

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Description

1. Reading

a. Definition

Reading is a set of skills to understand the printed word and derive meaning from it. To read, you should be able to interpret (read aloud) the written words and understand what you are reading.¹ As a result, reading involves the capacity to comprehend and apply information in an English-language text. Reading is a dynamic activity in which components of the text interact with each other and with aspects outside the text, particularly the reader's experiential understanding of the text's content.² Therefore, the interaction between text elements and the reader's knowledge can be considered more significant than other elements, such as identifying or recalling the text's substance. That is why reading is described as a dynamic activity. According to some of the definitions above, reading is the process of understanding, remembering, and interpreting the meaning of words, ideas, concepts, and information in a book, so that there is a relationship between the author's goal and the reader.

b. Components of Reading

According to Panel, to achieve high reading proficiency, students need to know how to read efficiently and recognize the essential elements of reading, as follows;³

- 1) Phonemic awareness refers to the ability to hear, identify, and manipulate individual sounds in speech. It is also the understanding that words are made up of phonemes, which are little sound units.

¹ Khuzain Pancasona, "David Nunan Language Teaching Methodology A Tex Book Fi Org", June 3, 2024, 63.

https://www.academia.edu/12305057/David_Nunan_Language_Teaching_Methodology_A_Tex_Book_Fi_org.

² Khuzain, "David Nunan Language Teaching Methodology A Tex Book Fi Org", 72.

³ National Reading Panel (U.S.), *Teaching Children to Read : An Evidence-Based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction : Reports of the Subgroups* (National Institute of Child Health and Human Development, National Institutes of Health, 2000).

- 2) Phonics is the study of the predictable link between phonemes (speech sounds) and graphemes (letters and spellings used to represent those sounds in written language). In a nutshell, phonics is the link between sounds and symbols.
- 3) Vocabulary is the set of words we must know in order to communicate successfully. To read, the first thing you need to know is words. Imagine how frustrating and pointless reading would be if all of the words were foreign.
- 4) Fluency is the ability to read text accurately and swiftly. Fluent readers automatically recognize words when reading silently. Fluency is closely related to comprehension.
- 5) Reading is primarily about comprehension. If a reader can read the words but does not grasp what they are reading, it is not true reading. Reading is necessary to use thinking skills in general. When readers are actively engaged with the text, they will ask and answer questions about the story and summarize what they have read.

c. The Types of Reading

The types of reading can be placed into two main categories: Intensive Reading and Extensive Reading.⁴

1) Intensive reading

Intensive reading is known as a reading method that requires a deep understanding of a text to understand its literary meaning. This method requires the reader to pay more attention while reading, be more specific and detailed, and look for specific ideas in the text. It is also a deep reading method, where you read a relatively short text and try to get the full information in it. Intensive reading aims to accurately answer reading comprehension questions, analyze the text, sentences, incomprehensible words, phrases, and incomprehensible collocations to grasp the essence or idea of the text, and even learn the grammar, the language used, and the rules of the language. This type of reading is used in English learning for the intensive decoding of short educational texts. This type of reading focuses on grammatical structures, foreign words, and phrases, which are examined intensively.⁵

⁴ “Types of Reading | Twinkl Teaching Wiki - Twinkl,” accessed June 4, 2024, <https://www.twinkl.com.ng/teaching-wiki/types-of-reading>.

⁵ Inayah Setiorini, et al, “Reading and How to Teach It”, 2022, 738.

2) Extensive reading

In general, extensive reading can be defined as when students enjoy a particular text and read it for pleasure or to determine their understanding of a topic. In this approach, students read the text and refer to supporting materials to enjoy the reading and eventually understand the ideas. For this reason, in extensive reading, readers try to get simple, interesting, and enjoyable texts to improve their extensive reading. Readers choose texts with topics that interest them; therefore, the chosen texts are relatively simple and contain few unfamiliar words. Extensive reading is relative to reading habit, pleasure, or enjoyment, so readers can continue to enjoy reading regardless of whether they understand every word written in the text or not.

In particular, the reason for this type of reading is to find out new knowledge. In this method, People read art or scientific books without getting distracted by unfamiliar terms they are not used to hearing because they can already generally understand their meaning from their background. This type of reading shows the dominance of the outline and perception of unfamiliar moder knowledge. It is important to create and express suppositions about what you are learning or to answer questions.⁶

2. Extensive Reading

a. Definition

Extensive reading has several benefits for development of language, including one of which is to building vocabulary, as students can discover many new words through reading. Extensive reading can also deepen students' understanding of grammar and allow them to see grammar in context, which helps increase their comprehension of grammar usage. Reading speed and fluency can also benefit from extensive reading. Reading speed is significant because it allows students to comprehend language faster and deeper.⁷

The beneficial impacts of extensive reading on reading comprehension, style of writing, grammar, vocabulary, and

⁶ Inayah Setiorini, et al, “*Reading and How to Teach It*”, 737.

⁷ “*What Is Extensive Reading? - Extensive Reading Central*,” accessed March 13, 2024, <https://www.er-central.com/contributors/learn-about-extensive-reading-and-listening/what-is-extensive-reading/>.

typing.⁸ However, Krashen suggests that it is important to remember that educational activities that support language acquisition should be fun. Therefore, extensive reading is a highly beneficial exercise for students' language development, as it can build vocabulary, help students understand grammar, and improve reading speed and fluency.⁹

Burton and Daneman, argue that extensive reading actually relates to a greater amount of reading, such as reading new texts, different types of texts, or more reading time.¹⁰ Extensive reading occurs when children select their personal books and read them at their own leisure. They are additionally encouraged to read simple and enjoyable books and quit reading if a book is too challenging, too easy, or dull.¹¹ Extensive reading is reading a vast amount of material to understand the overall significance, concentrating on the meaning of the text rather than the meaning of individual sentences or words.¹² In a similar way extensive reading entails reading a big quantity and well knowing what you read. It is meant to establish healthy reading habits, build understanding of vocabulary and structure, and foster a love of reading.¹³ Mikulecky calls extensive reading “reading for pleasure”.¹⁴ Extensive reading, also known as spontaneous reading, is when a teacher gives a students or child 20 minutes for “sustained silent reading” (SSR) during the school day, for example, when the teacher allows the students to

⁸ María Paula Galindo Maldonado, 2022 - “*Extensive Reading on EFL Students’ Reading Compre.Pdf*,” n.d.), 3.

