CHAPTER IV
RESEARCH RESULT AND DISCUSSION

A. Research Results

This research was conducted in one of the universities in Kudus, namely on students of the English Education Department who are members of the Student English Club. This research focuses on the learning strategies applied by English as a foreign language for Students English Club when they do extensive reading activities; therefore, the researcher needs to know about students' experiences in implementing extensive reading activities, the learning strategies they use in extensive reading activities, and the impact of the application of these learning strategies on their extensive reading. To obtain these things, the researcher used data collection techniques of observations, in-depth interviews and documentation. The researcher collected data from students in the Department of English Education.

Table 4.1 Represent the Finding

No.	Participants	Learning strategies	Impact of learning strategies
1.	SAA	Using compensation strategies, there are guessing intelligently using linguistic and other linguistic clues, cognitive strategies, there are taking notes and practicing, metacognitive strategies, there are evaluating learning, arranging and planning learning.	She felt that there was an improvement in her extensive reading due to consistent reading, such as vocabulary definitely increased, reading became less complicated, and reading comprehension improved.
2.	NK	Using compensation strategies, there are guessing intelligently using linguistic and other linguistic clues. Cognitive strategies, there are taking notes, practicing, and highlighting.	She has felt improvements such as More vocab is known so there is no need to open google translate too often, and what used to be blank reading comprehension, now

No.	Participants	Learning strategies	Impact of learning strategies
			has quite a lot of knowledge.
3.	PBAP	Using compensation strategies, there are guessing intelligently using linguistic and other linguistic clues. Cognitive strategies, there are taking notes and practicing.	She has felt that the increase in vocab is the most obvious, attention is not easily distracted and more focused on reading.
4.	AIUA	Using compensation strategies, there are guessing intelligently using linguistic and other linguistic clues. Metacognitive strategies, there are self-evaluation, arranging and planning learning.	She has felt that he is now starting to read more fluently than before, vocab increases, can understand the structure of the language, reading comprehension becomes easier.

1. Learning Strategies Applied by EFL Students in Extensive Reading

In order to know the learning strategies applied by EFL students in extensive reading, it is necessary to know first about the students' experience in applying extensive reading until now.

Based on observations, interviews, and documentation, the researcher has explored the students when applying learning strategies in reading extensively and the impact of learning strategies. The participant observed was the first English student, a reader who applied self-learning methods through various platforms. She chose to read on Wattpad and online novels, showing a high interest in digital literacy. In addition, she also engages in read-aloud activities, aiming to practice her speaking skills. Her reading preferences include novels, short stories, and comics, with a balance between pictures and text in English. The first English student showed a clear preference for certain types of reading. In this case, novels are the top choice, especially in the thriller and action genres. In addition, he also enjoys comics, with comedy and romance genres as favorites. Short stories are also an

option, although not as much as novels and comics.[1] Reading extensive the first English student's reading activity is active. On average, the first English student can finish 3/4 of a sheet to half a novel in a day. For comics, the first English student can finish one comic in a day. This shows a high dedication and interest in reading. The first English student has a hands-on approach to improving his English skills. By reading aloud, he not only focuses on comprehending the text but also tries to improve his speaking skills. When faced with easy or familiar vocabulary, he can read quickly. However, when dealing with more complex vocabulary, the reading process becomes slower. This is due to several factors: guessing the meaning of words, looking up the meaning of unknown words through Google Translate, taking notes on new words, as well as rereading until she feels memorized and then putting a check mark. The first English student also applied good planning strategies in her reading activities. She uses alarms or notes to plan her reading time, showing a strong commitment to self-study. In addition, she records the type of reading material she has read, including the title of the reading, the date of reading, and the number of pages read. This reflects seriousness and discipline in the learning process. The environment where the first English student reads is very supportive of concentration and focus. He/she usually chooses a comfortable and quiet place to enjoy reading. The use of digital devices such as laptops or tablets makes it easier to access various readings on Wattpad or novel websites.[2]

The second observation, shows a unique and adaptive approach to learning through reading. The second English student, as a participant, utilizes social media, particularly Instagram quotes and tutorials, to enrich her reading experience. Her favorite reading includes romance and mystery novels, as well as books that tell the story of a person's life.[3] The second English student has a regular reading habit. She usually spends up to 10 pm reading and can sometimes get carried away until midnight if the story she is reading is particularly interesting. Every day, the second English student tries to finish the book he is reading. On weekends, he can read for up to an hour, while on weekdays, he only has about 10 minutes before bedtime to read. The second English student's reading experience shows that she highly values understanding the

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[1] SAA, documentation of reading preferences by researcher, August 31, 2024.
[2] SAA, the observation from the researcher, August 31, 2024.
[3] NK, documentation of reading preferences by researcher, September 1, 2024.

context of the reading. Although she often encounters unfamiliar words, she feels she can continue reading as long as she understands the context. When encountering unfamiliar words, the second English student would guess the meaning and confirm by looking up the meaning on Google Translate. She also records new words and their meanings in a special notebook and stabilizes the new vocabulary she encounters in the book, showing her active efforts in expanding her vocabulary. After finishing reading, she opens the vocabulary notebook and reads it repeatedly to strengthen her memory of the new words she has learned. The environment in which the second English student reads is very supportive of concentration. She often chooses a cozy and quiet place to enjoy reading. Social media also plays an important role as a source of inspiration and interesting information for the second English student in reading.[4]

The third observation, shows a focused and committed approach to learning through reading. The third English student, as a participant, used a variety of media for reading, including novels, webtoons, Wattpad, and English comics. Her favorite genres are romance and action, reflecting a strong interest in stories full of emotion and suspense.[5] Regarding reading duration and frequency, the third English student has different habits depending on the type of reading. When reading comics, she only spends a short time, not more than an hour. However, when engaging with novels, the third English student shows high dedication by reading for hours to finish a book. This shows that he really enjoys long and complex stories. In her reading experience, the third English student pays close attention to the context of the reading. She likes the romance and action genres because they both offer interesting storylines. When faced with unfamiliar words, the third English student does not hesitate to guess the meaning based on the context. She also notes down new words and makes sure to understand their meaning, showing her commitment to enriching her English vocabulary. Before starting a new reading, the third English student always reads the synopsis first. If the synopsis appeals to her, she will choose to continue reading the book. The environment in which the third English student reads is very supportive of concentration. She often chooses a comfortable place to enjoy

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[4] NK, the observation from the researcher, September 1, 2024.
[5] PBAP, documentation of reading preferences by researcher, September 2, 2024

reading without distractions. This allows the third English student to focus fully on the story being read.[6]

