

A Narrative Inquiry of Indonesian Higher Education Students' Vocabulary Learning Strategies Amid Extensive Reading Activities

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ABSTRACT

Vocabulary knowledge plays a crucial role in reading comprehension, particularly in extensive reading contexts. However, limited research has explored how Indonesian EFL higher education students employ vocabulary learning strategies (VLSs) during extensive reading activities. This study employed a qualitative narrative inquiry approach to investigate the vocabulary learning strategies used by three first-year undergraduate students from a university in Tasikmalaya, Indonesia. Data were collected through narrative frames and semi-structured interviews, and analyzed thematically based on Schmitt's taxonomy of VLSs. The findings revealed that participants employed a range of strategies, primarily contextual guessing and memory association (cognitive strategies), along with social and metacognitive approaches. One student relied heavily on social interaction, particularly with family, to understand new words. Another participant integrated vocabulary learning with personal interests, such as singing, to enhance retention (metacognitive strategy). All participants reported limited reliance on dictionaries, preferring to infer meaning from context or relate new words to prior knowledge. These findings suggest that vocabulary learning in extensive reading is influenced by learners' autonomy, motivation, and personal engagement. The pleasurable nature of extensive reading encouraged strategy use that was both adaptive and individualized. Narrative inquiry provided rich insights into learners' thought processes and behaviors during vocabulary acquisition. The study offers practical implications for integrating reflective, learner-centered activities into EFL reading instruction.

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1. INTRODUCTION

Vocabulary plays a fundamental role in reading comprehension because it enables learners to understand both the overall message and specific details contained in written texts. Adequate vocabulary knowledge allows students to decode words, interpret meanings, and connect ideas more effectively during the reading process. According to I. S. P. Nation (2001), vocabulary knowledge forms the basis for automatic word recognition, which is essential for fluent reading. When learners possess a sufficient vocabulary repertoire, they can process texts more efficiently and focus on constructing meaning rather than struggling with individual word recognition. Conversely, limited vocabulary knowledge often becomes a significant barrier to comprehension, preventing learners from understanding the intended meaning of texts and hindering their ability to engage critically with written materials. In second or foreign language contexts, this challenge becomes even more pronounced because learners frequently encounter unfamiliar lexical items that disrupt the reading process. Therefore, developing effective strategies to enhance vocabulary knowledge is essential for supporting students' reading proficiency and overall language development.

One pedagogical approach that has been widely recognized for its potential to improve vocabulary knowledge and reading ability is extensive reading. Extensive reading refers to a reading approach in which learners read large amounts of relatively easy and interesting texts for general understanding and enjoyment. Numerous studies have demonstrated that extensive reading contributes positively to language learning outcomes, including vocabulary acquisition, reading fluency, and overall language proficiency (Benettayeb, 2010; Delfi & Yamat, 2017; Ruzin, 2019). According to H. Douglas Brown (2012), extensive reading involves reading a considerable amount of material that is appropriate to learners' language level so that reading becomes a pleasurable and meaningful activity. Rather than focusing on detailed linguistic analysis, learners are encouraged to concentrate on understanding the general meaning of the text and enjoying the reading experience. In this sense, extensive reading differs from traditional reading instruction that often emphasizes grammar analysis and intensive comprehension tasks.

Within extensive reading activities, learners are exposed to a wide range of authentic texts that match their interests and proficiency levels. These materials may include novels, short stories, magazines, articles, websites, and other forms of written discourse. Through this exposure, students gradually develop familiarity with vocabulary, grammatical structures, and discourse patterns in the target language. Haider and Akhter (2012) argue that extensive reading encourages learners to prioritize meaning-making rather than focusing on form-based aspects such as grammar rules or vocabulary memorization. Similarly, McLean and Rouault (2017) suggest that reading large quantities of comprehensible texts enables learners to internalize language patterns naturally, thereby improving their overall language competence. When learners read regularly in a supportive and enjoyable environment, they are more likely to develop positive attitudes toward reading, which ultimately contributes to sustained language learning.