⁹ Stephen Krashen, *Explorations in Language Acquisition and Use*, 2021., 22-23.

¹⁰ Christine Burton and Meredyth Daneman, “*Compensating for a Limited Working Memory Capacity During Reading: Evidence from Eye Movements*”, *Reading Psychology* 28 (May 7, 2007): 86-163, <https://doi.org/10.1080/02702710601186407>.

¹¹ Julian Bamford, Richard R. Day, 2004 - “*Extensive Reading Activities for Teaching Language.Pdf*,” n.d.(2004), 6.

¹² Stoller, “*Extensive Reading Activities for Teaching Languageby Julian Bamford; Richard R. Day | Fredricka Stoller - Academia.Edu*”, March 11, 2024, 351-352, https://www.academia.edu/29721459/Extensive_Reading_Activities_for_Teaching_Languageby_Julian_Bamford_Richard_R_Day.

¹³ Richards and Schmidt “*Longman Dictionary of Language Teaching and Applied Linguistics | Sayyed Sajad Sajadi - Academia.Edu*”, March 23, 2024, https://www.academia.edu/44568181/Longman_Dictionary_of_Language_Teaching_and_Applied_Linguistics.

¹⁴ “Desy Nada Fadilla, *The Effect of Students’ Extensive Reading on Stude. Pdf*” N.D., (2023), 3.

read independently and silently from reading materials chosen by the students.¹⁵

Extensive reading as a language learning or teaching technique entails reading a big amount of material or a long text to gain pleasure from the text and aim for global or general understanding. In extensive reading, students selection the book they want to read and read it individually; however, the book they choose is not discussed in class.¹⁶ As we can see from the above, extensive reading means reading lots of easy and interesting texts that they choose themselves to help children build their extensive reading and increase their interest in reading.

b. The Kind of Extensive Reading

Several types of reading can be chosen when doing extensive reading.¹⁷

1) Novel

A novel is a literary work written in prose. The novel's tale is the work of the author's imagination and revolves on the lives of one or more people. The novel's story begins with the characters' problems and ends with problem-solving. Novels are more intricate than short stories, and they make students who read them imagine the author's storyline.

2) Magazine

Magazines (magazine, periodical, glossary, or serial) is printed on paper using ink and released at regular intervals, such as weekly, bimonthly, or monthly. It contains diverse articles on themes aimed at the general public and is written in a language that many people can readily understand. The magazine contains current news that attracts readers. The content of the magazine is adjusted to the times so that it is always updated.

¹⁵ Ateek, “*The Impact and Effectiveness of Extensive Reading in a Jordanian EFL Classroom* | Mohammed Ateek - Academia.Edu,” (2017), March 23, 2024, https://www.academia.edu/74799187/The_impact_and_effectiveness_of_extensive_reading_in_a_Jordanian_EFL_classroom.

¹⁶ “Mária Kredátusová - *The Benefits of Extensive Reading in EFL.Pdf*,” n.d., (2017), 7.

¹⁷ Dwi Rayhan Sunandar Putra, “*Pengertian Buku Dan Jenis Buku Yang Harus Diketahui!*,” *Lembaga Publikasi Jurnal Nasional & Internasional* (blog), March 30, 2024, <https://ridwaninstitute.co.id/pengertian-buku-jenis-buku-yuk-simak/>.

3) Comic

Comics are a medium for expressing ideas through visuals, frequently mixed with text or related visual information. Comics are usually a collection of juxtaposed panels. Text tools such as speech bubbles, subtitles, and onomatopoeia usually represent dialog, narration, sound effects, or other material. Comics that are presented with interesting pictures make students who read them not feel bored.

4) Biography

Biographies are literary works that include the biographies of prominent persons. A biography is more than just reporting a person's birth and death dates and occupation information; it also describes the emotions that accompanied those occurrences. This biography shows the progression of life from childhood to old age and death. It also describes each service. Jobs, accomplishments, and everything the character has created or done.

c. Characteristics of Extensive Reading

When practicing extensive reading, certain guidelines or concepts are necessary. According to Day and Bamford, extended reading is defined by ten principles. These traits have been identified as significant components in an excellent and broad reading program.¹⁸

- 1) Encourage children to read regularly, both in and out of the classroom. To profit from extensive reading and build reading habits, it is vital to examine how much time youngsters spend reading texts.
- 2) Various resources and themes can be utilized to promote reading for varied purposes and approaches. Children must be provided with a variety of reading materials that are meaningful and appropriate for their cognitive level, such as books, periodicals, newspapers, fiction, nonfiction, informational texts, and entertainment texts.
- 3) Reading goals often prioritize pleasure, knowledge, and comprehension. These objectives are defined by the type of reading material and the child's preferences. Extensive reading enables youngsters to read for both enjoyment and

¹⁸ Day and Bamford "Top Ten Principles for Teaching Extensive Reading," accessed May 2, 2024, <https://scholarspace.manoa.hawaii.edu/items/6d8ed518-3c4c-46ba-8f4f-804dd24c521c>.

general knowledge. In terms of reading outcomes, the focus changes away from deep knowledge or information acquisition to the reader's personal experience.