The last observation, shows high dedication and commitment to learning through reading on Wattpad, especially in the romance genre.[7] The fourth English student adopted a structured reading method, spending up to 5-7 hours a session. This reflected a deep interest in the stories being read, and she made a plan to read four times a week to ensure consistency in her activities. In his reading experience, the fourth English student showed a proactive approach when encountering unfamiliar words. She usually guessed the meaning of the word based on the context, and if she was still unsure, she would look up the meaning of the word through Google Translate. Despite some unfamiliar vocabulary, the fourth English student emphasized the importance of understanding the storyline as a top priority. This way, she can still enjoy and follow the story without being too distracted by difficult words. Although not explicitly recording new vocabulary, the fourth English student's strategy of guessing the meaning of words and confirming the meaning by searching on Google Translate shows that she is actively trying to enrich her English vocabulary. This approach reflects her seriousness in learning and improving her language comprehension. She makes a reading lesson plan four times a week to ensure consistency in her activities. The fourth English student chose a comfortable environment for reading, which allowed full concentration on her interesting reading. A supportive environment is essential for the fourth English student to enjoy every second of her reading time.[8]

a. Students' Experience in Applying Extensive Reading

The first english student began to feel a deep interest in learning to read English at the beginning of the COVID-19 pandemic. When the world faced great challenges and many people were forced to do activities at home, the first english student found an opportunity to focus more on self-development, especially in reading English. He utilized the time available by learning independently through various sources available on the internet. Through the web, she found a variety of reading materials, from articles to novels. Although she found reading in English challenging at first, she found some

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[6] PBAP, the observation from the researcher, September 2, 2024.

[7] AIUA, documentation of reading preferences by researcher, September 3, 2024

[8] AIUA, the observation from the researcher, September 3, 2024.

interesting aspects of this experience. She had previously favored speaking over reading, but over time, she realized the importance of the link between the two skills. Therefore, she combined reading practice with speaking practice, by reading English texts aloud. Furthermore, when the first english student was in college, especially in the second semester, he got an extensive reading course, which was very interesting. In this course, the lecturer asked each student to read various books in English available in e-books. With many choices, the first english student felt free to choose readings according to his interests and realized that everyone's reading ability is different.

> "I started to enjoy or seriously learn to read English at the beginning of Corona because I was at home all the time, learning to read by myself by reading through the web such as Wattpad and online novels in English. I used to find it difficult but interesting. I used to prefer speaking to reading, but if you want to improve speaking without reading, it is also difficult, so I practiced speaking through reading aloud. Then, when I was in the second semester of college, I got an extensive reading course. From the lecturer, I was asked to read English from e-books; there are so many books; choose my own reading, depending on whether the person can read a lot or not".[9]

A different experience came from the second english student, who has been interested in reading English since high school. She feels that learning a foreign language, especially one that she was not taught as a child, is fun. However, her interest is not focused on reading novels or long literary works. Instead, she prefers reading short and direct content, such as inspirational quotes on Instagram or practical tutorials that are widely circulated on social media. This gave her a different experience in learning English. When entering college, in the second semester, the second english student got an extensive reading course, where the lecturer gave freedom for each student to choose readings that suited their interests.

> "I liked reading English when I was in high school; I just liked learning a foreign language, not the language that was taught from childhood, reading like English quotes

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[9] SAA, the interview from the researcher, September 2, 2024, interview 1, transcript.

on Instagram or tutorials on social media. When I took an extensive reading course, I was told to choose my own reading according to my interests".[10]

The third english student's experience in learning to read English began in ninth grade, when she discovered a deep interest in reading English. Since then, he began to actively search for and read various types of short stories and comics written in English. Next, in his second semester of college, he faced an extensive reading course. In this course, he was asked to read many texts, then answer questions related to the reading. In addition, she was given the freedom to choose her own reading materials, including articles, biographies, and also writing handouts as a learning process.

"I like reading since junior high school in 9th grade. I started to like reading in English, such as short stories or comics in English. Then, in the second semester of college, there was an extensive reading course; we were told to read a lot of text and then answer questions, choose our own reading; there were articles, biographies, and write handouts".[11]

On the other hand, the fourth english student shared her experience. She started reading in full English when she was in 11th grade, influenced by the viral phenomenon that happened on the Wattpad platform. At that time, many interesting and creative stories were widely shared on social media, attracting the attention of many teenagers, including the fourth english student. When she was in college, the fourth english student was reacquainted with reading activities in the extensive reading course. In the course, she was assigned to choose reading material from a variety of books, which, although similar to Wattpad, came from different websites.

"I read full English from 11th grade high school because it was viral to read novels online or on Wattpad. Then, when I was in the second semester of college, there was an extensive reading course. I got an assignment to

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[10] NK, the interview from the researcher, September 4, 2024, interview 2, transcript.

[11] PBAP, the interview from the researcher, September 4, 2024, interview 3, transcript.

choose reading material from books like Wattpad but on different websites".[12]

b. Learning Strategies Applied by EFL Students in Extensive Reading

Every student has different learning strategies according to their abilities. It also depends on their learning styles, preferences, and personal experiences.

the first english student shared her English reading learning strategy. If during reading she encounters unfamiliar vocabulary, she will go back to reading the part before the word to find the context and understand the overall meaning of the sentence; that way, she feels more able to capture the essence of the text she is reading. After trying to guess the meaning of the unfamiliar word, she will evaluate whether the guess is reasonable or not. If he feels the guess is ridiculous or completely incomprehensible, then he looks up the meaning of the word through Google Translate to confirm the meaning. the first english student revealed that notebooks were very helpful in storing and remembering new vocabulary that she encountered during reading. After she records the vocabulary, she will read it many times. After successfully memorizing the new vocabulary, she will put a check mark on the vocabulary in her notebook. This can be seen from the interview results:

"When I read, for example, there are unfamiliar words or vocabs, I look and read the previous words again, and I guess what the meaning of one sentence is (compensation strategies). After trying to guess according to the context, if I think my guess is funny or impossible, or I really don't know the meaning, then I just open Google Translate (compensation strategies). I have a vocabulary book to record the words I just found; if I find new vocabulary and already know the meaning, I will record it in the book (cognitive strategies), then I read it repeatedly (cognitive strategies), and if I have memorized it, I will not check it (metacognitive strategies)".[13]

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[12] AIUA, the interview from the researcher, September 4, 2024, interview 4, transcript.

[13] SAA, the interview from the researcher, September 2, 2024, interview 1, transcript.

Furthermore, the first English student also shared that with the strategy of setting an alarm, she had a reminder for the planned reading time. The sticky notes she made served as a guide that helped her stay organized in the reading process. By setting a plan for the book title, date or time, and pages to be spent, she feels more motivated to finish reading even though there are times when she feels less energized.

> "Sometimes I set an alarm, if not sticky notes, to make a plan, for example, this novel, read on what date, how many pages. If I am too lazy to read, there must be a plan for when I will read again (metacognitive strategies)".[14]

The second english student shared her experience that she has a small vocabulary notebook in which she records new words she encounters while reading. She explained that by recording new vocabulary in a notebook, she can expand her vocabulary regularly. Before looking up the meaning of the word, she first tries to guess its meaning by looking at the context of the sentence around her. After guessing the unfamiliar meaning, she will verify the meaning using Google Translate. After that, she records the word in a small vocabulary book. But when the second english student reads a novel, he likes to mark the unknown word with a highlighter and record the meaning above the word.

