Learning Strategies Used by English Students in Coping with Extensive Reading Assignments: A Mixed Method Approach

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Abstrak

This study examines the learning strategies used by fourth-semester English students at the Faculty of Teacher Training and Education, University of Mataram, in coping with extensive reading assignments. Students face with too much materials and experience cognitive overload that makes them hard to process and remember what they have read. To address these issues, this research aimed to identify the specific strategies students use and evaluate their effectiveness in enhancing reading comprehension. A mixed-methods approach was applied, combining quantitative data from reading comprehension tests with qualitative data from interviews and observations. Forty students participated, representing varying proficiency levels. Descriptive statistics showed that students performed best in identifying main ideas (82%) and factual information (80%) but struggled with drawing conclusions (55%) and understanding vocabulary (60%). Thematic analysis of interviews showed that students commonly applied cognitive strategies such as note-taking, highlighting, summarizing, and mapping, along with metacognitive strategies including planning and time management. Quantitative data showed that students who tend to get high scores on reading comprehension tests use cognitive strategies, this is aligned with qualitative data from interviews and observations which explain that they use cognitive strategies to understand the text in depth. The results indicate that although students are proficient in lower-order strategies, they struggle with higher-order thinking abilities like evaluation and inference. In order to improve overall comprehension, the study emphasizes the important of teaching that focused on vocabulary development and critical reading. This study concludes that students' independence, confidence, and performance in English reading tasks can be improved by incorporating explicit strategy training into comprehensive reading tasks. It contributes to the existing body of knowledge on language learning strategies, particularly in the context of extensive reading assignments in higher education.

Keywords: Extensive Reading, Learning Strategy, Mix-Method Study, Reading Comprehension, University of Mataram

INTRODUCTION

For students working to build their reading skill, extensive reading has become the word. Day and Bamford (2002) defined the method as reading many texts at a level below one's minimal competence in order to create true fluency and understanding. Students should not focus on complete detail analysis but focus on reading comprehension to understand the main ideas. Through this approach, students should read as much as possible while selecting materials that suit their personal interests (Renandya & Jacobs, 2016). Department of English and Teacher Education, Mataram University Faculty of Training, makes extensive reading a compulsory course in English. The purpose is to help students develop good reading habits learn a number of different topics and read more smoothly. Students are required to read all kinds of English reading materials such as short stories, adapted books and novels.

They are also given homework to check on their comprehension and progress. But many of these assignments are still difficult for most students to complete successfully (Heidari et al., 2022; Carrell & Grabe, 2019). While extensive reading is recognized as an effective approach to develop reading skills, there is limited knowledge about the specific learning strategies students use to manage the challenges it presents (such as difficult vocabulary, unfamiliar cultural contexts, and long reading materials).

For those who are learning a foreign language, English in particular, a good hold on reading is essential. Reading is more than knowing statistically the words on a page. It involves understanding meaning, analyzing ideas, and connecting information into one's stock of knowledge. They help students simplify and break down difficult material into smaller, more manageable parts (Sukardi, 2017). Reading is an important skill at the high level since students are required to study academic texts, research articles, and textbooks in English (Carrell & Grabe, 2019; Renandya & Jacobs, 2016). Barrot (2018) claims that students who are good at reading will likely expert all other subjects in turn generation after level. The foreign language status of English in Indonesia leads students to encounter English only during their academic studies. The development of their English reading skills stands as a vital factor for their academic progress. The ability to read academic texts in English for students also means that they can gain access to global knowledge and succeed in their studies and career (Taguchi et al., 2020). However, reading in a foreign language such as English becomes very difficult for Indonesian students, most of all when they confront long complex texts (Carrell & Grabe, 2019; Heidari et al., 2022).