- 4) The reading materials are well designed to match children's language skills in terms of vocabulary and grammar. It is suggested that children should not be advised to use a dictionary in their extensive reading approach when reading books, as it will be difficult to read fluently if they keep stopping to look up words. Day and Bamford suggest that the reading materials used should be appropriate for the child's reading ability. For beginning readers, more than one or two unfamiliar words per page can make it difficult for them to understand the text as a whole. For intermediate readers, there should be no more than five difficult words per page. Hu and Nation 2000, also suggest that students should know at least 98% of the words in a fiction text before they can understand it. Their suggestion is based on Fry's 1991, observation that beginner-level readers understand easier material better.
- 5) Children are free to choose reading materials that they find interesting and can stop reading if they find them difficult or boring. Independent selection of reading materials is key to extensive reading.
- 6) Reading is personalized and quiet, without sound. Children can read at their own level. Extensive reading is typically done besides the classroom at whatever time and place the child chooses.
- 7) Reading speed is generally faster rather than slower. Children can read faster because the material is easy and comprehensible. Children can decipher words and gradually become fluent readers. Children are encouraged to ignore words they do not understand and not to use a dictionary.
- 8) The teacher introduces the students to the purpose of extensive reading, explains the methodology, records what the students read, and guides the students to get the most out of the program. Most children are not given the opportunity to choose their preferred reading materials at school, so it is necessary to introduce children to the practice of extensive reading. For example, you can discuss with children the benefits of extensive reading. Teachers should guide children to choose reading resources that are

appropriate for their reading ability. However, in order to encourage children to engage in extensive reading experiences during the learning process, teachers should keep track of what and how often they read. Teachers should additionally motivate youngsters to read books that they previously considered too tough.

- 9) Teachers are model readers for students. The teacher's responsibility is to actively participate in the classroom reading community and demonstrate the meaning and benefits of being a reader by reading and discussing the same reading materials with students. Teachers can recommend books to students and model appropriate reading practices.
- 10) Reading is a reward in and of itself. Bamford and Day observe that there is little to no follow-up practice after reading. This approach was later expanded by Hitosugi and Day, who noted that although the goal is for students to obtain reading experience rather than understanding, teachers may need to invite students to engage in follow-up activities after reading for the following reasons:¹⁹ Discovering what children have understood and experienced through reading; Recording what children have read; Monitoring children's attitudes towards reading; and Making connections between what they read and other content areas.

d. Benefit of Extensive Reading

Several studies have proven that they're several advantages to utilizing extended reading (ER) in teaching and learning. The use of extensive reading has grown in appeal across the years, and multiple studies have been conducted to investigate its use in secondary school and high school.²⁰ Extensive reading assists children to have a better grasp of what

¹⁹ Hitosugi, and Day, "Reading in a Foreign Language: Extensive Reading in Japanese", (2004), March 11, 2024, <http://www2.hawaii.edu/~readfl/rfl/April2004/hitosugi/hitosugi.html>.

²⁰ Sarah Nur Azizah, "The Investigation of Extensive Reading Implementation in A University in Indonesia: Used Principles, Benefits, And Challenges" (Other, Universitas Pendidikan Indonesia, 2022), <Http://Repository.Upi.Edu>.

they read compared to students who receive less reading instruction.²¹

There is a significant link between extensive reading and vocabulary development. In addition, extensive reading helps students develop their general English language skills and understanding.²² Extensive reading has measurable favorable benefits on language development, including information acquisition, communicative competence, and additional language skills. Extensive reading contributes to vocabulary acquisition because students often meet words in context and learn to infer the meaning of words from context, and the vast number of words read improves unintentional vocabulary learning, both in the context of general and academic vocabulary.²³ Extensive reading helps with the teaching of reading. It is known that when students read a lot, their vocabulary and reading comprehension skills improve.²⁴ Extensive reading is designed to enhance pupils' critical thinking. Research has shown that extensive reading helps learners acquire new ideas in a variety of professions. Overall, extensive reading expands students' knowledge of current events and enhances their reading abilities.

There was a significant improvement in students' reading development, and they were positively motivated to apply extensive reading exercises and EFL reading resources.²⁵ Extensive reading is a helpful way to improve reading comprehension.²⁶ This is supported by a study, which found that students who do extensive reading activities more easily

²¹ Riza Rokhima, "The Implementation of Teaching Extensive Reading to The Eleventh Grade Students at Man Tulungagung I" Skripsi (Iain Tulungagung, 2010), 10, [Http://Repo.Iain-Tulungagung.Ac.Id/](http://Repo.Iain-Tulungagung.Ac.Id/).

²² Siao-Cing Guo, "Using Authentic Materials for Extensive Reading to Promote English Proficiency", 2012, 203.

²³ Qiu Rong Ng, Willy A Renandya, Miao Yee Clare Chong, "Extensive Reading: Theory, Research and Implementation", 2019, 174.

²⁴ Diska Fatima Virgiyanti, "The Use of Extensive Reading to Encourage Students' Reading Ability", The Use of Extensive Reading to Encourage Students' Reading Ability 1, No. 1 (December 2020): 78-89.

²⁵ Runyarut Singkuma, Apasara Chinwonno, "Implementing Efl Extensive Reading for Thai Vocational Students", 2020.