> "I have a small book filled with vocabulary; if I find a foreign word, I write it there (cognitive strategies). Guessing according to the context first (compensation strategies). After guessing, I make sure through Google Translate (compensation strategies) and then record it in the book. But if I find a foreign word in a novel, I stabilize it and write the meaning on it (cognitive strategies)".[15]

The third English student shared that when she found new vocabulary, she would first try to guess the meaning by looking at the context of the sentence. After that, she notes down the new words to collect them. She feels that this way,

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[14] SAA, the interview from the researcher, September 2, 2024, interview 1, transcript.

[15] NK, the interview from the researcher, September 4, 2024, interview 2, transcript.

she can continue reading more fluently without stopping too much to look up words. After finishing the reading, she would double-check the meaning of unfamiliar vocabulary by looking up the meaning using Google Translate. She explained that she had a notebook specifically designed to record the vocabulary she encountered. After recording a new word, she will go back and read the vocabulary.

> "I write down the foreign words that I encounter and then look up the meaning, then read it again until it's finished. Guessing according to the context first (compensation strategies); when I've finished reading, I then check the meaning with Google Translate (compensation strategies). I also have a special notebook to write down vocabulary (cognitive strategies), and then I check or re-read it (cognitive strategies)".[16]

Another experience from the fourth english student, she explained, is that when she encounters unfamiliar vocabulary, she tends not to immediately look up the meaning. Instead, she prefers to guess the meaning of the word based on the context. Although she prefers to guess the meaning according to the context, she will check the meaning of the word on Google Translate if she feels doubtful about her guess.

> "Usually if I find a new word, I let it go first and guess the meaning (compensation strategies); sometimes I check again to Google Translate if I still have doubts (compensation strategies)".[17]

Furthermore, the fourth english student showed confidence in her ability to remember the vocabulary learned. She does not rely on a notebook because she believes that the information is already embedded in her mind.

> "I really don't take notes; it's already in my brain; I remember it immediately (metacognitive strategies)".[18]

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[16] PBAP, the interview from the researcher, September 4, 2024, interview 3, transcript.
[17] AIUA, the interview from the researcher, September 4, 2024, interview 4, transcript.
[18] AIUA, the interview from the researcher, September 4, 2024, interview 4, transcript.

In addition, the fourth english student also shared that she felt the need to set a reading plan in order to remain consistent in learning to read. Even though she currently feels bored or inactive in reading, she tries to motivate herself by making a clear plan. By setting a plan to read four times a week, she hopes to overcome her laziness.

> "If you feel like you haven't read for a long time, you have to make a target. Right now I'm bored reading, so I want to make a target of 4 times a week reading (metacognitive strategies)".[19]

2. The Effect of Implementing Learning Strategies of EFL in Extensive Reading

EFL students perceived impact of implementing learning strategies on their extensive reading.

The first english student shared that she felt a significant improvement in her extensive reading, which she attributed to her habit of reading consistently. By reading consistently, she realized that she could encounter a lot of new vocabulary and draw meaning from the context. She felt that with the application of the right strategies, the reading process became easier and less confusing. She explained that before she often got stuck on difficult words, but now she can read more fluently. She shared how her attitude towards English changed as her extensive reading improved. She used to feel uninterested in English, but now she finds interest in reading English texts.

> "There is an improvement because I consistently read; vocabulary must increase; when reading, it is not complicated anymore; from the beginning, I didn't like English; now I like it, and reading comprehension increases".[20]

The second english student explained that reading makes her vocabulary wider, she feels more confident, and it is easier for her to understand the texts she reads. She pointed out that reading can increase vocabulary and can reduce reliance on dictionaries or Google Translate. She used to feel that she did not have enough

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[19] AIUA, the interview from the researcher, September 4, 2024, interview 4, transcript.

[20] SAA, the interview from the researcher, September 2, 2024, interview 1, transcript.

knowledge, but now she feels a significant improvement in her understanding.

> "From before, I didn't know many vocabulary words; now I know more, so for example, when reading, I don't need to open Google Translate too often. What used to be blank now is not bad; there is a lot of reading comprehension".[21]

The third english student feels that with more frequent reading habits, she feels that the addition of new vocabulary is very clear in every reading she does. For her, this increase in vocabulary is the most prominent achievement in extensive reading. She also shared that with the application of the right learning strategy, she felt more able to maintain her concentration while reading. She used to be distracted by things around her, but now she can really focus on the text she is reading.

> "The most noticeable thing is the increase in vocabulary; now my attention is not easily distracted and he is more focused on reading".[22]

The fourth english student shared that previously she often found it difficult to find new vocabulary in reading. However, with the continuous addition of vocabulary, vocabulary that once seemed difficult is now easier to understand. This change has had a positive impact on her extensive reading. She felt significant progress in her ability to grasp patterns and rules in the language she read. With a better understanding of the structure of the language, she feels more confident in analyzing the text and understanding its overall meaning. She also found the process of comprehending reading texts easier. She used to have difficulties when reading, but now she finds that she can grasp the meaning and understand the information more easily.

> "Vocabulary has increased from difficult to easy; I can understand language structure or grammar better, and reading comprehension has become easier".[23]

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[21] NK, the interview from the researcher, September 4, 2024, interview 2, transcript.

[22] PBAP, the interview from the researcher, September 4, 2024, interview 3, transcript.

[23] AIUA, the interview from the researcher, September 4, 2024, interview 4, transcript.

B. Discussions

1. Learning Strategies Applied by EFL Students in Extensive Reading

Before delving deeper into EFL students' learning strategies in extensive reading, it is important to first understand their experiences in extensive reading to date. The learning strategies that students use are closely related to their experiences. Through real experiences, students not only passively receive information but also construct their own knowledge and develop relevant practical skills.[24] Therefore, students' experiences are key in determining the effectiveness of the learning strategies applied.

Based on the result of observations and interviews that have been conducted by researcher of the reading extensive activities of the four participants, all English students, provided in-depth insights into the various learning strategies they applied in learning to read extensively. Each participant showed different dedication and commitment in selecting the readings as well as the way they overcame the challenges that arose during the reading process.