The large volume of English text is one of a challenge for students and many students struggle with reading outside of class because they rarely find English in their daily lives (Renandya & Jacobs, 2016). Students become fatigued and demotivated when reading unnecessary material or encountering texts containing advanced vocabulary (Carrell & Grabe, 2019). The brain reaches a point where it cannot process or store information efficiently when students read too much material. That leads to feeling miserable and puts people off reading. According to Carrell and Grabe (2019), the complexity of academic texts, unknown words that are used in long sentences and paragraphs can present challenges to foreign language learners in their reading comprehension. For a lot of Indonesian students this problem is compounded by the fact that they were not subject to substantial English-language reading materials at earlier stages of education. Therefore, teachers and lecturers should give appropriate assistance to help their students move above these difficulties (Wenden, 2022).

Another problem in extensive reading is cultural differences and limited background knowledge. Reading comprehension requires students to identify words and phrases and establish meaningful relationships between these words. Students who lack understanding of cultural backgrounds and text contexts will experience restricted comprehension. The majority of English texts in Indonesia contain references to national song traditions and cultural values and historical events which many students lack knowledge about. Lack in cultural understanding often prevents students from fully participating in reading. For example, when reading about Western Christmas practices or school life students will not immediately understand the referent or attitude contained in text. This creates difficulty when reading and makes it also less meaningful than otherwise it would be. Accordingly, students need to build their background knowledge and to link what they learn with their own

experiences. Teachers can help by giving cultural context before reading, or choosing materials that are known to readers. Students often struggle with limited exposure to English and complex academic texts, yet the specific ways they cope with these challenges have not been thoroughly explored. Previous studies (e.g., Hamra & Syatriana, 2015; Renandya & Jacobs, 2016) mainly discuss the benefits of extensive reading but not the process; how students manage difficulties, organize their reading, or select strategies. This study aimed are to find out whether the strategies students use affect their reading comprehension in terms of finding the main idea, factual information, relevant information, vocabulary comprehension, reference, and conclusion and also identify the most effective learning strategies that the fourth semester of English students use to cope with extensive reading assignments.

Studies of language learning strategies have discovered that if students use the strategies informed by those findings, it could really help them succeed (Oxford, 1990; Heidari et al., 2022). This can be seen in reading material comprehension: students who use cognitive strategies such as abstracting, predicting or organizing data tend always to have better understood it (Oxford, 1990; Wenden, 2022). Similarly, those who employ metacognitive strategies–for example predicting what they will read next or testing their own understanding–always achieve higher grades in exams, also, social and affective strategies work too (Oxford, 1990). These help students to stay on a sound basis, but more important, they keep the learner going. For example, by talking over difficult texts with classmates or otherwise encouraging a positive attitude towards reading students can actually render the process of learning pleasurable. Nevertheless, little if any such studies have been conducted on how these strategies are actually used in Indonesia (Renandya & Jacobs, 2016; Heidari et al., 2022). Most reports merely offer readers the results of extensive reading—during which vocabulary is improved, reading speed is increased—and do not explain how students achieved these things (Heidari et al., 2022). Consequently, a further study is called for one which would reveal what exactly students feel they need in order to get through extensive reading sessions with some success.

The previous research has shown that extensive reading represents a benefit in vocabulary acquisition, comprehension and reading fluency, but those studies seldom talk about how learners tackle the problems raised by extensive reading (Taguchi et al., 2020; Renandya & Jacobs, 2016). Researchers like Taguchi et al, (2020) discovered that extensive reading can help students acquire large amounts of vocabulary without them knowing it. Previous research has mostly focused on students' reading comprehension levels, but not much has been done to identify which learning strategies are the most effective for improving their reading skills (Pratiwi et al, 2022; Harimurti et al, 2025). Their reading speed is also much improved. But they concentrated on results rather than processes. In the context of EFL in Indonesia, Renandya and Jacobs (2016) pointed out that Indonesian students at local universities frequently have a duplicate set of problems, namely a lack of resources, scant exposure and inadequate training in strategies. This could well be a reason for considering what strategies students are already using, where they are faltering and how teachers can offer more effective help (Wenden, 2022). Therefore, extensive reading programs could become still more effective and suitable for genuine needs of the students. Some students like to make up new words in their native language, while others will guess at the meaning from the context. Some depend on notetaking or summarizing, yet others enjoy discussing with groups. These differences show clearly that there is no

one 'best' method for everyone. In this relation, Wenden (2022) argued that understanding why students choose certain strategies can help teachers accommodate individual differences in instruction. Factors like student language proficiency, learning experiences and attitudes to English will all influence the strategies they use. Then, one aspect of research into students' strategies becomes precisely how students go about learning, as it should provide teachers with more specific means for helping them. Given all these considerations, the present study sets out to inquire about reading strategies employed by fourth-semester students of English Language at the Teacher Examination and Training College, Mataram University.

