Exploring Students' Learning Strategies in Extensive Reading Activity through Narrative Inquiry

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Article Info	ABSTRACT
	This study focused on students' learning strategies and extensive reading experience, as well as the varied tactics and disparities between them. In this study, the narrative inquiry method was applied. We polled ten active university students from a variety of disciplines and faculties. While conducting the intensive reading tasks, the researchers asked the respondents a few questions and asked them to discuss their experiences. The students were also interviewed over the phone by the researchers. The researchers chose the responders at random, without considering their major, knowledge, or other factors. Based on the findings, we can deduce that each student has similar challenges and employs a similar learning technique. The majority of them use online dictionaries to look up the definitions of new words.

Introduction

For campus-based students, the importance of learning strategy in academic success has been extensively researched (Neroni et al., 2019). It is a move done by a number of pupils from varied backgrounds in order to better the learning process (Shi, 2017). Learning strategies are highly important in today's world for students from all walks of life because students in the learning process sometimes do not know where they are going. The goal of mastering content is sometimes unsuccessful for pupils who have not acquired some of the fundamental academic abilities. Many students with learning problems, as well as students with learning impairments, have learnt and applied specialized learning strategies in response to these obstacles or problems, allowing them to be successful in all aspects of the learning process, despite their lack of knowledge and skills. Students' efficacy and independent learning processes can both benefit from strategy training, as can learners' willingness to take responsibility for their own learning (Shi, 2017). Learning methods have been shown to be a key component of effective classroom learning (Dumford, Cogswell and Miller, 2016). In general, this study found that using learning strategies can help students perform better in inclusive contexts or on assigned tasks.

Readers with good reading skills and talents will be able to absorb a variety of information and knowledge that will be beneficial to their lives (Galih Susani, 2018). This study focuses on the vast reading experience of students. Students' attitudes and opinions of

Extensive Reading are generally good (Ng, Renandya and Chong, 2019). To present, research on extensive reading has demonstrated that learning to read extensively can help students to improve their reading skills (Nakanishi, 2015). The more students read, the more they will be able to acquire the language and improve their language skills (Delfi and Yamat, 2017). Extensive Reading is a way of looking at reading in a foreign language. When students conduct prolonged reading, they choose books that are simple and enjoyable to read in order to improve their fluency and speed. Students who read a lot develop a reading habit and learn how to analyze texts in terms of syntax, vocabulary, and phrases. When the related lesson is shorter, extensive reading may perform better in supporting pupils in learning vocabulary (Liu and Zhang, 2018). In general, Extensive Reading can assist students in memorizing a large amount of terminology that they have never encountered before. Many students struggle with extensive reading for a variety of reasons, including forgetting some of the principles and benefits of extensive reading, not knowing how to apply extensive reading practices, and still finding it difficult to enjoy and gain information from their reading materials, whether fiction or nonfiction (Martina, Syafryadin and Utama, 2020).

It is possible to increase students' learning, including reading comprehension, by applying learning strategies in an extensive reading course (Yang, 2016). Students must employ suitable learning strategies in order to learn to read extensively. Individual differences have been recognized as one of the elements influencing the development and application of reading comprehension learning strategies (Yang, 2016). What about doing a lot of reading? Students are influenced by their vast reading to select book genres based on their individual interests. The purpose of this study is to examine students' learning processes in advanced reading classes. This page tries to answer some of the following questions:
1. What are the students' learning strategies that they apply in the extensive reading course?
2. How are learning strategies impacting their English reading skills?

Method

In this study, we use a qualitative method to analyze it, specifically narrative inquiry. Narrative inquiry is a way of acquiring information for research purposes by having an interviewee narrate their story. The researcher or writer uses narrative inquiry to create a narrative of the experience shared by the research object. The desire or intention for a more holistic study of the chosen phenomenon, such as the depth and breadth of the phenomenon, is the research purpose of narrative inquiry (Lindsay and Schwind, 2016). In qualitative research, narrative inquiry can take many forms, including interviews, curriculum vitae, stories, notebooks, pictures, and more. We employed the interviewbased narrative inquiry method in this study. The dominantly inherited understanding of subjectivity is challenged by this Narrative

Inquiry (O' Grady, Clandinin and O' Toole, 2018). We use narrative inquiry because it has the potential to disclose a unique and rare perspective as well as a deeper grasp of a research topic. We analyze and examine the experiences of our objects through collaboration between researchers and participants, over time, in a place or set of places, and in social interactions with the environment in narrative inquiry or narrative research.