The first student is an active reader who uses Wattpad and online novels. She has reading preferences that include novels, short stories, and comics with a balance between images and text. The first student prefers thriller and action genres, and she applies the strategy of reading aloud to practice her speaking skills. The second student utilizes social media as a reading source, especially excerpts on Instagram and tutorials. She prefers romance and mystery genre novels and books that tell the story of a person's life. With a regular reading habit, the second student notes down new words to enrich her vocabulary. The third student showed a strong interest in English novels, webtoons, Wattpad, and comics. Romance and action genres are his favorites. The third student has a habit of reading novels for hours and uses note-taking strategies for new vocabulary to better understand the storyline. The fourth student is also an avid reader on Wattpad with a focus on the romance genre. She spends up to 5-7 hours in a reading session and plans to read four times a week. The fourth student emphasized the importance of understanding the storyline despite some unfamiliar vocabulary.[25]

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[24] "*Experiential Learning: Metode Pembelajaran Berbasis Pengalaman,*" *Best Seller Gramedia* (blog), April 21, 2022, https://www.gramedia.com/best-seller/experiential-learning/.

[25] Dewi Suriyani Djamdjuri et al., "*The Positive Impact of Extensive Reading Through Wattpad for Students in Learning English as A Foreign Language (EFL)*,"

Each participant had unique reading habits. The first English student read aloud to improve her speaking skills, while the second English student set aside daily time for reading with varying duration depending on weekdays or weekends. The third English student showed high dedication in finishing the novel, while the fourth English student set a consistent EFL reading time to ensure she could enjoy every story she read. When dealing with unfamiliar words, all participants showed a proactive approach. The first, second, and third English students noted down new words as they read, and the fourth English student also looked up the exact meaning when in doubt. This shows that they all realized the importance of enriching vocabulary in the process of learning English.[26]

All participants applied learning strategies in their reading activities. The first English student guessed according to the context, confirmed the meaning through Google Translate, took notes, practiced, ticked off when she had memorized, and used an alarm to plan her reading time and record the type of reading she had done. The second English student guesses according to the context of the sentence, records new vocabulary in a special notebook after finishing reading, stamps new words in the novel book, and practices, while the third English student actively guesses and then confirms the meaning and records new words to enrich his English vocabulary. The fourth English student also guesses according to the context of the sentence; sometimes, if she still has doubts, she will look for the exact meaning. She also applies the principle of reading in a week to improve his language comprehension. The environment in which they read greatly supported each participant's concentration. The first English student chose a quiet and comfortable place to enjoy reading, the second English student took advantage of the comfortable atmosphere at home, the third English student also chose an environment that supported focus while reading, and the fourth

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[26] Erna Iftanti and Arina Shofiya, "EFL Students' Responses on The Implementation of Extensive Reading Program to Build Love of Reading in English," *Jurnal Bahasa Lingua Scientia* 10, no. 1 (June 22, 2018): 143–58, https://doi.org/10.21274/ls.2018.10.1.143-158.

English student prioritized comfort when engaging in long reading.[27]

This observation showed that all four participants had a systematic and disciplined approach to learning strategies in extensive reading. They all chose readings according to their interests and applied various effective strategies to understand new vocabulary and storylines. This reflects their active efforts in improving their overall English reading skills. The reading activities of all four English students reflect a commitment to learning English in a fun and interactive way. By choosing readings according to their interests and applying the strategies of noting new words, highlighting, practicing reading repeatedly, planning learning, evaluating learning, and understanding storylines, they showed active efforts in improving their English skills in this digital era. This observation provides valuable insights into individuals' extensive reading habits in the context of foreign language learning.[28]

a. Students' Experience in Applying Extensive Reading

Based on the interview results, all the English students have reading experiences that reflect diverse approaches and motivations in learning English. Although they have different backgrounds and ways of learning, each student's personal interests and preferences can affect extensive reading and comprehension.

The first english student started her English reading journey at the beginning of the Corona pandemic in 2019. When many people were forced to stay at home, she saw the moment as an opportunity to deepen her understanding of English, especially reading. With limited activities outside the home, he decided to study independently by utilizing various online resources. Through the internet, she found various readings, such as Wattpad and novels, that made her more involved in the process of learning to read. This experience not only provided the first english student with new knowledge but also built her habit of learning to read regularly. Teaching reading strategies can significantly improve learners'

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[27] *"Nurturing Reading Logs to Foster Students' Reading Habits*," accessed December 16, 2024, https://www.researchgate.net/publication/379082649_Nurturing_Reading_Logs_to_Foster_Students%27_Reading_Habits.

[28] "*Developing Learners' Vocabulary Acquisition Through Extensive Reading In Efl Classrooms,*" 2021.

comprehension and engagement in English, especially when they are encouraged to use effective strategies.[29] Later in college During her second semester, the first english student was enrolled in an extensive reading course, where she noted that with the wide selection of books in e-book format, she could customize her reading to her comfort level. Allowing students to choose their reading materials significantly increases their motivation and engagement. When students feel they have control over their choice of reading materials, they tend to invest more effort and commitment in the activity, leading to better learning outcomes.[30]

The second english student, on the other hand, has a more relaxed approach to reading English. Since high school, she has started to gravitate towards lighter content, such as inspirational quotes on Instagram and practical tutorials. For the second english student, reading is not just an academic activity. It's more of a way to connect with relevant things in her daily life. With a short and accessible format, the content gives her the freedom to learn to read in a fun way. Her interest in inspirational quotes shows how the second english student looks for motivation and enlightenment in every reading. It encourages her to think positively and see the good side of life. In addition, the tutorials she reads provide practical knowledge that can be directly applied in daily activities. Using a variety of reading materials can improve vocabulary and comprehension skills, which suggests that learners benefit from exposure to different types of content.[31] Furthermore, during the second semester of the extensive reading course, the second english student also emphasized the importance of selecting readings according to interest, which can trigger emotional and cognitive engagement. Individual interests play an important role in students' engagement with reading materials. When students are able to select texts that match their interests, motivation to read

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[29] Yahya Matrouk Al Raqqad, Hanita Hanim Ismail, Kawthar Matrouk Al and Raqqad, "*The Impact of Reading Strategies on EFL Students: A Research Review,*" 2019.

[30] "*Full Article: Fostering Student Engagement with Motivating Teaching: An Observation Study of Teacher and Student Behaviours,*" accessed October 15, 2024, https://www.tandfonline.com/doi/full/10.1080/02671522.2020.1767184#abstract.

[31] Narjes Ghafournia, "*Language Learning Strategy Use and Reading Achievement,*" 2014.

increases, which in turn leads to better comprehension and retention.[32]

The third english student started his interest in reading English in 9th grade, focusing on short stories and comics. This approach showed that he preferred concise and visual reading, which gave him an enjoyable learning experience. When students engage with content that they find interesting, their reading strategies become more effective, leading to better language comprehension and retention.[33] Furthermore, the third english student added that during her second semester in college, assignments such as reading various texts, answering questions, choosing their own reading materials, and writing handouts were part of the extensive reading course. These tasks help students practice analyzing and assessing the content they read, which is an important skill in language acquisition. Reading activities that involve discussion and reflection, such as answering questions or writing handouts, can improve comprehension and retention of information.[34]

Meanwhile, the fourth english student discovered her love for reading English through the viral Wattpad phenomenon. Having started reading stories on the platform in 11th grade, she felt an emotional attachment to the storylines and characters created by the authors. Her interest in fiction creates a reading experience that is not only enjoyable but also inspiring. Engagement with contemporary and relatable texts can motivate learners and improve reading fluency, supporting the idea that student interests can drive effective reading practices.[35] Furthermore, during the second semester of the course, the fourth english student mentioned that the assignment in the Extensive Reading course to select reading materials from familiar sources, such as books on web platforms, provided a relevant and engaging experience. With constructivist learning principles, it emphasizes the role of student choice and engagement in the learning process,

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[32] Ninuk Lustyantie, *"Reading Interest and Achievement Motivation: A Study in an EFL Context,"* 2020.