METHOD

This study employed a mixed -method approach. In order to have a holistic view about the reading strategies among English language learners when they are struggling with reading questions, a mixed-method study has been adopted. It provides not just measurable results but also the kind of insights about student learning that only qualitative data can provide, making for some nice synergy in quantitative and qualitative approaches. The quantitative data provides information on student achievement in reading comprehension, and the qualitative data informs readers about the individual ways that all of these students achieved this success. This rationale was selected as reading comprehension behavior is a combination of cognitive lifting and emotional responsiveness that cannot simply be numerically graded.

According to Creswell and Plano Clark (2018), mixed methods provide a comprehensive approach to distinct and complex educational problems by triangulating one dataset with another. Qualitative narratives were also combined with test result analyses in this study to give a more comprehensive interpretation. The quantitative part recognized trends and patterns in the comprehension levels and the qualitative perspective elaborated how students reached the results or why they experienced difficulties with them. a case study design was applied to allow the researcher to examine the phenomenon within its real-life context (Yin, 2018). Mixed methods integration in reading strategy research can be seen in Figure 1
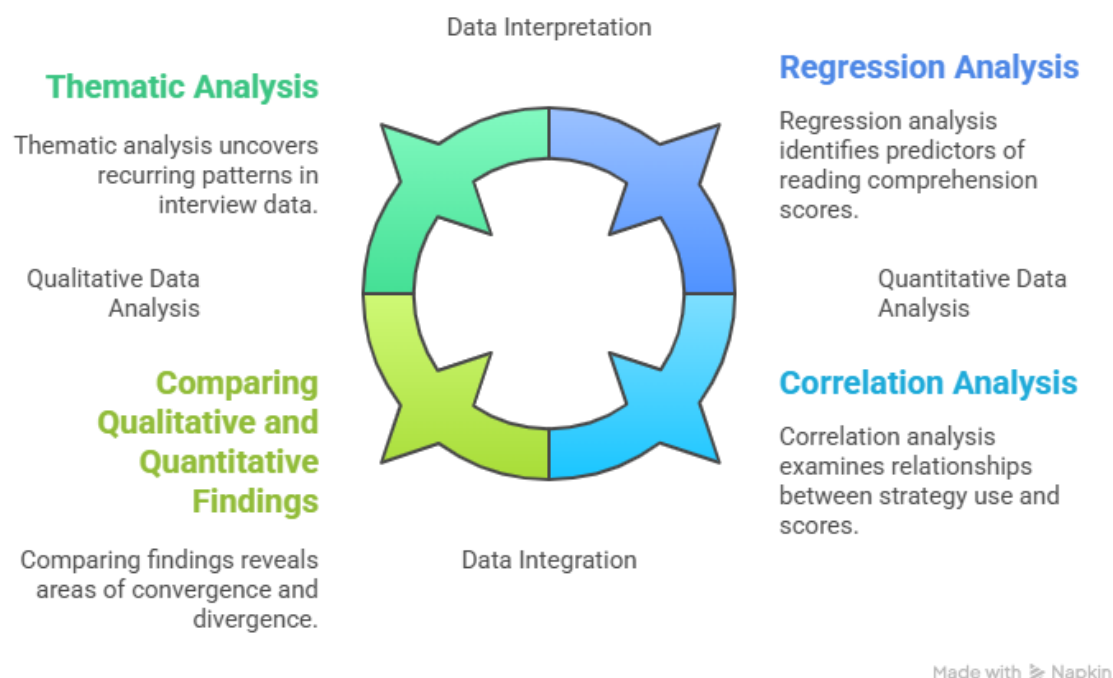
Figure 1. Mixed Methods Integration in Reading Strategy Research