Extensive reading also creates opportunities for learner autonomy and self-directed learning. In extensive reading programs, students are typically allowed to select reading materials that align with their interests and language proficiency. This freedom of choice encourages learners to engage more deeply with reading activities and fosters intrinsic motivation. When learners read materials that they find interesting and accessible, they are more likely to continue reading voluntarily and develop long-term reading habits. As a result, extensive reading not only enhances language skills but also promotes a culture of reading among learners. Through repeated exposure to meaningful language input, students unconsciously expand their vocabulary knowledge and become more confident readers.

A substantial body of research has demonstrated the positive impact of extensive reading on various aspects of language development. Studies indicate that extensive reading contributes to improvements in reading fluency, writing ability, grammatical competence, and spelling accuracy (Delfi & Yamat, 2017; Meng, 2009). Regular engagement with written texts allows learners to encounter vocabulary items repeatedly across different contexts, which strengthens their lexical knowledge and

improves their ability to recognize words quickly. Furthermore, frequent reading helps learners develop more efficient reading habits, enabling them to process texts more rapidly and with greater comprehension. As learners become familiar with common lexical patterns and grammatical structures, they are better able to infer the meanings of unfamiliar words from contextual clues. This process, often referred to as incidental vocabulary learning, plays a crucial role in expanding learners' vocabulary repertoire and improving their overall language proficiency.

Despite the widely recognized benefits of extensive reading, several scholars have noted that its effectiveness may vary depending on learners' individual characteristics and learning environments. One important factor influencing the success of extensive reading programs is learners' motivation. Extensive reading requires sustained engagement with reading materials, and learners who lack motivation or interest in reading may not fully benefit from this approach. Additionally, learners need to possess a certain level of vocabulary knowledge in order to comprehend texts sufficiently. If the reading materials contain too many unfamiliar words, learners may become frustrated and lose motivation to continue reading. Therefore, selecting appropriate reading materials that match learners' proficiency levels is a critical component of successful extensive reading implementation.

Another factor influencing vocabulary development in extensive reading is the use of vocabulary learning strategies. During extensive reading activities, learners inevitably encounter unfamiliar words that require them to apply various strategies in order to understand the text. Vocabulary learning strategies refer to the techniques or approaches used by learners to discover, retain, and use new vocabulary items effectively. According to Norbert Schmitt, vocabulary learning strategies can be categorized into five major types: determination strategies, social strategies, memory strategies, cognitive strategies, and metacognitive strategies. Determination strategies involve discovering the meaning of unfamiliar words independently, such as by using dictionaries, analyzing word parts, or inferring meaning from context. Social strategies involve interacting with others, such as asking teachers or peers for clarification about word meanings. Memory strategies focus on associating new vocabulary with prior knowledge through techniques such as imagery, semantic mapping, or personal associations. Cognitive strategies involve repetitive practices such as writing word lists, keeping vocabulary notebooks, or labeling objects in English. Finally, metacognitive strategies involve higher-level planning, monitoring, and evaluating of vocabulary learning processes.

The application of vocabulary learning strategies becomes particularly important in extensive reading contexts because learners often read independently and encounter numerous unfamiliar lexical items. Previous studies have examined how extensive reading contributes to vocabulary acquisition and how learners employ different strategies to cope with unknown words. For example, Subramaniam and Zainal (2018) investigated the effect of extensive reading on vocabulary acquisition and found that the use of graded readers during extensive reading activities significantly improved students' vocabulary knowledge. Graded readers provide simplified texts with controlled vocabulary levels, allowing learners to read comfortably while gradually expanding their lexical repertoire. Through repeated exposure to new words in meaningful contexts, learners develop a deeper understanding of vocabulary usage.

Similarly, Listyani and Pradina (2021) explored vocabulary learning strategies used by Indonesian students participating in extensive reading classes. Their study involved fifty-six university students who completed a questionnaire regarding their strategy use. The findings revealed that determination strategies were the most frequently used strategies among students. Many learners reported that they often guessed the meanings of unfamiliar words based on contextual clues within the text. This strategy allowed them to maintain reading fluency without interrupting the reading process to consult dictionaries frequently. By inferring word meanings from context, students were able to obtain a general understanding of the text while simultaneously expanding their vocabulary knowledge.