[33] Yahya Matrouk Al Raqqad, Hanita Hanim Ismail, Kawthar Matrouk Al and Raqqad, *"The Impact of Reading Strategies on EFL Students: A Research Review".*".

[34] Camille L. Z. Blachowicz and Donna Ogle, *Reading Comprehension: Strategies for Independent Learners* (Guilford Press, 2008).

[35] Narjes Ghafournia, "*Language Learning Strategy Use and Reading Achievement.*".

supporting the idea that giving students the opportunity to choose their reading materials can enhance their reading experience.[36]

Based on the interviews, all the English students have reading experiences that reflect diverse approaches and motivations in learning English. Although they have different backgrounds and ways of learning, each student showed that personal interests and preferences can influence extensive reading and comprehension. Further experiences by all the english student in college during the second semester in the extensive reading course showed how learning based on reading selection can influence the development of extensive reading. Lecturers give students the freedom to choose readings according to their interests and abilities, which leads to increased motivation and engagement in the learning process.

Overall, the experiences of all the English students in the extensive reading course reflect the importance of learning approaches that prioritize individual interests and choices in improving English extensive reading. Learning that focuses on selecting appropriate reading materials not only increases motivation but also encourages students to actively participate in the learning process, which ultimately contributes to better language acquisition. As such, students' learning experiences directly influence how they adapt and use learning strategies that best suit their learning needs and situations. Students who can adapt well to using organized and self-directed learning strategies are more successful in managing their resources. This is in line with the importance of adaptation of learning strategies to achieve optimal learning outcomes in various educational situations.[37]

b. Learning Strategies Applied by EFL Students in Extensive Reading

Referring to the interview results, all students have their own learning strategies in extensive reading to develop their extensive reading.

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[36] Joseph zajda, "*Constructivist Learning Theory and Creating Effective Learning Environments | SpringerLink*," accessed October 15, 2024, https://link.springer.com/chapter/10.1007/978-3-030-71575-5_3.

[37] "*Frontiers | Changes and Adaptations: How University Students Self-Regulate Their Online Learning During the COVID-19 Pandemic*," accessed October 21, 2024, https://www.frontiersin.org/journals/psychology/articles/10.3389/fpsyg.2021.642593/full.

An important assumption for successful learning is learning strategies. Learning strategies are specific patterns or combinations of academic activities used by students to acquire knowledge. These learning strategies can range from taking notes while reading and in class to summarizing and organizing new information to creating an environment conducive to learning.[38] Learning strategies are actions taken by several students from different backgrounds to improve the learning process. Student proficiency and self-directed learning can benefit from strategy training, as can students' willingness to take responsibility for their learning.[39] EFL students have an important way of learning English, so EFL students must master extensive reading.[40]

Based on Oxford's research on adult learners' language learning strategies, developing a taxonomy of language learning strategies is widely accepted. According to the taxonomy, language learning strategies are divided into two categories, such as direct and indirect strategies. Direct strategies are memory strategies, cognitive strategies, and compensatory strategies, while indirect strategies are metacognitive strategies, affective strategies, and social strategies.[41]

All the English students have the same learning strategy when finding unfamiliar words in extensive reading. First, when reading extensively, students guess the meaning of unfamiliar or unrecognized words. They pay attention to the context of the sentence and surrounding words to help them make an initial guess. This includes the compensation strategy part of guessing intelligently in reading using linguistic clues, where students can understand the overall meaning through systematic guessing without having to know the details. Learners can actually understand many languages through systematic guessing without having to understand all the details. Good language learners, when faced with unfamiliar expressions, make intelligent guesses. On the other hand, less proficient language learners often panic, don't care, or grab an outdated dictionary and try to look up every unfamiliar word—a

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[38] Dumford, Cogswell, and Miller, "*The Who, What, and Where of Learning Strategies*.", 72-88.

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

[40] Pranata, "*The Teaching of Reading in Senior Secondary School*.", 42-49.

[41] Rebecca L. Oxford, Ph., "*Language Learning Styles and Strategies: An Overview.*", 12.

detrimental response that impedes progress towards proficiency.[42] The use of context-guessing strategies effectively improves the ability to understand unfamiliar words during reading. The process of guessing from context, which is a compensatory strategy, helps learners improve their vocabulary and reading comprehension, especially when relying on linguistic clues such as word form or sentence structure.[43] The importance of this strategy in language learning suggests that guessing words based on context is an effective method for reading comprehension.[44]

When the four students guess the meaning, but if they still feel confused or doubtful about the guess or really don't know the meaning, they have a habit of applying and verifying the guess that has been made by looking up the meaning of the word on Google or other sources. This includes the compensation strategy part of guessing intelligently in reading using other linguistic clues. Where students look up word meanings online (for example, using Google or other linguistic resources).[45] This allows them to gain a more in-depth and contextualized understanding of new vocabulary. The use of dictionaries or word meaning searches found that these methods are effective in improving comprehension, especially for learners who struggle with text comprehension. The research also shows how these strategies can adapt to digital resources, reflecting modern learning environments and the integration of online tools in reading practices.[46] This discussion illustrates how the four students applied compensatory strategies in their self-study strategies to cope with new vocabulary. By using linguistic clues and other linguistic clues, they could not only understand the text better but also increase their confidence in language learning. The various strategies that students use in

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[42] Rebecca L. Oxford, *Language Learning Strategies What Every Teacher Should Know*. 47.

[43] "*Contextual Factors in Guessing Word Meaning from Context in a Foreign Language - ScienceDirect*," accessed October 21, 2024, https://www.sciencedirect.com/science/article/pii/S1877042814006508.

[44] Abeer Al-Ghazo, Issam Ta'amneh, "*The Impact of Implementing Contextual Guessing Strategy on Improving EFL Learners" Vocabulary Competence and Reading Comprehension*," 2022.

[45] Rebecca L. Oxford, *Language Learning Strategies What Every Teacher Should Know*. 49-50.