The research was held in the Department of English, Faculty of Teacher Education and Training, Mataram University, with the context of this research which was a compulsory course called Extensive Reading taken by English study program students. The setting selected is an authentic one where students regularly read English passages, complete reading assignments, etc. If the goal of the English department (or the bulge class curriculum) is reading fluency and comprehension — which it should be — then this department provides a natural and ideal arena for exploratory work with reading strategies. Mataram University condenses different background of students based on nationalities which comprises of diversity of language, culture, and education, lead to various experiences. Such diversity in the informants would enable varied perspectives from the informants on students coping with large-scale reading. Also, the university context enables an easy accessibility for mass data collection, as researchers are able to carry out tests, interviews, and naturalistic observations in the classrooms of the students.

The subjects were forty students of the fourth semester English major who took the Extensive Reading class in the 2024/2025 academic year in University of Mataram. Based on purposive sampling method, these students were chosen as they possessed direct experience in carrying out extensive reading. The sample, comprising male and female students from two parallel classes (A and B), was equal in ability level. This is particularly important in the context of this study, where the participants come from diverse linguistic and cultural backgrounds (Sukardi, 2017). As Patton states (2015) purposive sampling enables the researcher to purposively select those individuals from who information rich from those with whom the information is relevant to the focus of the research. two of these students were labelled high, two medium, and two low achievers, which provided a wide range of performance to examine differences in strategy use. Participants were given a quantitative test, and six interviewees were

chosen according to their reading comprehension results. The selection of students for interviews and observations is indicated based on the results of the reading comprehension test, students are categorized into 3 parts, namely high achievers, medium achievers, and low achiever students, then students are selected based on the highest score from the limit score. This diverse sample of participant perspectives was balanced against the necessity of keeping the sample size large enough to allow for meaningful analysis. A sufficient number of responders enable the identification of trends, both on numeric and thematic data. Since they all enrolled in a course of extensive reading, they also had authentic experiences to talk about.

Data collection method integrates three primary techniques tests, interviews and observations. The reading comprehension assessment may have forty questions based on all these indicators: main idea, factual information, relevant details, and vocabulary in context, reference, and conclusion. These indicators are aligned to levels C2 to C6 of Bloom's revised taxonomy, which reflects higher-order understanding versus recall. The assessment provides students with numerical results about their reading abilities and their ability to handle various types of information. The test was adapted from validated reading comprehension models (Grabe & Stoller, 2019) and reviewed by two experts for content validity. Reliability was confirmed through Cronbach's Alpha ($\alpha = 0.82$), indicating high internal consistency. Six students from different achievement levels participated in post-test semi-structured interviews. The interviews assessed students about their reading experiences and their reading-related difficulties and their reading strategies. The first set of questions served as open-ended prompts to help participants share concrete examples about their reading tasks and their struggles with reading challenges including challenging vocabulary and time constraints and low motivation. The researcher observed students to document their note-taking practices and highlighting methods and their digital tool usage including Google Translate. Researchers conducted classroom observations to complement interview findings and collect real-time patterns of behavior. Data triangulation was used by applying different methods to strengthen the validity of the findings.

Questions related to the comprehension test are relatively easy to difficult using Bloom's taxonomy as the foundation of the questions, for example: researchers take a text excerpt from one of the materials that has been studied, namely "Fire on the Mountain", and create five questions according to Bloom's taxonomy, namely from C2-C6. The questions are multiple choice, namely 1) What is the main theme of Fire on the Mountain?, 2) Which of the following best illustrates the cause of the fire's rapid spread?, 3) What can be inferred about the townspeople's attitude after the fire?, 4) If you were to adapt this story into a short film, which scene would best introduce the mood?, 5) Which statement best applies the lesson of the story to real-life environmental management?. The instrument guide for interview consists of 3 parts, namely opening, core, and follow up questions, the core questions are about challenges, specific strategies, how to deal with unfamiliar vocabulary, do students usually summarize the text, take notes, or highlight important information, do students make reading plans (like setting targets per day), how do students monitor their progress, Have you ever discussed the texts with peers or lecturers? What was the benefit?, Do you feel your strategy helps you understand the main idea and