In contrast, the study also found that social strategies were the least frequently used strategies among students. Because extensive reading is typically conducted as an individual and silent reading activity, learners tend to rely more on independent strategies rather than collaborative learning

approaches. As a result, interaction with peers or teachers regarding vocabulary learning occurs less frequently during extensive reading tasks. These findings suggest that the nature of extensive reading may influence the types of vocabulary learning strategies employed by learners.

Although previous research has demonstrated the positive impact of extensive reading on vocabulary acquisition and identified common strategies used by learners, several gaps remain in the existing literature. Many studies have focused primarily on quantitative measurements of vocabulary growth or strategy frequency. However, fewer studies have explored learners' personal experiences and reflections regarding how they apply vocabulary learning strategies during extensive reading activities. Understanding students' lived experiences can provide deeper insights into how learners navigate unfamiliar vocabulary, how they select strategies, and how these strategies influence their reading engagement and comprehension.

In addition, most studies on vocabulary learning strategies in extensive reading contexts have been conducted in general language learning environments, with limited attention given to the specific experiences of learners in Indonesian higher education settings. Considering the increasing emphasis on learner autonomy and reading-based language learning in university contexts, exploring how Indonesian EFL students employ vocabulary learning strategies during extensive reading activities becomes particularly relevant. Investigating these experiences can contribute to a more comprehensive understanding of how extensive reading supports vocabulary development and how learners actively construct their vocabulary knowledge through strategic learning behaviors.

Therefore, this study aims to explore students' experiences in employing vocabulary learning strategies during extensive reading activities. By examining learners' narratives and reflections, this study seeks to provide deeper insights into how students approach vocabulary learning in pleasurable reading contexts and how these strategies contribute to their language development. Through this exploration, the study also intends to highlight the role of extensive reading as a meaningful pedagogical approach for fostering vocabulary growth, reading fluency, and learner autonomy in English as a Foreign Language (EFL) classrooms.

2. METHODS

This study used narrative inquiry to examine how the students use the strategies of vocabulary learning in extensive reading activities. To make sense of the story's happenings, narrative inquiry, one of the qualitative studies, tells stories about real-life experiences that people have. Narrative inquiry was selected because it allows researchers to capture the students lived experience rather than quantifiable outcome. According to Clandinin et al., (2007), narrative inquiry is a useful technique for assisting individuals in expressing who they are, how they see themselves, and how they respond to their experience. Connelly and Clandinin were the first experts introducing the phrase "narrative inquiry" in the context of educational research in 1990. They established narrative as a technique for examining how people see the outside world. This study emphasizes on the meanings and values that people derive from their experiences by sharing their stories (Clandinin et al., 2007; Moen, 2006). In contrast to conventional research, this approach employs stories as study data to glean insights into the individuals it is trying to understand. This study can shed light on numerous identities from a person's social practice by using narrative data collects (Barkhuizen, Benson, & Chik, 2013).

The participants of the study are three Indonesian higher educations who actively spent their time for pleasurable reading activities. Nana, Lani, and Maza, all the participants of the study are the first-grade students at one of the universities in Tasikmalaya Indonesia. The participants of the study were female students aged between 18-20 years old. Their proficiency levels ranged from intermediate to upper intermediate. They were selected purposively based on their active engagement in extensive reading activities outside the classroom, such as reading novels, comics, and online articles from internet. Ethical approval was obtained and informed consent was given prior to data collection.

To understand and make sense of the participant's experiences in learning vocabulary when joining extensive reading activities, narrative interviews and a narrative frame modified from Barkhuizen and Wette (2008) were utilized to gather the data.

2.1 Narrative Frame

The researcher used narrative frame adapted from Barkhuizen and Wette (2008) before interviewing the participants. The narrative frame served as a tremendously helpful template for "starters" and served as the participant's guide for both the structure and the content of their writing. This frame in the current study focuses on examining the participants' experiences in vocabulary learning strategies amid extensive reading activities. It consists of the time of reading, what they read, and the vocabulary learning strategies used. Sample prompts included:

- 1) Describe what kinds of English texts you read for pleasure!
- 2) Tell your experience when finding new vocabulary while reading. What did you do to understand it?
- 3) How do you usually remember and use the new words you encounter?