[46] Parisa Farrokh, Fatemeh Sharifi, "*On the Impact of Determination and Compensation Strategies on Language Learners' Vocabulary Development,*" n.d.

learning English include compensatory strategies. The journal emphasizes the importance of understanding how students use these strategies to overcome vocabulary deficiencies, including guessing meanings from context and using digital resources as aids.[47]

Furthermore, based on the interview results, after guessing the meaning of new vocabulary and verifying through Google, the first english student, the second english student, and the third english student, apply several other strategies, namely recording the word and its meaning in a special vocabulary book. This is a cognitive strategy part of creating structures for input and output using taking notes. This strategy is very important in reading; the focus of note-taking should be on comprehension, not just writing. This note-taking serves as a visual aid that helps them remember vocabulary more effectively; besides, this strategy provides opportunities for students to revise and repeat material that is important for language acquisition.[48] Compared the effectiveness of vocabulary notebooks with a computer learning approach. The findings showed that both methods provided significant improvements in vocabulary acquisition, suggesting that the recording of new vocabulary is an effective cognitive strategy in facilitating language learning.[49]

Furthermore, the first english student, the second english student, and the third english student also repeatedly read the new vocabulary recorded in the special vocabulary book until they memorized it. This strategy is included in the cognitive strategy part of the practicing category. It provides benefits in terms of verifying vocabulary and more focused repetition. Reading repeatedly helps students improve their memory and understanding of vocabulary in context. Through repetition, they strengthen the connection between the word and its meaning, making it easier to remember in the future. It also creates familiarity with the word, which is very important in

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[47] Rupina Holidazia and, dan Rojab Siti Rodliyah, "*Strategi Siswa Dalam Pembelajaran Kosa Kata Bahasa Inggris Students' Strategies in English Vocabulary Learning,*" 2020.

[48] Rebecca L. Oxford, *Language Learning Strategies What Every Teacher Should Know*. 86.

[49] Sultan Alhatmi, "Vocabulary Notebook Keeping As A Word Learning Strategy: State Of The Art Review Of Research On L2 Learners' Use Of The Strategy," n.d.

language learning.[50] The effectiveness of repeated reading in vocabulary acquisition, which shows improvement in reading fluency and comprehension, especially for language learners.[51] This research reinforces the idea that consistent practice through repeated reading is an effective cognitive strategy for language learning.

Another strategy from the second english student is that when she reads novels, she also often finds unfamiliar vocabulary that requires special attention. The way she used to mark the words was by highlighting, which is a cognitive strategy part of the category creating structure for input and output using highlighting. Overall, highlighting new vocabulary while reading novels is not just about marking words but also an integral part of the larger learning process. By using this strategy, students can optimize their learning experience, strengthen their vocabulary acquisition, and improve their overall language skills. This strategy reflects a smart approach to addressing challenges in language learning and helps students become more effective learners.[52] In vocabulary teaching that integrates cognitive strategies to improve reading comprehension. It emphasizes the importance of visual aids, including highlighting new vocabulary with highlighters, to help students, especially those who have difficulty with literacy, better engage with complex texts.[53] Vocabulary learning strategies involving highlighting can assist students in achieving better vocabulary acquisition and motivate them to learn. This research notes that visual emphasis on new vocabulary, such as by using highlighters, contributes to better comprehension.[54]

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[50] Rebecca L. Oxford, *Language Learning Strategies What Every Teacher Should Know*. 70-71.

[51] ZhaoHong Han and Cheng-ling Alice Chen, "*Repeated-Reading-Based Instructional Strategy and Vocabulary Acquisition: A Case Study of a Heritage Speaker of Chinese*," n.d.

[52] Rebecca L. Oxford, *Language Learning Strategies What Every Teacher Should Know*.89.

[53] "*The Cognitive Vocabulary Approach to Word Learning* | Request PDF," accessed October 21, 2024, https://www.researchgate.net/publication/234754508_The_Cognitive_Vocabulary_Appro ach_to_Word_Learning.

[54] "*Frontiers | Effect of Vocabulary Learning Strategies on Students' Vocabulary Knowledge Achievement and Motivation: The Case of Grade 11 High School Students*," accessed October 21, 2024, https://www.frontiersin.org/journals/education/articles/10.3389/feduc.2024.1399350/full.

The next strategy applied by the first english student is that when the first english student reads repeatedly the new vocabulary in the notebook, then she feels she has memorized and understood the vocabulary, then he will put a check mark or checklist on the vocabulary. This action shows the use of the metacognitive strategy part of evaluating learning; by putting a check mark, students realize their ability to remember new vocabulary, and this increases motivation to continue learning. It involves measuring progress in one of the language skills, such as reading. Students might consider whether their speed or comprehension is acceptable at this point. They might estimate whether their extensive reading have improved since the last check. They may consider how much of the passage or vocabulary they understand and whether this shows signs of progress.[55] The use of metacognitive strategies, including evaluation of learning, has a significant impact on students' reading comprehension achievement. Students who actively evaluate their reading goals and strategies tend to have a better understanding of the text. They can identify what they have learned and where they are having difficulty.[56]

The next strategy used by the first english student and the fourth english student, when they both felt that they had not read for a long time, adopted the metacognitive strategy of arranging and planning learning category, by planning extensive reading activities by setting alarms or sticky notes. They wrote important details such as book titles, reading dates, and the number of pages to be spent. In this way, students not only create visual reminders but also build a structure to focus their time and effort. This strategy includes a variety of tools, such as creating the best possible physical environment, scheduling well, and keeping a language learning notebook. These strategies help students stay organized and motivated, so they can be more consistent in their reading activities, as well as improve productive study habits.[57] The importance of planning in metacognitive strategies and its impact on reading comprehension. Planning helps students organize their reading

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[55] Rebecca L. Oxford, *Language Learning Strategies What Every Teacher Should Know*. 140.

[56] Lian Zhang, Sirinthorn Seepho, "*Metacognitive Strategy Use and Academic Reading Achievement: Insights from a Chinese Context*," 2013.

[57] Rebecca L. Oxford, *Language Learning Strategies What Every Teacher Should Know*.138-139.

activities, set goals, and organize the learning process to achieve consistent progress.[58]

In addition, the fourth english students who feel that they do not need to take notes because they can already remember new vocabulary, this includes the metacognitive strategy part of self-evaluation or self-regulation. Where students realize their ability to retain and remember information without the need to take notes, which shows a level of confidence in their understanding. It reflects students' ability to evaluate their own learning process, making decisions based on what they remember and understand. It also shows that students can adjust their learning strategies as needed, thus more efficiently processing new information.[59] Self-regulation allows students to take control of their own learning, making them more independent by planning and monitoring their cognitive behavior, thus staying motivated and self-reliant. Self-regulation is positively related to self-efficacy, which means students are more capable and confident in their language skills.[60]

Overall, the variations in learning strategies applied by these EFL students are compensatory strategies using linguistic clues and other linguistic clues; cognitive strategies using creating structure input and output, namely taking notes and highlighting and practicing; and metacognitive strategies using evaluating learning, arranging and planning learning, and self-evaluation. It shows that there is no "one size fits all" approach to learning to read. Each student can find the strategies that suit them best, which will ultimately improve their learning experience and learning outcomes in extensive reading.[61] The various learning strategies applied by EFL students, as well as

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[58] Lian Zhang, Sirinthorn Seepho, "*Metacognitive Strategy Use and Academic Reading Achievement: Insights from a Chinese Context*.".