supporting details?, Which learning strategy do you think is most effective for you? Why? Have you changed your strategies over time? If yes, how and why?. Therefore, the observation indicator consists of some, it form in checklist such as; Student highlights/underlines or takes notes during reading, Student summarizes texts (verbally or in written form), Student sets reading goals or tracks their reading, Student re-reads difficult sections or adjusts pace, Student discusses the reading with peers, Student asks questions to lecturers, Student expresses emotions (frustration, motivation), Student focuses on reading during class, Student refers to dictionary/tools to support understanding, Student explains the main idea or key information confidently.

Data analysis consists of quantitative processes and qualitative processes, and they occur in complementary phases. There are three mainn types of descriptive statistic; distribution, measures of central tendency, and measure of variability (Bhandari, 2023). While the descriptive statistics of reading comprehension tests (mean, median, mode, variance and standard deviation) were described which are also viewed as quantitative data. These measurements bring together information about overall performance and point out the difference between the very best, middle and low achieving students. On the other hand, the analysis of qualitative data obtained from interviews and observations is thematic analysis). This process includes transcribing interviews, coding significant statements and arranging them into themes that typify patterns of strategy use. It provides an integrated view of the two types of data numbers give the outcomes; narratives describe the learning behavior behind the numbers. Top highlights of thematic analysis illustrated the most common employment of cognitive, metacognitive, affective, and social strategies among students. The three data sets—tests, interviews conducted and observations—triangulated with each other, thus enhancing the validity and yielding a rather holistic view of students engage in extensive reading.

RESULT AND DISCUSSION

This study yields results that are presented in two separate sections, focusing first on a statistical analysis of student comprehension scores and then through thematic analysis to identify strategies that emerged through interviews and observations. Together the two data sources were analysed to provide an overall picture of student behaviour in relation to their extensive reading. The quantitative data revealed performance patterns and general comprehension levels, while the qualitative findings elucidate how these are realized through specific cognitive, metacognitive, affective and social strategies. Triangulation allows one to verify the presence of similar trends but also the differences between participants experiences about the theme. In synthesis, these findings underscore the importance of strategy use, one of the most prominent factors that predict students' reading achievement. Undergraduates who employ multiple strategies obtain higher comprehension scores than students who make use of only one or two strategies. These findings are delineated below, with illustrative tables and direct student interview quotations.

The quantitative level of the research results are taken from a reading comprehension test, consisting of forty questions with six main indicators: main idea, factual information, appropriate information, vocabulary understanding, references, and conclusions. The data analysis presented descriptive statistics through Table 1 to show student achievement levels at three different performance levels.

Table 1. Distribution of Students' Reading Comprehension Scores

Level	Score Range	Number of Students	Percentage
High Achievers	85–100	15	37.5%
Medium Achievers	70–84	7	17.5%
Low Achievers	0–69	18	45%

As shown in the table 1, 45% of students are placed in the lowest achievement level, meaning that almost half of the cohort level tasks included in the rest of the participant. At the same time, fewer students (37.5) are scoring high, signalling that a narrower group has acquired strong reading skills. Moderate achievers have a moderate understanding level and make up the rest of the 17.5%. The distribution shows that while some students are reading this text very well, performance as a whole is tending toward the bottom half of the achievement levels. The inconsistency illustrates a divide in reading capabilities between students who have gone through the same educational fabric. This discrepancy could be a result of the ways that students read. Based on observation notes, it seems that students who take notes or highlight key phrases or write summary after reading tend to be more involved and retain more information. On the other hand, passive readers or readers who use translation tools rate lower in terms of engagement and again, reading speed. This trend is in line with the assumption on the contribution of learning strategies to large-scale reading performance.