²⁶ Abebe Lolamo Anjulo, "Improving Reading Comprehension Through Extensive Reading: The Case of Wcu 2nd Year English Majoring Students" 04, No. 01 (N.D.): 662.

understand certain texts. This finding can be confirmed through reading materials.²⁷

Extensive reading also makes students' education more successful and effective, allowing them to read English content based on their interests.²⁸ Students read English resources to get awareness to the English language. Extensive reading activities are a combination of independent, focused, and extensive activities. Various reading genres attract students' reading interests, but novels are the most popular, followed by factual writings such as trendy or scientific publications.²⁹ There is also an increase in learners views toward activities related to reading, specifically that reading is a joyful activity. The Extensive Reading program has brought positive changes to students' literacy engagement, resulting in an increase in students' motivation to read, changes in reading patterns, and changes in their perceptions about reading.³⁰ Applying the Extensive Reading program method to reading instruction can encourage students to participate more actively. A comprehensive reading program can benefit students. It enhances them improve their English reading comprehension.³¹

Allowing students to read for extended periods of time can assist improve their reading skills, as the Extensive reading technique increases students' reading interest and reading drive. There was a significant increase in students' motivation level and reading speed after performing the given reading task.³² Extensive reading can assist students improve their skills in reading. Students reported advantages in reading comprehension, reading speed, motivation, writing skills, and

²⁷ Dina Puji Lestari Nuringtyas, *“The Implementation of Extensive Reading Activity to Teach Reading a Descriptive Text to The Seventh Graders of Smp Muhammadiyah 4 Surabaya”*, 2015.

²⁸ Maghfir Hidayat, *“Efl Learners' Extensive Reading Through Digital Media in Learning English: A Case Study”* N.D.

²⁹ *“Praksis Membaca Ekstensif Mahasiswa Pendidikan Bahasa Inggris Dan Implikasinya Terhadap Pengajaran | Jurnal Literasiologi”*, May 26, 2024, <https://jurnal.literasikitaindonesia.com/index.php/literasiologi/article/view/216>.

³⁰ Dondian Putra, *“The Implementation of Extensive Reading Program and Its Contribution in Enhancing Reading Comprehension for Senior High School Students”*, (Masters, Universitas Pendidikan Indonesia, 2020), <http://repository.upi.edu>.

³¹ Isnara Yuningsih, Ujang Suparman, M. Sukirlan, *“Promoting Students' Reading Comprehension Through Extensive Reading Program”*, 2018, 2.

³² Muhammad Wahyudi, Helta Anggia, *“The Implementation of Extensive Reading in The Third Semester Student of English Department Universitas Bandar Lampung in Academic Year 2017-2018”*, 2017, 23.

mastery of grammar and vocabulary.³³ Extensive reading activities provide many benefits to students' reading skills, including the ability to understand vocabulary, sentence structure, and grammar, as well as the ability to find general ideas or images in a text.³⁴ Teachers encourage students to intergrate extensive reading in their learning areas, and the use of ER affects students' attitudes towards learning, responsibility for learning, motivation, self-confidence, ability to organize learning, ability to take advantage of learning opportunities, ability to analyze information, ability to implement learning skills, evaluation of the learning process, and evaluation of success or learning outcomes. This shows that students' extensive reading contributes to learning independence and the achievement of learning objectives.³⁵

Added that students should boost the frequency of employing ER in the reading process to make it a strong habit and raise their reading competency level.³⁶ Students have pleasant experiences or reflections about the activity they have done through extensive reading activities at home with the support of Internet resources.³⁷ This is because these online-based reading materials present individuals with new experiences and insights that they could not previously obtain in the formal learning process. Students in this extensive reading task can select the topic and type of content they want to read. Besides that, the appearance of reading materials on the Internet is quite exciting for students, so students get a pleasant learning and reading experience.

The students praised positive comments about the practice of extensive reading. Extensive reading is an activity that involves reading for pleasure and information seeking where students can read freely. When implementing Extensive

³³ Sarah Nur Azizah, “*The Investigation of Extensive Reading Implementation in A University in Indonesia*”.

³⁴ Anis Komariah, “*Implementasi Extensive Reading Activity Dalam Pengajaran Mata Kuliah Reading Pada Mahasiswa Iain Manado*”, 2021.

³⁵ Indy Putra Darana Hariyanto, “*The Implementation of Extensive Reading and The Contribution to Students' Independent Learning*”, 2019, 6.

³⁶ “*Extensive Reading on Postgraduate Students' Perceptions and Its Effects on Reading Comprehension by Phuoc Huynh: Ssrn*”, May 26, 2024, https://papers.ssrn.com/sol3/papers.cfm?abstract_id=4272049.

³⁷ Maulidia Rachmawati Nur, “*Pemanfaatan Sumber-Sumber Internet Dalam Kegiatan Membaca Ekstensif di Rumah*”, Jurnal Pendidikan Luar Sekolah 14, No. 2 (November 10, 2020): 44–54, <https://doi.org/10.32832/jpls.v14i2.3580>.

reading habits, students can choose genres such as novels, news articles, and scientific journals. In addition, rigorous reading activities contribute to the development of English knowledge and skills, including writing, speaking, listening, reading, vocabulary, and grammar³⁸.

3. Learning Strategies

a. Definition

The term “strategy” comes from the Greek *strategia* which denotes movements or actions done as tactics against an enemy by Oxford, 2003.³⁹ In education, learning strategies have been defined as “specific actions, behaviors, steps, or techniques that students use to enhance their learning, such as finding interlocutors or giving themselves the courage to take on difficult language tasks”. In addition to learning strategies, Cohen in Root, describes language learning strategies as “processes that are consciously chosen by learners and that can lead to actions they take to improve their learning or use of a second or foreign language through the storage, retention, and application of information about that language”.⁴⁰

Performing the behaviors themselves to help learners learn “more easily, more quickly, more enjoyably, more independently, more effectively, and more easily applied to new situations”.⁴¹ Strategies are essential in language learning because they are active tools and independent engagement and, most importantly, for developing communicative skills. The right learning strategies will improve skills and increase confidence. Learning strategies are widely known in education by various names, including study skills, learning techniques, thinking skills, and problem-solving skills, and they are the way students learn a variety of subjects, from reading in their native language to learning a new language.⁴²

³⁸ Canti Anindita, “Efl Students’ Perception Towards Extensive Reading Practices in Higher Education Level”, *Retain: Journal of Research in English Language Teaching* 8, No. 4 (July 6, 2020), <https://Ejournal.Unesa.Ac.Id>.

