CHAPTER I
INTRODUCTION

A. Research Background

One of the four talents that university students must acquire is reading. In practice, EFL students find it challenging to understand English-language materials. However, reading in English is necessary because many English materials are needed to match students' ability to understand texts. Additionally, in order to acquire knowledge for both academic and non-academic purposes, EFL students must explore English-language materials such as books, journals, articles, newspapers, and websites.[1] Today's technological advancement also makes it easier for people to get information quickly.[2] Reading is an important ability in English that students must develop in order to acquire the language. Reading is an important language skill because it is a part of daily life. Reading activities bring numerous benefits to people, therefore one strategy for improving pupils' reading skills is to use extensive reading tactics. Reading techniques are thought to be vital for students' understanding and can provide students with skills on how to successfully manage their reading.[3] An important assumption for successful learning is learning strategies. Learning strategies are distinct patterns or arrangements of academic activities that students utilize to acquire information. These learning tactics might range from taking notes while reading and in class, summarizing and arranging new pieces of information, and creating a learning atmosphere.[4] Learning strategies are acts made by multiple students from various backgrounds to assist the learning process. Student proficiency and self-directed learning can improve from strategy training, as can students' willingness to accept control of their

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[1] Rudi Haryono, "*Developing Extensive Reading Strategies: A Case Study of Ten Indonesian EFL Learners*", JELLi Journal 2, no. 2 (September 5, 2019): 8–20.

[2] Martha Florida Sirait, et al, "*The Effect of Using Speed Reading Technique to the Students' Ability in Comprehending a Text*", Cetta: Jurnal Ilmu Pendidikan 3, no. 3 (October 17, 2020): 85–98.

[3] Mohammad Arief Wahyudi and Ihariefarwan Firmansyah, "*The Effectiveness Extensive Reading Strategy on the Students' Ability in Reading Comprehension*", 05, no. 04 (2023): 4.

[4] Amber Dumford, et al, "*The Who, What, and Where of Learning Strategies*", 16 (January 1, 2016), 72–88.

own learning.[5] EFL students have important ways of learning English, so EFL students must master English extensive reading.[6]

Reading is very important for EFL learners, as evidenced by the fact that the first revelation was reading. The revelation revealed by Allah to Prophet Muhammad was Surah al-Alaq, verses 1–5, which read as follows:

اِقْرَأْ بِاسْمِ رَبِّكَ الَّذِىْ خَلَقَ (١) خَلَقَ الْاِنْسَانَ مِنْ عَلَقٍ (٢) اِقْرَأْ وَرَبُّكَ

الْاَكْرَمُ (٣) الَّذِىْ عَلَّمَ بِالْقَلَمِ (٤) عَلَّمَ الْاِنْسَانَ مَالَمْ يَعْلَمْ (٥).

Means : Recite, in the name of your God: (1) Who formed man from a clump of congealed blood (2) Recite: And your God is Most loving (3) Who, through the pen (4) taught man what he did not know (5).[7]

The main message of Surah Al-Alaq, verses 1–5, is the command to read. This short and concise verse commands the Prophet Muhammad to read, read, and read both the written verses, such as the Qur'an, as well as the unwritten verses that exist in the surrounding nature. The command to read is also addressed to all his people. The command to the Prophet Muhammad SAW to read will produce a lot of reading, because reading will provide a lot of knowledge and information. Reading a lot can provide great knowledge. When reading what is in nature, we will gain a very broad and deep knowledge experience. In fact, reading a lot, both written and unwritten, will provide strong faith and belief in the Creator of this universe, namely Allah SWT. However, we must remember that no matter how much knowledge we gain from reading the written and unwritten, Allah is still great.[8]

Students have high reading skills and abilities will be able to grasp numerous forms of knowledge and understanding that are useful

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[5] Hong Shi, "*Learning Strategies and Classification in Education,*" 2017., 1.

[6] Mohammad Pranata, "*The Teaching of Reading in Senior Secondary School*", International Journal of English Education and Linguistics (IJoEEL) 1 (December 30, 2019), 42–49, https://doi.org/10.33650/ijoeel.v1i2.964.