Measures of central tendency and variability were also analyzed for the quantitative data to further describe the distribution of scores. The average was 70.06, the middle was 76.25, the data is bimodal (55 and 100). With a spread of 80 points for the score, the standard deviation was around 23, meaning that what the participants received in terms of results was widely dispersed. While many students performed exceptionally well as these statistics indicate, others suffered because they did not quite grasp the level of understanding expected of them. And the mean score is lower than the median score → this suggests a left-skewed distribution (high scores likely pulled the mean down). A handful of students appear to have performed very poorly, and this pattern is consistent with a lack of strategies or weak motivation. Our results show that individual differences, particularly interest in reading, time management, and exposure to English texts are significant variables that make a difference in human readings and authentic data confirms it. Studies indicate that successful students engage in frequent reading and maintain personal reading journals; on the other hand, unsuccessful students are characterized by procrastination and poor vocabulary. This parallels the perspective that consistent practice coupled with effective reading habits will result in better performance. This suggests that teaching students to implement structured strategies can close gaps in student performance.

Beyond global performance, there was more than one specific indicator of reading comprehension, which measured the skills involved in extensive reading that we sought study-related difference on. Student performance by these indicators is summarized in Table 2.

Table 2. Students' Reading Performance by Indicator

Indicator	Related Questions	Average Score (%)	Performance Level
Main Idea	Q1, Q6, Q11, Q16, Q20, Q21	82%	High
Factual Information	Q7, Q13, Q19, Q26, Q32, Q37	80%	High
Relevant Information	Q2, Q8, Q9, Q14, Q22, Q38	68%	Medium
Vocabulary Understanding	Q4, Q17, Q34, Q39	60%	Low
Reference	Q3, Q15, Q29, Q35	62%	Low–Medium
Conclusion	Q5, Q10, Q12, Q18, Q23–Q40	55%	Low

The Main Idea and Factual Information sections showed the highest performance levels at 82% and 80% respectively which indicates most students successfully identified basic and explicit content in the text. The first two indicators involve low-order understanding skills which are typically easier for EFL students to develop. In contrast, students achieved the lowest in Conclusion (55%), Vocabulary (60%), and References (62%), which are higher-order thinking categories that require inference, contextual guessing, and relational skills. The results imply that students have more comfort with literal comprehension than interpretive or analytical reading. This pattern replicates the levels of blooms taxonomy, where students show better comprehension and application but with persistence in analysing, evaluating, and create. This also means that the activities included in the extensive reading task should train students to understand the meaning under the surface. For instance, as one participant said in an interview: "*I can easily find the main idea, but when I guess the meaning of the author or infer, I am confused*" (ST16). It indicates an absence not of decoding or basic understanding, but of inferential comprehension skills, which ultimately hinders all higher-order reading tasks. So, a balanced reader should touch not only on fact-based understanding but on critical and creative interpretation.

These findings are also supported through an analysis of how students perform in relation to Bloom's taxonomy. Average performance at different cognitive levels is summarized in Table 3 below.

Table 3. Students' Performance by Bloom's Taxonomy Levels

Level of Bloom's Taxonomy	Related Questions	Average Score (%)
Understanding	Q1, Q6, Q11, Q16, Q21, Q26, Q31, Q34, Q39	82%
Applying	Q7, Q12, Q22, Q23, Q27, Q33	74%
Analyzing	Q2, Q8, Q13, Q18, Q23, Q35, Q38	67%
Evaluating	Q3, Q9, Q14, Q19, Q24, Q29, Q36	61%
Creating	Q4, Q5, Q10, Q15, Q20, Q25, Q28, Q30, Q40	56%

The results show students perform better in understanding tasks but their performance drops significantly when asked to create sentences which indicates they face challenges with higher-order thinking skills under increased cognitive demands. Students demonstrate strong abilities to remember facts and details yet they face challenges when required to compare and interpret and apply the information they read. The research results support Grabe and Stoller (2019) who discovered that EFL students excel at literal comprehension but struggle with complex tasks that require synthesis and evaluation. Several students during interviews expressed their restricted ability to evaluate the text content. In cases like this, one student stated *"when it says assess or evaluate in the question I never know how to respond because there is no right answer"* (ST24). These blows of limited exposure to the analytical reading practices in the schooling you did get. It was also noted during the observations, that students often highlighted entire sentences instead of the main idea of the whole paragraph. Such behavior signifies superficial understanding. In that sense, the inclusion of direct teaching of inference and assessment enables the students to move from literal to critical comprehension, a vital skill in an English-language academic setting.