³⁹ Rebecca L. Oxford, Ph., “*Language Learning Styles and Strategies: An Overview*” 2003, 8.

⁴⁰ Elizabeth Root, “*Motivation and Learning Strategies in a Foreign Language Setting: A Look at a Learner of Korean*,” 1999. 6.

⁴¹ Rebecca L. Oxford, *Language Learning Strategies What Every Teacher Should Know*, 1990., 8.

⁴² Rebecca L. Oxford., 1990, 1-2.

b. Taxonomy of Language Learning Strategies

Oxford saw the need to develop a broader and more comprehensive taxonomy. Based on her research of adult learners' language learning strategies, she created a widely acknowledged taxonomy of language learning strategies. Her taxonomy divides language learning strategies into two categories such as direct and indirect strategies. These two categories are subdivided into six subcategories (memory, cognitive, and compensation under the direct strategies; metacognitive, affective, and social under the indirect strategies). We can see direct strategies as follows:⁴³

1) Memory Strategies

Memory strategies rely on simple concepts such as organizing, associating, and reviewing. These principles are used when students have difficulty learning vocabulary. By associating words and phrases with visual images, they can be saved and recalled for communication. While many students employ visual imagery, certain students can easily associate words and phrases with sound, movement, or touch. Specialized tools that students use to create brain connections that allow new knowledge (mostly vocabulary) to enter and be stored in long-term mental memory. Examples of memory strategies include making correlations with what you have already learned, drawing pictures to help you memorize new words, and saying or writing new words repeatedly to retain them.

We can conclude that these strategies rely on simple organizational principles. These principles are meant to make it easier for students to remember vocabulary and visualize words and phrases more easily. In addition, the information will be kept in the students' long-term memory.

2) Cognitive Strategies

This is one of the most popular strategies among language learners. They involve manipulating or changing the target language by repeating, analyzing, or summarizing. The four sequences in this group are: practicing, sending and receiving messages, analyzing and summarizing, and creating input and output structures. The most crucial ability in this group is practice, which can be accomplished by

⁴³ Rebecca L. Oxford, Ph., "Language Learning Styles and Strategies: An Overview," 2003, 12.

repetition, voicing and writing, and pattern recognition. When students skim and scan for main ideas, they use message-receiving and sending aids. There is no need to check every word; adult learners typically utilize analyzing and inferring skills. These strategies are used to understand the meaning and expressions of the target language, as well as to create new expressions. Cognitive strategies help learners process and use language to learn or complete language-related tasks, such as watching TV in English, listening to radio CDs in English, using computer programs in English, and finding similarities between the first and second languages.

We can conclude that listening to English music, watching movies, talking to friends in English, and using computer and mobile phone programs in English are the most popular strategies to help you understand English. To make good memories.

3) Compensation Strategies

When learners lack knowledge of the target language, they use compensatory strategies to help them understand the target language. The strategies compensate for deficiencies in vocabulary and grammar. Learners guess the meaning of new words and expressions when they do not know them. Through guessing, students bring their own life experiences to interpret the data. Compensation strategies are employed to replace knowledge lost during listening, reading, speaking, or writing. Example include gestures or body language (speaking), repeating sentences (speaking or writing), asking for assistance (listening, reading, speaking, or writing), and guessing from context (listening and reading).

We can conclude that this is a way to compensate people who are learning English. Students do not understand the language or do not remember some words, and people do not use grammar, such as body language, instead of words. It is easier when they learn or talk about new vocabulary.

Taxonomy Indirect strategies by oxford we can see as follows:

1) Metacognitive Strategies

Metacognitive strategies assist students organize their learning by going beyond cognitive mechanisms. These strategies help learners plan language learning in an efficient

way. When new vocabulary, rules, and writing systems perplex learners, these tactics are essential for successful language acquisition. The three strategies included in this group are: focusing on learning, organizing and planning learning, and assessing learning. The purpose of focusing on learning is to create a focal point so that learners can direct their attention to a specific language activity or skill. Organizing and planning learning helps learners get organized so that they can maximize their energy and effort. Assessing learning helps learners address issues such as monitoring errors and assessing progress. Metacognitive strategies include planning, organizing, assessing, and monitoring language learning, such as setting time for learning, checking progress, analyzing errors, and avoiding repetition.

We can conclude that it is a thinking mechanism that allows students to customize the learning process. It allows students to plan their language learning effectively. When vocabulary and learning confuse students, thinking machine strategies are essential for successful language learning. Organizing and planning their learning helps students stay organized so that they can get the most out of their efforts.

2) Affective Strategies

Affective factors such as feelings, attitudes, motivation, and values have a significant impact on learning. There are three strategies that fall into this group: reducing anxiety, self-encouragement, and regulating emotional temperature. Good language learners regulate their attitudes and emotions while learning and understand that negative emotions interfere with learning. Teachers can help generate positive emotions in the classroom by giving students more responsibility, increasing the amount of spontaneous communication, and teaching emotional strategies. Affective strategies help students deal with their feelings, motivations, and attitudes when learning English (or about learning English). Examples of these strategies include taking risks, relaxing when they feel anxious about learning, and rewarding themselves for success.

We can conclude that emotional resilience is a motivational value that affects learning, can reduce anxiety, and allows you to regulate your own emotions.

3) Social Strategies

Social strategies are critical in language learning because language is utilized to communicate, which occurs between individuals. This group includes three strategies: asking questions, collaborating with other people, and sympathizing with others. Social strategies refer to how learners engage with one another in the context of language learning and culture. Social tactics include asking others to speak slowly, practicing with others, and demonstrating an interest in learning about the culture of English-speaking countries.