The information was gathered through ten distinct interviews that lasted between ten and twenty-five minutes each. Because of the covid19 pandemic, all of the interviews were conducted over the phone. We employed semistructured interviews to acquire data from our respondents. In this study, the participants were active university students who enjoyed

reading English novels. These people were chosen at random. We conducted the interviews in

Indonesian, which is the native language of both the interviewer and the respondents. As a result, both the interviewer and the respondents felt at ease with the language. All types of interviews are recorded and transcribed by the interviewer.

Results and Discussion

Our first respondent who uses the code A01 as a substitute for his real name admits that he likes classic English novels. He shared his experience of how he managed to spend time doing extensive reading when he was in a calm mood. He has read more than ten novels in the English language, for example, the Harry Potter series, The Little Prince, and Animal Farm. He said that he used a common strategy used by many people, especially English learners.

> *"Sekali saya dapat kata yang unfamiliar, saya cari di sinonim antonim dan homonin katanya di google."*

From this, we can see that he uses technology as a tool to find the meaning of unfamiliar words that he found in the book. This is necessary for the teacher's job, and it can also help students learn (Ahmadi, 2018).

Our second respondent who uses the code A02 as a substitute for her real name admits that she likes classic English novels and autobiography books. She also claims that she enjoys reading horror and thrillers since they are more entertaining and demanding. She used to read in her room since she believed it was a peaceful environment. She would also endeavor to complete the novel she was reading in one day. While reading, she does not have a set time. She occasionally suggests a novel or another book to her friends after she has finished it. She also admitted that she found it difficult to read novels with literary qualities that she did not comprehend.

> *"Biasanya ya kalo misalnya kalo saya pas lagi baca trus nemu bener-bener kata yang asing banget itu bakal saya catet jadi emang punya satu catetan khusus gitu dari dulu dan itu tuh nanti bakal saya cari jadi artinya atau kalau emang saya masi bisa di raba, saya bisa nyari arti tersebut itu dari konteks sebelumnya jadi ya yaudah saya gaakan nyari."*

She claims to apply the approach of taking notes and seeking up the definitions of words she does not understand. One of the most useful talents for people in both academic and non-academic sectors is note-taking. Because students, on the other hand, do not always possess this type of note-taking activity when they arrive on campus or learn through trial-and-error during their schooling (van der Meer, 2012). However, if she can still guess the word from the prior context, she will attempt to comprehend it without checking up the definition.

> *"Udah pasti kalau denger lagu karena gatau kenapa saya kalau belajar atau baca novel itu, denger lagu bakal malah makin fokus."*

She used to listen to music while reading novels or books to help her focus on what she was reading. Reading English books, she claims, can help her improve her English skills by increasing her vocabulary and preventing her from becoming confused when starting a conversation in English with people.

In our third interview with respondent A03 as a substitute for his real name, we can conclude that novels and comics are his favorite type of books. He enjoys reading action, mystery, and thriller novels because he wants to imagine himself in those scenarios. He used

to read while listening to music in a quiet area. He frequently reads a book before going to bed or in his spare time to divide his time. He also mentioned that he enjoys conversing with fellow novel or comic book fans on social media. He set a goal for himself while doing considerable reading: to make acquaintances with similar interests. His biggest challenge with extended reading is deciding which books he wants to read and deciphering the meaning of the words he encounters.

> *"Biasanya sih saya tuh mencari yang penerbitnya atau penulisnya sama. Kayak komik dari marvel contohnya ya saya bakal cari marvel ya marvel aja gitu dan harry potter dari J.K Rowling itu biasanya dari J.K Rowling aja gitu. Trus kalo masalah yang kedua yang susah mencari kata yang pernah kita belajar di mata kuliah extensive reading itu tentang membaca kalimat sebelumnya paragraf itu tentang apa, mungkin itu aja sih sama mencari di internet."*

He will constantly be looking for books by the same author to read after learning the tactics he employed in the dialogue above. In addition, he searches the context of the paragraph for the meaning of words he does not comprehend. Another method is for him to use an online dictionary to search for unfamiliar vocabulary. The depth and breadth of one's vocabulary knowledge are important factors in making inferences and comprehending explicitly stated information (Cain and Oakhill, 2014). He received a beneficial effect from his considerable reading activities, which was that it piqued his interest in reading. While the negative impact was that he became less interested in reading books that contained knowledge because he was used to fantasy literature, the positive impact was that he grew more interested in reading books that contained knowledge.

For our fourth interview with respondent A04 as a substitute for his real name, he said that he likes to read comics and novels with action and mystery genres. He also claimed that he enjoys reading comic books because they have a lot of graphics. He read in a peaceful spot, usually his room, on a regular basis. He also mentioned that he and his friends used to talk about the characters in the novel after he read it.