The research included six student participants who demonstrated high and moderate and low achievement levels through interviews to provide deeper insights about their reading task experiences. The research included six participants who demonstrated high achievement and moderate achievement and low achievement levels (n = 6 total) to discuss their reading strategies and challenges. The vocabulary section stood out as the main difficulty that students encountered. Several students indicated that lack of familiarity with words impeded reading and comprehension. Such as the quote "*There are a lot of words I don't know, so I stop too often and disrupt my focus*" (ST9). Likewise, one of the participants stated that, "*Sometimes, I am unable to read any further as I am constantly checking Google Translate*" (ST13). A recurrent tendency of translating not just translates the source text but also interrupts the reading fluency and decreases the reading pleasure. The study supports Hamra and Syatriana (2015) who discovered that Indonesian EFL students faced vocabulary challenges because they lacked sufficient exposure to new words. High-achieving students handled unfamiliar words through note-taking and contextual guessing but low-achieving students mainly used translation tools to handle vocabulary difficulties. Evidence indicates that students who use dictionary assistance very occasionally tend to read more smoothly because they concentrate on meaning rather than word by word. You may lean towards this finding that efficient vocabulary strategies can be proven beneficial as they lessen cognitive load and hence facilitate reading fluency in general reading.

Culturally alien reading materials, which surfaced as one of the main challenges during the interviews. Others reported finding it tough to make sense of texts that included references to alien customs or any kind of situation. As one of the students said, For example, the stories sometimes introduce foreign cultures, for example Christmas or Western daily life, which we are foreign to (ST27). A second student similarly wrote that because, "*Some stores [stories] are not in our culture, it makes me be confused about what is going on*" (ST28). In these quotes, we can see the impact of cultural background knowledge on the reading comprehension process. Students who have never been exposed to a Western style of thought and expression will tend to have a very literal interpretation of the text, without so often realizing what is meant

by implication, or if a means of expression is culturally determined. This suggests that teachers need to set the stage before reading potential cultural gap experiences through discussions about the context of these stories. Furthermore, selecting extensive reading texts that combine local and international issues can contribute to making extensive reading more enjoyable and attainable. To read as if in someone else's place requires overcoming cultural distance; it would be insufficient to simply translate words.

The interview and observation data also suggested distinct patterns in strategy use, particularly for the top performing students. Tables were extensively used by them in the form of note-taking, the compiling of summaries, highlighting and concept maps (and other cognitive strategies). An example of a high-achieving student stating they organize the content after reading is — "*I make little summary of every chapter for my own remembering, whatever I read most probably I write down so later on the information will be clear on me*"(ST9) Another student mentioned that "*I highlight the main ideas and the new words, so when I review it is quicker to do so*" (ST27). These cognitive strategies aid students in organizing ideas, remembering information, and concentrating on important points when reading. Middle-performing students also utilize similar methods, although less consistently; first, low-performing Read More This confirms Oxford's (2017) claim that cognitive strategies lead to better comprehension since they involve active interaction with the text. Other studies learn that students who are summarizing or mind mapping are able to express concepts more easily in classroom discussions. In contrast, students without these kinds of strategies often experience confusion and have a hard time recalling the material. This is compelling evidence that cognitive strategies are underlying successful extensive reading with regards to comprehension and retention.

Apart from cognitive approaches, the students also employ metacognitive skills to regulate their reading. The most commonly used techniques are the time management and self-monitoring techniques. For instance, ST1 found reading uninteresting when he/she reads continuously and so his/her approach has developed as, "*I split my reading to multiple sections in order to complete it. [if not, one goes bored.]*" Another participant described: '*I fix a number of pages to read every day and I test my understanding after every chapter*' (ST24). These are intentional methods to self-reflect while reading. Metacognitive awareness enables students to control the reading speed and perceive comprehension disruption so that they reread or adjust their strategy accordingly. Xinghua Xie: Studies reveal students who score higher tend to keep schedules for reading and track their progress with notes, while underperforming students only read up to deadlines. The results are in agreement with the findings of O'Malley and Chamot (1990), who believe that metacognitive strategy particularly assists learners in self-directing and organizing the learning process. More systematic planning and monitoring of their reading can lead to better results in extensive reading tasks.