[7] "*Surah Al-'Alaq - 1-5,*" Quran.com, accessed December 13, 2024, https://quran.com/id/segumpal-darah/1-5.

[8] Ahmad Thib Raya, "*Tadabbur Atas Surat Al-Alaq Ayat 1-5: Wahyu Pertama Perintah Membaca,*" *Tafsir Al Quran | Referensi Tafsir di Indonesia* (blog), October 21, 2020, https://tafsiralquran.id/tadabbur-atas-surat-al-alaq-ayat-1-5-wahyu-pertama-perintah-membaca/.

for their lives.[9] Using reading materials that are suited for students abilities might also be the secret to achievement in learning to read.[10] The decision of reading materials depending on the rate of students' competence, also known as Graded reader can help students grow self-confidence since, with confidence, they will have no difficulties understanding the contents of reading materials.[11] To develop their extensive reading, they should read stories written at varying levels of challenge with varied grammar, vocabulary, and flow.[12]

Extensive reading is one of the approaches that is currently popular for learning to read. The application of the extensive reading approach in several studies shows significant results that can improve various aspects of the reading and linguistic skills of the learners.[13] Extensive reading is mainly the quick reading of books or other materials that are easy and interesting to a person over a lengthy period of time. It is the opposite of intensive reading, which is reading short and complex texts slowly and carefully.[14] The need for extensive reading activities for foreign language learners is to increase students' enjoyment of reading English texts. Secondly, to familiarize them with reading English texts so their extensive reading improve. The primary premise of extensive reading is to read various books that are appropriate for one's degree of linguistic competence and reading speed. Students in Indonesia do not live in an environment where English is a formal or casual language.[15] So far, science on extensive

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[9] Rosendi Galih Susani, "*The Implementation of Authentic Assessment in Ext. Pdf*", N.D., (2018), 86.

[10] Harmer, J., "*The Practice of English Language Teaching.* | Chaima Benkorichi - Academia.Edu", (2007), December 6, 2023, Https://Www.Academia.Edu/19053666/Harmer_J_2007_The_Practice_Of_English_Language_Teaching.

[11] Clarity, "*An Extensive Reading Program for Your ESL Classroom (TESL/TEFL)*", December 6, 2023, Http://Iteslj.Org/Techniques/Clarity-Extensivereading.Html.

[12] Azmuddin, et al, "*Extensive Reading Using Graded Readers*", (2014), December 6, 2023, Https://Www.Researchgate.Net/Publication/274937885_Extensive_Reading_Using_Graded_Readers., 111.

[13] Niken Reti Indriastuti, "*Kesulitan Dan Strategi Mahasiswa Prodi Pendidikan Bahasa Inggris Dalam Extensive Reading*", 2021, 68.

[14] Morksensei, "*What Is Extensive Reading and Why Should You Do it*", Morksensei (Blog), July 14, 2019, Https://Morksensei.Com/What-Is-Extensive-Reading-And-Why-Should-You-Do-It.

[15] Rini Lindawati, "*Extensive Reading Untuk Pembelajar Bahasa Inggris,*" 2021. 890.

reading has shown that teaching extensive reading can assist students enhance their reading ability.[16]

The importance of extensive reading stems from the fact that this individualized and self-organized approach fosters students' independence in their learning, which is critical for successful. If students are ready to read and given an opportunity to discuss the material, they can learn to read for general purposes without always stopping to look up words in a dictionary. By reading at their own routine, students can learn to decipher the meaning of new words and phrases based on context cues. It is determined that students who spend time out of class to read for enjoyment can improve their grasp of contextual and increase their knowledge of vocabulary, which they can only gain through actively engaging with the language.[17] Many correlational studies examining the influence of various factors on L2 proficiency have shown the significance of extensive reading. Reading outside of the classroom is the most closely significant predictor of oral communicative ability. In an analysis on the influence of language learning strategies, reading for pleasure was the most related with proficiency.[18]