2.2 Narrative interview

Narrative interviews were given to clarify and shed light on their experiences evidently. In the procedure of interview, the researcher used Bahasa Indonesia, the participants' native language, to create a relaxed situation and help the participant easy share their experiences. There were two interviews conducted and were recorded by a digital audio recorder. Each interview lasted approximately 30-40 minutes. In the first interview, the researcher initially confirmed the data on the narrative frame and asked them to share their story. In the second interview, the researcher then continued to explore the data to get the detailed explanation. The data from the interviews were transliterated and read several times during the data analysis process. To make data analysis easier, the data were then created in the form of a story. According to Anderson and Kirkpatrick in Fatimah et al., (2021), narratives are regularly vague and conflicted. The researcher must thus emphasis on the telling of the story and pay attention to the setting and meaning that are given. Therefore, during analysis, the researchers must concentrate on how well the story is performed and pay close attention to the context and sense that the narrator provides. It focuses on the narrative's events and the advantages obtained from them. Finally, after the data was constructed in the form of story, thematic analysis is used to analyze the data. According to Anderson and Kirkpatrick in Fatimah et al., (2021), is one method for examining the data from narrative interviews. This methodology was mostly utilized for qualitative data analysis and allowed for freedom in the reading of the data. In the next step, initial coding was conducted to identify key events and reflections related to vocabulary learning in extensive reading tasks. Later, similar codes were clustered into broader themes, such as determination, social, cognitive, social and metacognitive. Finally, the themes were verified to produce the report.

3. FINDINGS AND DISCUSSION

This section presents findings from participants' stories organized in several themes of vocabulary learning strategies that emerged from their extensive reading experiences: social, cognitive, and metacognitive strategies.

3.1 Social strategies (Nana's Story: My Mother is My Tutor)

Nana's lived experiences reflect how social interaction built her vocabulary learning during extensive reading activities. From an early age, she relied on her mother's guidance when encountering new vocabularies in English magazine. Her story reveals that social support could provide not only linguistic input but also external motivation in developing vocabulary knowledge. From her story, it is

known that her reading habit has been built since she was young, when she was an elementary student. She told that firstly like to read English text since her mother introduced her a magazine called Bobo which contains an English short story named Our English page. At first, she read a book, she was enthusiastic to see the pictures on the story and was curious to know the meaning of the unfamiliar words in the text. She frequently asked her mother about the meaning of the words because she did not have any dictionary at the time. Parental involvement in this situation really helps a lot in building nana's learning motivation and language competencies. Since her mother also has a good interest in English language, Nana has a great support to develop her English capability, especially her vocabulary mastery. She retold her experiences enthusiastically,

Excerpt 1

Because at that time I was still young, maybe my curiosity was high Therefore, when I found many unfamiliar vocabularies, I usually asked my mother the meaning of the words.

Nana continued her stories saying that she has a great motivation to continue learning English vocabulary by reading a lot of pleasurable materials. Nana's engagement in discussing meanings with her mother represents a typical social strategy that forces her to develop her vocabulary mastery. Nana mentions that her mother really supports her learning activities, and she was comfortable to usually discuss what she obtained from the text with her mothers. Nana said that her mother frequently gave her many English magazines since she was young. After several years, she found many English short stories such as legend, fairy-tale and fable text in her school. She was very interested in the texts and felt that she could learn English and acquire new vocabulary in a fun way. When finding the new words in the text, right now, she rarely discusses it with her mother. Since she has become an English college student, she has had many friends having similar interest. She occasionally tries to discuss the text especially the words with her friends. In addition, she usually tried to continue studying the new words over time. She tried to use the words she obtained by practicing, such as saying the words, making the sentences, and so forth.

Excerpt 2

Because I am now majoring in English Education, I am learning many English Texts, especially in Extensive Reading activities. Of course, I am learning a lot of new words every day, and I use several strategies to study it. For instance, when I found a lot of new words and I mentioned them and continue to study all the words over time.

Nana's story demonstrates that learning vocabulary through social interaction could reinforce motivation and autonomy. Nana's case highlighted that social collaboration, even within family contexts, can foster positive attitude toward reading and vocabulary learning.