Moreover, affective and social strategies were also found to play an important role in reading achievement. Motivation and Emotion management tends to be very important in long reading Students commented how these aspects. Immediately, both the STs agreed upon the idea that they read when they feel good, and thus one stated: "*When I am in a good mood, I can read, otherwise, if tired or stressed, I stop (reading)* (ST2). A second student stated, "*Sometimes I zone out, but talking to my friends helps*" (ST6). These answers suggest that emotional regulation and peer encouragement are critical

to remaining engaged with reading. Affective strategies like self-talk and relaxation facilitate student task-engagement through anxiety reduction and focus. On the other hand, social strategies like group discussions enable them to pool ideas, clarify meanings, and also gain confidence. Collaborative activities seem to boost motivation, particularly when students are talking through stories or explaining new words to one another. The results demonstrate that the emotional and social aspects support cognitive and metacognitive aspects of learning, which leads to a harmonious and stimulating extensive reading context.

In general, the findings of the research indicated that reading performance of students is significantly associated with the type of learning strategy and the consistency by which they apply that specific learning strategy. Qualitative data shows that the reason behind these limitations are weak programming language, culturally unfamiliarity and sporadic implementations of strategies. High-achieving students rely on a variety of strategies that are cognitive, Metacognitive, affective, and social in nature, so they not only demonstrate more effective comprehension, they also earn higher scores on tests. In contrast, struggling students tend to use translation or view reading as passive receipt of the text, decreasing both comprehension and motivation. This two-data set analysis allows a well-rounded view of the learning process that shows strategic awareness and strategic at-training as critical aspects of improving reading ability. The study results validate previous research by Renandya and Jacobs (2016) and Oxford (2017) which demonstrates that direct teaching of learning strategies leads to better reading performance and more positive student attitudes toward English subject matter. The research concludes with a final section that presents all key results and their implications while suggesting directions for upcoming studies.

LIMITATION

This study is limited by its single-institution focus and relatively small sample size (n=40). The reading test measured comprehension but did not track longitudinal improvement. Future studies could employ larger samples and experimental training designs.

CONCLUSION

This study investigates the fourth-semester English language students of Mataram University in learning strategies in coping with long readings assignment. Research shows mixed results: students can identify main ideas and fact-based information, but struggle with vocabulary, inference and conclusion-drawing. While weeks to months behind in advanced reading skills, most students show good literal comprehension. This reinforces what we know about what works in language learning — students who use a variety of learning methods perform better than passive readers or those using a translator. Interviews and observations showed that cognitive strategies such as note-taking, summarising, and highlighting are commonly employed by high-achievers, and are often supported by metacognitive techniques. [3] Strategies related to emotions and social aspects also help keep students engaged in learning, like controlling motivation and discussing learning with peers. In contrast, students who perform at a low level are inconsistent with respect to which strategies they use, and this inconsistency becomes an obstacle to effective

comprehension. Again, the researcher stated about the limitation of this study is by its single-institution focus and relatively small sample size. The reading test measured comprehension but did not track longitudinal improvement.

RECOMMENDATION

It is thus suggested that extensive reading programmes include explicit reading strategies training. Explain that vocabulary, abstraction, and evaluative understanding is emphasized well. Fostering group work and opportunities to read reflectively can help make them less dependent and more self-motivated. Next, future research could assess the long-term effects of strategy training on reading skills and confidence for school students. For eduactors, it is hope to implement explicit strategy instruction combining cognitive (summarizing, mind mapping) and metacognitive (self-monitoring) skills in extensive reading classes. For Curicullum developers, it is integrating extensive reading programs with strategy-based instruction modules and culturally balanced materials. For future researcher it is hope they can conduct longitudinal and intervention-based studies to examine the long-term effects of strategy training.

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