[59] Rebecca L. Oxford, *Language Learning Strategies What Every Teacher Should Know*. 140.

[60] Tingting Zhang, "*Effects of Self-Regulation Strategies on EFL Learners' Language Learning Motivation, Willingness to Communication, Self-Efficacy, and Creativity,*" 2024.

[61] Dimas Mulia and Ive Emaliana, "*Exploring EFL Students' Learning Strategies and Their Online Learning Engagements Amid Covid-19 Pandemic,*" *ELTR Journal* 5 (July 1, 2021): 130–42, https://doi.org/10.37147/eltr.v5i2.122.

the importance of personalized strategies such as cognitive, metacognitive, and compensatory strategies.[62]

2. The Effect of Implementing Learning Strategies of EFL in Extensive Reading

The use of the previously mentioned learning strategies, namely compensatory, cognitive, and metacognitive strategies, has a positive impact on EFL students' extensive reading. The positive effects that have been identified include increased vocabulary, understanding of grammar, improved reading fluency, improved reading comprehension, and improved attention and focus.

One of the most obvious effects of using learning strategies in extensive reading perceived by all the english students is enriching students' vocabulary.[63] From the results of the study, it was seen that students regularly recorded and repeated new vocabulary and showed significant progress in vocabulary knowledge. Strategies such as guessing the meaning of words from context, using Google to look up meanings, and recording new words in a special vocabulary book are conscious efforts that strengthen vocabulary recall. These vocabulary additions not only help in understanding the text being read but also contribute to a broader understanding in subsequent reading. With the increase in vocabulary, students slowly begin to rely less on dictionaries or Google to look up the meaning of words they do not know. Initially, students often feel the need to look up the meaning of new words, but over time, the increase in their vocabulary makes the reading process smoother. They recognize words in context more quickly without having to stop the flow of reading to look up meanings.[64] The growing vocabulary allows students to access texts with higher levels of difficulty. As they interact more frequently with new words, they begin to develop stronger associations between new vocabulary and context. This enriches their understanding of the English language as a whole.[65] The use of vocabulary-based learning strategies in the context of reading

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[62] Muhammad Fikri Taufik, Eva Meidi Kulsum, Wawa Puja Prabawa, "*Exploring Students' Learning Strategies in EFL Learning*," 2023.

[63] "*Manfaat Membaca Buku*.".

[64] "*Strategi Pembelajaran Kosakata Melalui Membaca DI Tingkat Pendidikan Sarjana* | Yulis Setyowati - Academia.Edu," accessed October 24, 2024, https://www.academia.edu/121070102/Strategi_Pembelajaran_Kosakata_Melalui_Memba ca_DI_Tingkat_Pendidikan_Sarjana.

[65] Rupina Holidazia and, dan Rojab Siti Rodliyah, "*Strategi Siswa Dalam Pembelajaran Kosa Kata Bahasa Inggris Students' Strategies in English Vocabulary Learning*."

improves students' ability to understand text better. Students who actively recorded new vocabulary and practiced using it in sentences showed significant improvement in reading.[66]

The results showed that the strategies used by students in extensive reading perceived by the first english student, the second english student, and the fourth english student greatly impacted reading fluency. Along with the application of strategies such as guessing the meaning of words, noting new vocabulary, and continuous rereading, students began to show significant improvement in fluency in reading texts in English.[67] This reading fluency is also influenced by the repetition of vocabulary that has been learned. By continuously repeating the words that have been recorded, students become more familiar with language patterns, sentences, and text structures in English. This repetition creates automaticity in reading, where they do not need to think too hard to understand the meaning of the word but immediately recognize and connect it with the context of the reading. In addition, the process of highlighting new words found in novels or other reading texts helps students in highlighting important words. This accelerates long-term memory access to frequently occurring vocabulary, allowing students to read texts more fluently without being distracted by words they don't understand.[68] This improvement makes the reading process more fluid and smoother. Students no longer stop in the middle of sentences due to confusion over new words. They are able to grasp the meaning of the text more thoroughly and quickly. Their train of thought is no longer disjointed, and this gives them the ability to understand the text more deeply. The ability to instantly recognize words they have learned allows them to complete the reading without faltering, resulting in a smoother reading experience without the "fumbling" feeling that used to interfere with comprehension. Ultimately, these strategies have a positive impact on students' ability to handle

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[66] Nunung Fitriyani, Suwandi, Djoko Sutopo, *"The Effectiveness of Herringbone and Buzz Group Techniques to Teach Reading Comprehension for Students with High and Low Reading Habits,"* 2020.

[67] *"Fluency in Learning to Read for Meaning: Going Beyond Repeated Readings | Request PDF,"* accessed April 30, 2024, https://www.researchgate.net/publication/232864279_Fluency_in_Learning_to_Read_for _Meaning_Going_Beyond_Repeated_Readings.

[68] Agustina Ratna Puspita, "*Revisiting Extensive Reading Approach: Possible Plans And Solutions To Improve Reading Ability Nationwide,*" 2024.

longer and more complex texts with confidence and comfort.[69] The application of active reading techniques, such as note-taking and summarizing, has a positive influence on students' reading fluency. In this research, students who engaged in active methods of interacting with the text showed significant improvement in their ability to read fluently. This finding is in line with the understanding that active engagement while reading, through strategies such as summarizing and note-taking, not only improves fluency but also helps in the overall comprehension of the text.[70]

The results further showed that the learning strategies used by EFL students in extensive reading had a significant impact on the improvement of the first english student, the second english student, and the fourth english student's ability in text comprehension. This improved reading comprehension is inseparable from the various cognitive strategies that they consistently apply.[71] One of the main strategies that contribute to improved reading comprehension is guessing word meanings from context. When students encounter new words in reading, they try to understand their meaning from the context of the sentence or paragraph before looking for the meaning more deeply. This strategy helps them build the ability to infer information from the text, which in turn improves overall comprehension. This guessing process involves critical thinking skills, where students have to analyze the relationship between words and phrases in the text so that they are not just fixated on the meaning of words per word but rather focus on the overall meaning of the text. In addition, the use of technology such as Google Translate to find the meaning of words that are not understood also plays a role in strengthening understanding. By instantly knowing the meaning of the word, students can relate it to the broader context in the text, accelerating their comprehension process. However, as vocabulary increases, the need to constantly look up new words decreases, allowing students to focus on the flow and content of the text without being frequently distracted by confusion over certain words. Another strategy that helps improve comprehension is the recording of new words in a specialized vocabulary book. By recording and

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[69] Paul Brigg, "*Fluency Development through Extensive Reading: Two Case Studies,*" n.d.

