frac{\Sigma X}{N}$$

Where =

$\overline{X}$ = Mean score

ΣX = Total Score

N = Number of Respondents

Table 2. Students' Perception Toward the Use of Let's Read Asia for Increasing Vocabulary

Aspects	N	Mean	Category
Story Content	30	3,006666667	Positive
Illustrations	30	3,033333333	Positive
Vocabulary Levels	30	3,026666667	Positive

Overall, the consistency of positive responses across the three aspects indicates that students viewed Let's Read Asia as an accessible and supportive digital reading platform for vocabulary learning.

Discussion

The findings suggest that Let's Read Asia successfully creates a positive learning experience for first-semester EED UMK students. The positive perception of story content can be explained through Krashen's Comprehensible Input Hypothesis, which holds that vocabulary acquisition occurs when learners are exposed to language slightly above their current competence, allowing them to infer meaning from context. When storylines are simple and easy to follow, students are better able to infer unfamiliar words from context, the condition Krashen identifies as necessary for acquisition. This suggests the positive perception reflects comprehensible input rather than enjoyment alone. This finding is consistent with previous research which emphasizes that contextualized and engaging reading materials facilitate vocabulary acquisition by allowing learners to encounter new words in meaningful contexts (Basri, 2022; Hakim, 2023).

The favorable responses toward illustrations reflect Meyer's Cognitive Theory of Multimedia Learning, which holds that learners process information through separate verbal and visual channels, and that meaningful learning occurs when both are integrated with prior knowledge. The illustrations in Let's Read Asia likely provided a visual representation of word meaning that students integrated with the text, easing the cognitive work of meaning-making and strengthening retention, consistent with Meyer's (2014) account of dual-channel processing. This supports earlier studies indicating that visual-supported digital texts enhance vocabulary mastery by reinforcing meaning through images (Lestari, 2023; Nurhayati, 2023). This suggests the benefit lies in reduced cognitive load and stronger word–meaning links, not visual appeal alone.

Positive perceptions of vocabulary levels indicate well-graded input, again reflecting Krashen's premise that acquisition is strongest when input is neither too easy nor too difficult, consistent with Nation's (2022) view that vocabulary mastery builds gradually through manageable input. The perceived usefulness of repetition suggests students recognize its role in retention, aligning with the Lexical Quality Hypothesis (Perfetti & Stafura, 2014), which holds that strong lexical representations require integrating orthographic, phonological, semantic, and

morphological knowledge, an integration more likely achieved through repeated exposure. This also reflects (Fadlurrahman, 2024) findings that repeated vocabulary exposure through digital reading strengthens learners' vocabulary mastery.

Taken together, these findings suggest students' positive perception of Let's Read Asia reflects genuine alignment with mechanisms of vocabulary acquisition, comprehensible input, dual-channel processing, and repeated exposure, rather than enjoyment alone, and may enhance motivation to use digital reading resources. However, since the data reflect subjective perceptions from a relatively small sample at a single institution, they show how students *feel* rather than provide direct evidence of vocabulary gains, and may be shaped by novelty or social desirability effects, so results should not be generalized broadly. Within this scope, the results indicate that Let's Read Asia offers a supportive environment for vocabulary learning among first-semester university students.

CONCLUSION

This study investigated first-semester students' perceptions toward the use of Let's Read Asia for improving vocabulary learning at the English Education Department of Universitas Muria Kudus. The findings indicate that students generally have positive perceptions of the platform across three main aspects: story content, illustrations, and vocabulary levels. The stories are perceived as interesting, understandable, and relevant to students' needs, which supports engagement and facilitates vocabulary learning. The illustrations are considered helpful in clarifying word meanings and enhancing comprehension, while the vocabulary levels are viewed as appropriate and not overwhelming for first-semester learners.

These positive perceptions suggest that Let's Read Asia can function as an effective supplementary digital reading platform for vocabulary learning in higher education contexts. The integration of visual support, contextualized texts, and leveled vocabulary appears to create a supportive learning environment that encourages students to engage with English reading materials. Although this study focuses on students' perceptions rather than direct measurement of vocabulary gains, the results provide valuable insights into the potential role of digital reading platforms in vocabulary instruction. Due to the research limitation, future research is recommended to examine the effectiveness of Let's Read Asia on students' vocabulary achievement using experimental or mixed-method designs with larger respondents.

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