Using learning strategies to engage in extensive reading can help students improve their learning, especially reading comprehension. Students should use appropriate learning strategies to develop extensive reading. Individual differences have become recognized as one element that influences the development and implementation of reading comprehension learning strategies.[19] The advantage of learning strategies is that students are accustomed to planning their learning according to their abilities and experiences, so that they can learn at their optimal pace and achieve effective and efficient learning outcomes.[20]

Shih in 2018, bringing extensive reading and reading strategies into the taiwanese junior college classroom. The participants of this

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[16] Takayuki Nakanishi, "*A Meta-Analysis of Extensive Reading Research*", TESOL Quarterly 49, no. 1 (2015): 6–37, https://doi.org/10.1002/tesq.157.

[17] Chothibul umam, "*Extensive Reading: What, Why, and How,*" 2013., 7.

[18] Paul Nation, "*The Language Learning Benefits of Extensive Reading | JALT Publications*," accessed December 7, 2023, https://jalt-publications.org/tlt/articles/2134-language-learning-benefits-extensive-reading.

[19] Xiaoling Yang, "*Study on Factors Affecting Learning Strategies in Reading Comprehension*", Journal of Language Teaching and Research 7 (May 1, 2016): 586, https://doi.org/10.17507/jltr.0703.21.

[20] "*Tujuan dan Manfaat Strategi Pembelajaran*", *Dunia Ilmu Pengetahuan Dan Pendidikan: Sbm F 7-d*, September 28, 2024, https://ghufron-dimyati.blogspot.com/2017/10/sbm-f-7-d-tujuan-dan-manfaat-strategi.html.

study were one hundred tenth grade students in non-English majors. Data was collected through the General English Proficiency Test (GEPT) research instrument and questionnaires. The results showed that extensive reading with reading strategy instruction had a positive impact on reading ability and reading strategy use in the intervention class.[21] In 2022, Maldonaldo identified the effect of extensive reading on EFL students' reading comprehension and vocabulary development. Data was collected from the following online databases: Google Scholar, Taylor & Francis, and ERIC. Twenty empirical research reports were selected and analyzed. Results Most studies showed that the application of extensive reading has a positive impact on EFL learners, while some studies did not show significant improvement. An important finding of this study is the lack of research on the effects of extensive reading on reading skills in Ecuador and South America in general. After analyzing the data, we can conclude that extensive reading is an effective approach to improving students' reading comprehension and vocabulary.[22] In 2023, Fadilla conducted a study entitled the effect of students' extensive reading on students' reading comprehension. Data was collected by the pre-experimental method using a one-group pre-test and post-test design. Sampling in this study was done by cluster random sampling. The research was conducted on one class, namely class XI3, with a total of 31 students. Based on the results of the study, extensive reading is known to have an impact on students' reading comprehension. The extensive reading method can be used by teachers to teach reading activities to improve students' reading comprehension. In addition, extensive reading activities can form students' reading habits. After students get used to extensive reading, they can determine what type of book or text they prefer to read.[23]

After reviewing the explanations of the three relevant research above, the author concluded that extensive reading learning is a current trend that benefits students. Extensive reading can help students enhance their reading comprehension and vocabulary. In addition, extensive reading activities might help students develop their reading habits. In contrast to previous studies, this research focuses on the use of the narrative inquiry method; therefore, in this research, the

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[21] Ying-Chun Shih, "*Bringing Extensive Reading and Reading Strategies into the Taiwanese Junior College Classroom*," 2018.

[22] María Paula Galindo Maldonado, "*Extensive Reading on EFL Students' Reading Comprehension and Vocabulary Development*", 2022.

[23] Desy Nada Fadilla, "*The Effect of Students' Extensive Reading on Students' reading Comprehension*" 2023.

researcher will explain EFL students' experiences for Students English Club in applying appropriate learning strategies independently in extensive reading and the results of applying these strategies to their extensive reading.

English students have an advantage over non-English students in extensive reading. This is because they are exposed to English more often, both formally through classroom learning and informally.[24] In addition, they are usually more interested in English literature as it is directly related to their field of study. In extensive reading, English students tend to enjoy reading more easily because they have better language skills and more reading choices that interest them. On the other hand, non-English students often have limitations in reading English texts, both in terms of language ability and motivation. They may read less for pleasure as their focus is usually more on academic or professional needs. This is in contrast to English students who read out of personal interest and inner drive.