> *"Kesulitannya paling kalau ada beberapa kata yang belum saya ngerti sama kesulitan buat nentuin moodnya aja sih, moodnya mood swing jadi kadang mau baca kadang gamau."*

We can deduct from the preceding response that he struggles to comprehend unusual words in the reading materials he reads. He also claims that deciding when to read is difficult because it is dependent on his mood.

> *"Strategi belajar saya sih juga saya paksain buat baca minimal lima halaman gitu sama nentuin waktu untuk bacanya sih biar biasa terbiasa membaca."*

He tries to force himself to read at least five pages per day as a learning approach. As a result, he will be able to develop his learning habit. While engaging in substantial reading activities, he can expand his vocabulary. The learner will get a big amount of vocabulary words, which should encourage them to read widely for similar benefits (Alsaif and Masrai, 2019). Reading is also a source of enjoyment for him.

In fifth interview with respondent A05 as a substitute for her real name, she states that she like novels with comedy and history genres because she thinks it can be useful for her. She can do extensive reading anywhere, such as in public places for example in the waiting room. She does not have a specific time to read but usually she does it in about four hours.

> *"Ya paling sih buat yang word nya kurang familiar gitu cuman itu kan artinya bisa di cari, di underline. Jadi biasanya ini kalo di novel kan ada kata-kata yang belum kita familiar gitu kan, nah abis itu biasanya kita sediain highlighter gitu kayak stabilo abis itu kita cari artinya setelah itu ditulis di sampingnya gitu."*

> *"Cari artinya di kamus sih, di online kamus gitu."*

For the challenges she encountered, she will use a highlighter to underline the term and write it down so she can look it up in an online dictionary. She then scribbles the definition of the word on the book's side. According to her, substantial reading activities can help students enhance their English language skills, including grammar, writing, and vocabulary. This type of impact had previously been investigated, and it was discovered that reading strategies have a significant impact on students' skills (Pourhosein Gilakjani and Sabouri, 2016)

In this sixth interview with respondent A06 as a substitute for her real name, she stated that she enjoys reading books, particularly fantasy works such as the Harry Potter series. She used to do a lot of reading in a quiet place to avoid being bothered. Weekends and in her spare time are the most often times that she reads.

> *"Soalnya kalo extensive reading aku tuh di suruh bikin reading reportnya jadi menuangkan isinya ke dalam writing gitu agak sulit."*

She previously stated that her instructor assigned her a weekly reading report and that she struggled to explain her reading results in written form as a result of this. She follows the learning strategy of completing other tasks first, then engaging in extensive reading activities so that she can grasp the concept of extensive reading, which is reading for pleasure, because reading for pleasure is an important reading activity for students like her (Maharsi, Ghali and Maulani, 2019). Her strategy is to learn new words that she has never heard before. The feeling she gets when she discovers new words and can put them together into a phrase.

In this seventh interview with respondent A07 as a substitute for her real name, she said that she likes to read romance and slice of life novels. She also told us about some of the challenges she faces when performing extensive reading, such as finding the correct book to read and maintaining her enthusiasm in reading. She attempts to read one book per week as part of her learning plan. She stated that her study environment is a calm, sound-free area, such as in her bedroom or library. When she has leisure time or is on vacation, she reads.

> *"Dampak positifnya sih karena novelnya sebagian Bahasa Inggris yang dibaca jadi bisa nemu kata-kata baru. Kalau dampak negatifnya lebih terobsesi dengan genre itu-itu aja jadi pas baca buku tentang ilmu pengetahuan atau autobiografi misalnya jadi gaterlalu minat."*

According to her response, one of the benefits of extensive reading for her was discovering new words that she was unfamiliar with (Cahyono and Widiati, 2015). She also states that the goal of vocabulary instruction is for her to understand the meaning of unknown terms, which she may do through extensive reading. She is preoccupied with the popular genre she's already read, which has a detrimental impact. As a result, she has little interest in reading scientific or autobiography books.

The eighth interview with respondent A08 as a substitute for his real name, said that he likes to read English motivation books. The reason is he can get deep knowledge to become a better person in the future.

> *"Dalam setiap buku pasti ada kesulitan atau tantangan, misalnya saat kita tidak mengerti apa arti kata tersebut, terus bila menggunakan kalimat yang sangat formal itu juga membuat susah dipahami. Harus bener-bener memahami kata demi kata dan kalimat demi kalimat."*

He admitted that he struggles when he comes across unusual or too formal language.