We can conclude that social strategies are ways of learning a language by communicating with others or with native speakers.

c. Effectiveness Learning Strategies

In the large Indonesian dictionary, effectiveness comes from the term effective, which implies having efficacious value, impact, or effect and can be regarded as an activity that can produce satisfied outcomes. It can also be said that effectiveness is the relationship between the declared aims and the results obtained and can also be said to be the level of conformity between the stated objectives and the results attained.⁴⁴ In general, the definition of effectiveness shows the extent to which the goals that have been set can be achieved. This is in accordance with the definition according to Hidayat: Effectiveness is a measure of how much a goal (quantity, quality, and time) has been achieved. The higher the percentage of goals achieved, the higher the effectiveness.⁴⁵

According to Slameto, effectiveness in student learning is a way or path that students must take to acquire knowledge, attitudes, skills, and abilities.⁴⁶ Hamalik argues that learning effectiveness is the result of activities carried out in accordance with the learning situation.⁴⁷ It may be argued that the

⁴⁴ Depdikbud RI, *Kamus Besar Bahasa Indonesia*, Jakarta: Balai Pustaka. 1999, 509.

⁴⁵ Andi Murniati and Marzuki, *Manajemen Pengembangan Kurikulum*, Pekanbaru: AlMujtahadah Press, 2015, Cet, Ke-1, 67.

⁴⁶ Slameto, *Belajar dan Faktor-Faktor Yang Mempengaruhinya*, Jakarta: Rienika Cipta, 2010, 82.

⁴⁷ Oemar Hamalik, "Metoda Belajar Dan Kesulitan-Kesulitan Belajar | Semantic Scholar", June 14, 2024, <https://www.semanticscholar.org/paper/Metoda-belajar-dan-kesulitan-kesulitan-belajar-Hamalik/a761d9d7c3040e6b93a1b9faa92dcaec284da9f3>.

effectiveness of student learning strategies is the activities carried out by students in the right way to get maximum results and benefits in certain learning situations. As stated by Ronald Reilly, factors that influence the effectiveness of student learning strategies include time, task, motivation, assessment, environment, equipment, and facilities.⁴⁸ According to Siagian, the factors that determine the effectiveness of student learning strategies are: individual characteristics, attitudes, motivation, interest, attention, and experience.⁴⁹ As claimed by Sinambela, there are three measures to evaluate the effectiveness of student learning strategies: achieving learning completeness, achieving student effectiveness (i.e., achieving the ideal amount of time students spend doing each learning activity), and a positive student response to learning.⁵⁰ According to Wotruba and Wright in Yusufhadi, there are five indicators of the effectiveness of student learning strategies, namely: effective student communication, mastery and enthusiasm for learning materials, positive student attitudes, flexibility in learning, and good student learning outcomes.⁵¹

Learning strategies help students learn processes and remember and apply information. When students apply effective learning strategies, they can retain information for a longer period of time.⁵² Learning strategies in reading have a positive impact as they help students overcome reading challenges and make learning easier, faster, and more transferable.⁵³ Some of the positive impacts of learning strategies in extensive reading include;

⁴⁸ O'reilly Ronald, *Manajemen Sumber Daya Manusia*, Prestasi Pustaka: Jakarta, 2003, 119.

⁴⁹ “*Manajemen_Sumber_Daya_Manusia-Compress0.Pdf*,” accessed June 14, 2024, https://www.uui.ac.id/wp-content/uploads/2021/08/Manajemen_Sumber_Daya_Manusia-compress0.pdf.

⁵⁰ Pardomuan N. J. M. Sinambela, “*Faktor-Faktor Penentu Keefektifan Pembelajaran Dalam Model Pembelajaran Berdasarkan Masalah (Problem Based Instruction)*”, *Generasi Kampus* 1, No. 2 (2008): 78. <https://jurnal.unimed.ac.id/2012/index.php/gk/article/view/6947>.

⁵¹ Yusufhadi Miarso, *Menyemai Benih Teknologi Pendidikan* (Kencana, 2004)., 54.

⁵² Wizam Robbani, “*Strategi Pembelajaran: Pengertian Dan Contoh Penerapannya*,” May 26, 2023, <https://executive-education.id/blog/strategi-pembelajaran/>.

⁵³ “*Strategi Membaca Pembelajar Bahasa Inggris SMA*”, September 28, 2024, https://www.researchgate.net/publication/359873895_Strategi_Membaca_Pembelajar_Bahasa_Ingggris_Sma.

- 1) Improving critical thinking skills, learning strategies in extensive reading can help students develop critical, logical, and analytical thinking skills. Students are accustomed to evaluating information, connecting concepts, and drawing conclusions.⁵⁴
- 2) Improve concentration and focus, continuous silent learning strategies in extensive reading can improve students' focus and concentration.⁵⁵
- 3) Expanding insight and knowledge, learning strategies in extensive reading can expand students' insight and knowledge of the world around them.⁵⁶
- 4) Enriching vocabulary, learning strategies in extensive reading can enrich students' vocabulary.⁵⁷
- 5) Understanding English grammar patterns and rules, learning strategies in extensive reading can help students understand English grammar patterns and rules, sentence structure, the use of prepositions, and how to use tenses.⁵⁸
- 6) Improve memory and recall, learning strategies in extensive reading can improve students' memory and recall.⁵⁹
- 7) Train the brain and mind, learning strategies in extensive reading help keep the brain functioning perfectly all the time.⁶⁰
- 8) Introduces a variety of books, learning strategies in extensive reading can introduce students to a variety of books, from picture books to more complex storybooks.⁶¹

⁵⁴ Dwi Surya Negara et al., “*Peningkatan Kemampuan Membaca (Reading Skill) Peserta Didik Melalui Teknik Membaca Terbimbing (Guided Reading) Pada Kelas XI MIPA 1 SMAN 2 Mataram,*” 2023.

⁵⁵ “*The Importance of Independent Reading for Students,*” accessed September 28, 2024, https://www-beanstack-com.translate.google/blog/the-importance-of-independent-reading-for-students?_x_tr_sl=en&_x_tr_tl=id&_x_tr_hl=id&_x_tr_pto=sge.