Therefore, this research is entitled "**Learning Strategies of English as a Foreign Language for Students English Club in Extensive Reading: A Narrative Inquiry.**" Based on the difference in the use of methods, the researcher developed the novelty of the research, which will be explained in the next section.

B. Research Focus and Scope

Based on the research background, the focus of this research was to investigate four students majoring in English who joined the Students English Club at one of universities in Kudus. This research was conducted used interviews and focused on investigating the students' experiences with extensive reading.

C. Research Questions

Based on the research focus, the researcher formulates the problem as follows:
1. What are the student's learning strategies applied in extensive reading?
2. How do the learning strategies impact their English in extensive reading?

D. Research Objectives

Based on the research problem above, the researcher aims the research as follows:

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[24] Mr. NYP, the observation from the researcher, August 1, 2024.

1. This research aims to describe what students learning strategies are applied in extensive reading.
2. This research aims to describe how these learning strategies impact their English in extensive reading.

E. Research Significances

Theoretically, this research aims to enrich the theory of extensive reading comprehension. Practically, the benefits of this research are as follows:

1. For EFL students, they can understand more about extensive reading, they can apply extensive reading and some of its strategies to reduce their difficulties in understanding English reading texts.
2. For EFL teachers, this research is expected to provide helpful information about appropriate methods to improve learning, especially in reading.
3. For other researchers, it is a reference to conduct further research on the same subject in various topic areas in different contexts.

F. Definition of Key Terms

There are several terms use in this research. To explain what the terms mean, the definition of terms is clarified as follows:

1. Reading extensive

Extensive reading is one technique to learn to read a foreign language. When students read extensively, they enhance their reading skills and speed by selecting books that are simple and enjoyable to read. Students who read extensively acquire effective reading habits and learn to examine books for sentence structure, vocabulary, and phrases.[25]

2. Learning strategies

Learning strategies can be described as traits and behaviors. Oxford defines learning strategies as distinct acts, behaviors, procedures, and skills used by students to increase their learning.[26]

3. EFL students'

EFL students are students who are learning English as a foreign language. They are usually non-native English speakers learning English in an educational setting.[27]

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[25] Alfian, et al, "*Exploring Students Learning Strategies in Extensive Reading Activity through Narrative Inquiry*", Pedagonal: Jurnal Ilmiah Pendidikan 6, no. 2 (October 31, 2022): 194–202, https://doi.org/10.55215/pedagonal.v6i2.5613.

[26] Rebecca Oxford, "*Language Learning Strategies: An Update. ERIC Digest*" (ERIC/CLL, 1118 22nd Street, N, October 1994), 3, https://eric.ed.gov/?id=ED376707.

4. Narrative inquiry

According to Connelly and Clandinin, narrative research is research in which researchers describe the lives of individuals, collecting and retelling their experiences in the form of a narrative chronology.[28]

G. Organization of Thesis

This research consists of five chapters, namely as follow:

1. Chapter I Introduction: it contains research background, research focus, research problem, research objective, research significant, definition of key terms, and organization of thesis.
2. Chapter II Review of related literature: it contains theoretical description, theoretical framework, and previous study.
3. Chapter III Research methodology: it contains research method, research setting, research participants, Instrument and data collection technique, data analysis technique, data validity test technique, and ethical considerations
4. Chapter IV Research finding and discussion: it contains research result and discussion.
5. Chapter V Conclusion and Recommendation: it contains conclusion and recommendation.

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[27] "*EFL Postgraduate Students' Learning Needs on English-Medium Business Programmes: An Exploratory Study*", *Language Teaching Research* 25, no. 5 (September 1, 2021): 798–816, https://doi.org/10.1177/1362168819857861.

[28] D. Jean Clandinin, *Handbook of Narrative Inquiry: Mapping a Methodology* (SAGE Publications, 2006)., 42.