> "Ya strategi saya dalam membaca buku adalah jika ada kata yang tidak saya mengerti, akan saya usahakan untuk mencari terlebih dahulu dan memahami kata demi kata, tapi kalau saya mempunyai waktu lebih untuk mencatat ulang di buku atau di tempat lain agar saya ingat Kembali ya saya akan melakukan itu juga tapi sejauh ini saya hanya misalnya ada satu kata yang tidak mengerti ya saya cari kata tersebut artinya apa di google."

During extended reading, his learning approach consists of consulting Google for the definitions of unfamiliar words; mobile devices that use the internet are definitely suitable to serve as personal mentors (Bradley, 2015) However, when he has free time, he will put such phrases down in a book as a note or reminder for himself. He used to spend a lot of time reading in his bedroom because it's where he feels most at ease. He normally reads a lot before sleep during his reading time. On the other hand, he can spend more time reading on the weekends; he used to spend an hour or more when he read extensively. He doesn't have any goals or plans right now, but he has in the past set a goal of finishing one book per week.

In this interview with respondent A09 as a substitute for her real name, she states that she likes to read English motivation books and some novels with romance and fantasy genres. The challenge she faces while performing substantial reading is that she is always encountering new words that she does not fully comprehend. When she comes across an unknown term in a sentence, she will try to read the next sentence first, because the meaning of the unfamiliar word will normally be given in the next sentence. However, if she can no longer understand an unfamiliar word, she will quickly look it up on the internet, but only for the word she does not understand, not the entire sentence. She requires a peaceful and conducive reading atmosphere, such as when she is at home or on the train, and she also has flexible reading periods and durations, which are adjusted to her physical condition due to her eye condition. When questioned about discussing with friends, she said she was an individualist, but that if she enjoyed a reading, she would record it and transmit it to a buddy via WhatsApp, where an argument would ensue.

> "Wah itu mah berdampak banget, jangan dibilang lagi dampak positif kemarin aja aku sidang, itu yang menyelamatkan aku untuk menjawab pertanyaan dosen itu karena buku-buku yang aku baca. Karena yang mereka lontarkan itu pertanyaannya bukan dari laporan yang kita tulis tapi dari pengalaman kita gitu loh."

She claims that the books she has already read have had a favorable impact on her. According to her experience, the knowledge she gained from those books helped her pass her trial report testing on campus. She also stated that the best way to develop a reading habit is to do a lot of reading. You can begin by deciding on your favorite book or genre.

The last interview in this research was conducted with respondent A10 which is as a substitute for her real name. She enjoys self-help books and novels, particularly those with a fantasy or romance theme. During the extensive reading session, she used to jot down strange terms. According to (Bahrami and Nosratzadeh, 2017) when pupils write and think at the same time, they are more likely to recover from information. She also prepares her smartphone to look up the definitions of such terms. She keeps a separate note with the unusual terminology she encounters, which she reads when she has free time in order to expand her vocabulary. Her bedroom became the finest spot for her to read for long periods of time. She frequently spends her time reading before going to sleep or when she wakes up. She develops a list of books she wants to read and plans to read them all in a year.

> "Dampak positif dari segi pengetahuan bahasanya. Kalau itu mungkin lebih ke ini sih apa namanya ya, tadi itu kan katanya kosakata bahasa inggrisnya nambah terus dari segi budaya juga

> *sih, sastra inggrisnya dapet, gaya bahasanya juga. Sejauh ini sih saya gapernah ngerasain ya, tak pernah terobsesi sama tokoh-tokoh."*

From the answer above we can see that the positive impact for her is she gains a lot of new vocabularies and also, she can enjoy the literary touch from those books. She does not have a negative impact from learning strategy that she uses while doing extensive reading.

Conclusion

Based on the results, we can conclude that the learning tactics they employ are extremely effective. On the other hand, some of them suffer negative consequences as a result of their extensive reading learning practices, such as becoming infatuated with one of the characters in the novel or comic they are reading. Another effect is that kids grow sluggish and uninterested in reading theories and science books because they are accustomed to reading fantasy books such as novels, comics, and other forms of fiction. Because of the pandemic of covid-19, we were unable to contact respondents face to face for this investigation. The number of people we polled was relatively tiny. We believe that future research should delve deeper into the scores and outcomes of students' classroom studies, as well as their application of the influence of intensive reading activity. We encourage the next researcher to compare students who learnt extensive reading using methods to students who did not learn extensive reading using strategies, as well as the results of those who learned to use strategies versus those who did not learn to use techniques.

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