⁵⁶ “*Manfaat Membaca Buku Bagi Siswa - Perpustakaan Waca SMAN 1 Astanajapura,*” accessed September 28, 2024, <https://website.digilibwacasma1asjap.com/manfaat-membaca-buku-bagi-siswa/#infopeminjaman>.

⁵⁷ “*Manfaat Membaca Buku,*” accessed September 28, 2024, <https://www.djkn.kemenkeu.go.id/kpkn-dumai/baca-artikel/14374/Manfaat-Membaca-Buku.html>.

⁵⁸ “*5 Manfaat Membaca Untuk Pembelajar Bahasa Inggris,*” accessed September 28, 2024, <https://ielc.co.id/5-manfaat-membaca-untuk-pembelajar-bahasa-inggris/>.

⁵⁹ “*Manfaat Membaca Buku.*”

⁶⁰ “*Manfaat Membaca Buku – Kabupaten Lombok Barat,*” accessed September 28, 2024, <https://lombokbaratkab.go.id/manfaat-membaca-buku/amp/>.

4. EFL Student's

English is used as a foreign language in Indonesia and must be learned by students in Indonesia to make it easier to gain science or knowledge from other countries. English as a second or foreign language refers to the usage of English by peoples who have a distinct mother tongue. Language teaching for people learning English is known as English as a Second Language (ESL) or English as a Foreign Language (EFL). ESL and EFL are sometimes used interchangeably, but they actually relate to two distinct types of English language learning. ESL (English as a Second Language) refers to learners who use English to communicate as a second language. On the other hand, EFL (English as a foreign language) refers to learners who are learning English in a non-native country. These two types of learners face different challenges, but they share one common goal: being able to use English well to communicate.⁶²

EFL learners are engaged in a non-English culture and are usually motivated to gain fluency in the language for academic or personal reasons, such as desiring to study at university or read literature in the native language. Finally, whatever the setting, each student's particular goals should always be considered when determining the optimal method for learning in any given situation.⁶³ Teaching EFL students requires more help and additional training to understand the cultural background of a language, which can reduce misunderstandings and provide opportunities to learn more about other cultures. Learning a foreign language may be an interesting and difficult endeavor, particularly for English-language learners.

English as a foreign language is the teaching of English in a non-native environment, for example, Japanese people learning English in Japan. In an EFL condition, English language learners are in the classroom but keep using their native language when they leave. Overall, there are numerous reasons to learn a foreign language. Most language learners around the world do so because

⁶¹ "What Are the Benefits of Guided Reading for Students in Grades K-6? | Heinemann," accessed September 28, 2024, https://blog-heinemann-com.translate.google.com/what-are-the-benefits-of-guided-reading-for-students-in-grades-k-6?_x_tr_sl=en&_x_tr_tl=id&_x_tr_hl=id&_x_tr_pto=sge.

⁶² Mubashir, "What Is the Difference Between ESL And EFL? | NCC", Northwest Career College (blog), January 15, 2023, <https://www.northwestcareercollege.edu/blog/what-is-the-difference-between-esl-and-efl/>.

⁶³ Mubashir, "What Is the Difference Between ESL And EFL? | NCC".

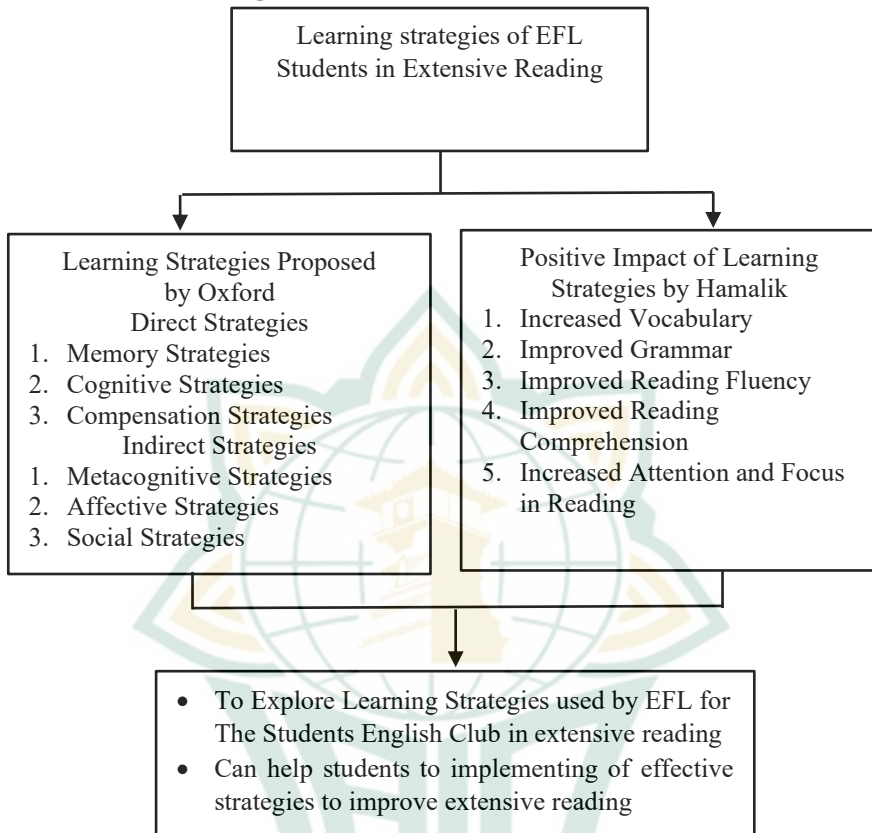
it is included in the curriculum. Some people want to learn English or other foreign languages because they believe that the language offers opportunities to advance in their professional lives, such as in business, advancement, building social networks, and others. They get better jobs being bilingual than if they were only bilingual in their mother tongue.⁶⁴

B. Theoretical Framework

Reading is a language skill that students must master. Reading activities provide many benefits for students. One of the ways to improve students' extensive reading is by using appropriate learning strategies. As mentioned above, extensive reading is a reading activity that involves readers exploring reading materials that meet their interests and desires. Through extensive reading, readers can gradually acquire new language, vocabulary, and grammatical understanding. In other words, extensive reading emphasizes the reading process that aims to develop skills, interest, motivation, and confidence in reading in a fun way. Reading widely helps students develop speed of reading and fluency. Improving reading speed is critical because it allows students to grasp language more quickly and effectively. Extensive reading as a language learning process involves reading a book to get pleasure from it. Extensive reading is customized, where students are free to choose books they want to read, but these choices are not addressed in class.