[70] Jiuhan Huang, Deanna Nisbet, "*The Relationship Between Reading Proficiency and Reading Strategy Use: A Study of Adult ESL Learners,*" 2014.

[71] *"Manfaat Membaca Buku Bagi Siswa - Perpustakaan Waca SMAN 1 Astanajapura*."

repeating these words, students build a long-term memory of the vocabulary, which is very useful when they encounter similar words in subsequent readings. This repetition strengthens their understanding of the text they are reading and allows them to better understand the main ideas and details in longer, more complex texts. Through this strategy, they can more easily identify text structure, main ideas, and details that support their overall understanding.[72] By using these strategies, students not only comprehend texts more effectively but also develop the ability to read more critically. They are able to see connections between the information presented and understand complex ideas in greater depth. This increased comprehension creates a strong foundation for them to continue developing their extensive reading in the future, both in academic and non-academic contexts. The importance of metacognitive strategies in comprehending text. Students being aware of their reading process and using strategies such as comprehension monitoring can improve their ability to comprehend texts better.[73]

Furthermore, in this research, the learning strategies that EFL students applied in extensive reading activities had a significant influence on the fourth english student's understanding of grammar. Extensive reading, which involves reading multiple texts with the aim of general comprehension, not only aims to improve extensive reading but also enriches students' grammar comprehension.[74] Extensive reading also allows students to be exposed to repeated use of grammar in different contexts. Through repeated practice, students can strengthen their understanding of grammatical structures. Research shows that consistent exposure to different tenses and new vocabulary contributes to the development of grammatical understanding. In addition, by taking note of new vocabulary and arranging them in sentences, students can learn how to use the words in the correct context while understanding the accompanying grammar rules. With a better understanding of grammar, students can not only read more fluently but can also express themselves more confidently and accurately in English.[75]

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[72] "*The Cognitive Vocabulary Approach to Word Learning* | Request PDF."

[73] Peter Afflerbach, P. David Pearson, and Scott G. Paris, "*Clarifying Differences Between Reading Skills and Reading Strategies,*" *The Reading Teacher* 61, no. 5 (2008): 364–73, https://doi.org/10.1598/RT.61.5.1.

[74] "*5 Manfaat Membaca Untuk Pembelajar Bahasa Inggris.*"

[75] Dongbo Zhang, "*Vocabulary and Grammar Knowledge in Second Language Reading Comprehension: A Structural Equation Modeling Study,*" 2012.

Research by Jiren Liu and Jianying Zhang revealed that consistent exposure to diverse texts through extensive reading can help EFL students strengthen their understanding of grammar. This research shows that repeated practice in the context of reading provides opportunities for students to understand grammar rules related to the new vocabulary they are learning.[76]

In this research, the effect of learning strategies on EFL students' reading ability showed that the third english students became more focused while reading and their attention was not easily distracted. Becoming more focused while reading.[77] When students read, their ability to focus on the text directly affects their comprehension. Using strategies such as repeated reading and taking notes on new vocabulary shows an increased ability to focus while reading. Through note-taking activities, students not only record new words but are also actively involved in the learning process. When they re-read, their attention is focused on the relevant text, so they are better able to understand the overall meaning of the reading. They are not just reading to complete a task but are also engaged in the active process of understanding meaning. Overall, the learning strategies that students apply also have an impact on their ability to keep their attention from being easily distracted while reading. By creating a structured reading plan, the organization of time and study environment contributes to students' ability to maintain better attention. For example, students who use sticky notes to mark pages or set alarms for specific reading sessions will have a routine that helps them stay in the focus zone.[78] A structured arrangement of the study environment not only reduces distractions but also creates space for students to concentrate on the reading. By minimizing external distractions, students are able to focus their attention on the reading material, thereby improving learning efficiency.[79] Thus, increased focus and attention that is not easily distracted are two crucial elements in learning strategies in extensive reading. When students are able to

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[76] Jiren Liu and Jianying Zhang, "*The Effects of Extensive Reading on English Vocabulary Learning: A Meta-Analysis*," *English Language Teaching* 11, no. 6 (2018): 1–15.

[77] "*The Importance of Independent Reading for Students*."

[78] "*Er-Central*," Extensive Reading Central, accessed March 13, 2024, https://www.er-central.com/.

[79] Timothy J. Nokes-Malach, J. Elizabeth Richey, and Soniya Gadgil, *"When Is It Better to Learn Together? Insights from Research on Collaborative Learning*," *Educational Psychology Review* 27, no. 4 (December 1, 2015): 645–56, https://doi.org/10.1007/s10648-015-9312-8.

manage their attention and actively engage with the text, the result is a more productive and meaningful reading experience. In this way, they can develop extensive reading that will not only help them in the academic environment but also in their daily lives.[80]

Overall, the application of varied learning strategies by EFL students had a significant positive influence on their extensive reading. The learning strategies applied are cognitive, metacognitive, and compensatory strategies. It has a positive impact on extensive reading as perceived by the students. The effectiveness of learning strategies includes increased vocabulary, increased reading fluency, increased reading comprehension, and more understanding of grammar. Students' attention and focus in reading become organized. These strategies enable students to become more independent, reflective, and critical readers.

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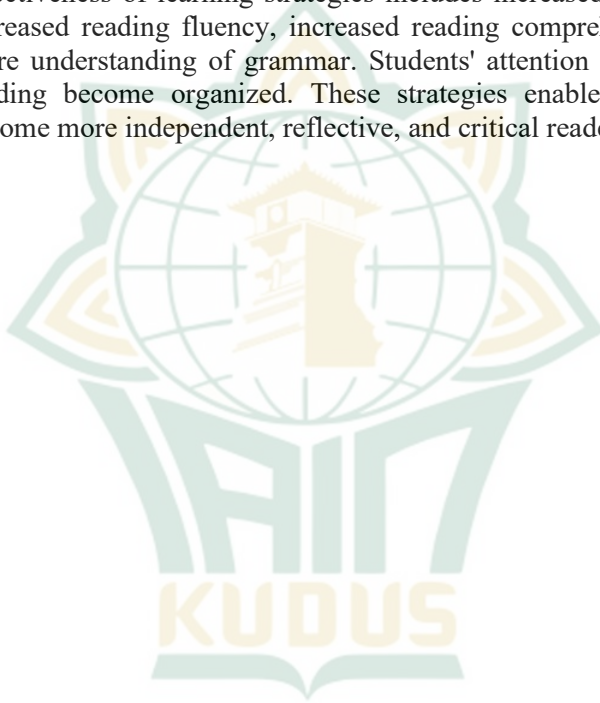
[80] "*15 Strategies for Managing Attention Problems | Reading Rockets*," accessed October 24, 2024, https://www.readingrockets.org/topics/classroom-management/articles/15-strategies-managing-attention-problems.