⁶⁴ Ellie Boyadzhieva, "Theory and Practice in Foreign Language Teaching — Past and Present," 2014., 779-780.

Figure 2.1 Theoretical Framework



C. Review of Previous Study

Some previous studies related to the subject of this research are as follows;

The first previous study refers to previous research conducted by Ying-Chun Shih 2018 in the research entitled “Bringing Extensive Reading and Reading Strategies into the Taiwanese Junior College Classroom”.⁶⁵ Shih investigated extensive reading instruction and methods into a Taiwanese junior college classroom. This study included one hundred tenth-grade students in non-English majors. Data was collected through the General English Proficiency Test (GEPT) research instrument and a questionnaire. The results showed that extensive reading with reading strategy teaching had a good

⁶⁵ Ying-Chun Shih, “Bringing Extensive Reading and Reading Strategies into the Taiwanese Junior College Classroom.”, 2018.

impact on reading ability and reading strategies in the intervention class. The intervention class was found to rely less on specific bottom-up reading strategies and more on background knowledge. It was also discovered that students with weaker reading abilities needed additional teaching on the application of context to support reading comprehension.

The second previous study by Ateek 2021 in the research entitled “Extensive Reading in an EFL Classroom: Impact and Learners’ Perceptions”.⁶⁶ Ateek explored the influence of an extensive reading program for 10 native Jordanian speakers of intermediate-level Arabic, English, and foreign languages for 90 minutes, three times a week for 12 weeks. Data was gathered from a variety of sources (e.g., tests, interviews, diaries) and the results were analyzed analytically and conceptually. The results showed that the extensive reading method improved students' reading speed and vocabulary knowledge, and there was a favorable relationship between reading amount, reading fluency, and vocabulary knowledge. Students' perceptions of the extensive reading approach and its repercussions are also examined.

The third previous study by Bui and Macalister 2021 in the research entitled “Online Extensive Reading in an EFL Context: Investigating Reading Fluency and Perceptions”.⁶⁷ The researchers investigated the impact of extensive reading online on students' reading fluency and perception. The study was conducted over 10 weeks with first-year university students in Vietnam. The results showed that online reading significantly improved students' reading fluency, increasing their reading speed by about 20 percent. Qualitative data from questionnaires and interviews also showed positive changes in students' reading attitudes, indicating that they adapted well to online learning.

The fourth previous study by María Paula Galindo Maldonado 2022 in the research entitled “Extensive Reading on EFL Students’ Reading Comprehension and Vocabulary Development”.⁶⁸ Maldonado identified the impact of extensive reading on EFL

⁶⁶ Mohammed Ateek, “*Extensive Reading in an EFL Classroom: Impact and Learners’ Perceptions*,” *Eurasian Journal of Applied Linguistics*, April 8, 2021, 109–31, <https://doi.org/10.32601/ejal.911195>.

⁶⁷ Bui, T., & Macalister, J., “*Online extensive reading in an EFL context: Investigating reading fluency and perceptions*”, (2021), <https://scholarspace.manoa.hawaii.edu/handle/10125/67391>.

⁶⁸ María Paula Galindo Maldonado, “*Extensive Reading on Efl Students’ Reading Comprehension and Vocabulary Development*”, 2022.

students' reading comprehension and vocabulary growth. Data were acquired from the following internet 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 significant impact on EFL learners, while some studies did not show significant improvement. An important finding of this study is the lack of data on the effects of extensive reading on reading skills in Ecuador and South America in general. After analyzing the data, we can conclude that ER is an effective way to improving students' reading comprehension and vocabulary.

The fifth previous study by Desy Nada Fadilla 2023 in the research entitled “The Effect of Students’ Extensive Reading on Students’ Reading Comprehension”.⁶⁹ Fadilla investigated the effects of extensive reading on students' reading comprehension. Data was collected by the pre-experimental method using a one-group pre-test-post-test design. Sampling in this study was done by cluster random sampling. The research was conducted on one class, namely class XI3, with thirty-one 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. Once students are familiar with extensive reading, they can determine what kind of books or texts they prefer to read.

This research aims to investigate and give meaning to the experiences of English majors who joined Students English Club and implemented extensive reading. The research aims to gain an understanding of the learning strategies implemented by the EFL students and the impact on their perceived reading ability after implementing them. The first study explored the teaching of extensive reading, which acted as a bridge for the authors to understand more about extensive reading. The second and third studies looked the favorable effect of extensive reading activities on learners of English as a foreign language and students' perceptions of these activities. The fourth and fifth studies identified the impact of extensive reading on EFL students' reading comprehension and vocabulary growth, which acted as a bridge for the author to further understand the impact or

⁶⁹ Desy Nada Fadilla, “*The Effect of Students’ Extensive Reading on Students’ reading Comprehension*”, 2023.

influence of extensive reading. These five previous studies are relevant to this research. The difference in this research is that it focuses on the use of the narrative inquiry method. In this research, the author describes EFL students' experiences in applying appropriate learning strategies independently in extensive reading and the impact of applying these strategies on their reading ability.