3.2 Metacognitive Strategy (Lani's Story: I Sing, I Enjoy, and I Remember the Words)

Lani's experience demonstrates metacognitive strategies that involve monitoring and self-regulated learning process. From her story, it is known that she initially was interested in reading English for pleasure when she was given a brochure of tourism by her brother. Her brother worked in tourism industry. She said that she was enthusiastic to get the information from the pictures and tried to understand the words. As a kid, she was so happy reading the text and it gave a good impression about English. In addition, she integrated her vocabulary learning experience with her personal interest in singing. Related to this context, song can provide effective and interesting medium for developing her vocabulary mastery since it integrates repetition, and emotional connection which can facilitate long term memory retention

Excerpt 3

Singing is fun and learning English through singing is fun

Lani mentioned that singing the words was influential for her language development. She felt enjoy doing this activity and her vocabulary mastery was also enhanced. After several years, she found the reading sources called Wattpad when she was junior high school student. She initiated many stories she likes on the apps, and she felt enjoy reading those texts. She told me that at the time, Wattpad is freely accessible. Therefore, she felt very overjoyed and motivated to read many texts in the application. To understand the unfamiliar words on the text, Lani frequently tried to understand the text by guessing the meaning from the context and analyzed the part of speech to know their meaning. In her opinion, analyzing part of speech has become the most effective way to obtain the meaning of unfamiliar words.

3.3 Cognitive Strategies (Maza's Story: I am Lazy to Open Dictionary)

Maza's narrative shows the frequent use of cognitive strategies such guessing meaning from context, analyzing part of speech, and associating new vocabulary with known words. She explained that she feels proud of being English learners. She mentioned that while reading, she preferred not to rely on the dictionaries. In her vocabulary learning process, she mostly tried to guess the meaning, analyze part of speech and associate the word with its coordinate.

Excerpt 4

When I find new vocabulary, I am too lazy to open dictionary. Therefore, I usually try to guess the meaning and associate the word with its coordinate. For example, the word 'exposure' sounds and looks almost the same as expose. So, I am guessing, that was it, that is the meaning. Exposure=expose.

Maza's behavior shows a key cognitive process in vocabulary acquisition. This approach demonstrates how extensive reading could naturally force readers to infer meaning through repeated exposure to develop her comprehension.

Discussion

Reading extensively entails reading a lot of content for enjoyment or broad comprehension as opposed to concentrating on specifics (Fatimah, 2019; Haider & Akhter, 2012). Learners are frequently exposed to a broad range of vocabulary in this style of reading, some of which may be unfamiliar to them. Therefore, learning vocabulary is an essential part of extensive reading because it allows readers to comprehend and engage with the texts they are reading (Subramaniam & Zainal, 2018). The more words they are familiar with, the simpler it is for a reader to comprehend a text's meaning. Reading new terms might make it difficult for readers to comprehend the meaning of a phrase or paragraph. Readers can get around this issue and completely understand what they are reading by picking up new terminology (Benettayeb, 2010; de Morgado, 2009). In addition, extensive reading can be an effective way to increase the readers' vocabulary (Haider & Akhter, 2012; Salameh, 2017; Subramaniam & Zainal, 2018). Readers can expand their vocabulary by learning the definitions and uses of new words they come across in their reading. In this context, the three Indonesian college students' vocabulary learning experiences amid extensive reading setting have been portrayed previously. The findings indicated that there are four vocabulary learning strategies used by the students, they are:

Determination Strategies

Determination strategies in vocabulary learning refer to the ability of students to discover the meaning of new words when external assistance is unavailable (Saengpakdeejit, 2014; Sihotang, Afriazi, & ., 2017). Since extensive reading is known as individual and silent reading (Delfi & Yamat, 2017; Fatimah, 2019; Fatimah, Kardijan, & Sulastri, 2020), the second and the third participant, Lani and Maza, mentioned that they prefer to use determination strategies as the individual strategies rather than using social strategies. In these strategies, learners individually tried to understand the meaning of the new

words without any help from the others (Listyani & Pradina, 2021; Purwanti et al., 2015; Sihotang et al., 2017). It is undoubtedly that each student has unique learning preferences and a learning style, therefore, individual strategies were aligned with their preferred learning style to improve their vocabulary skills. As mentioned by Lani and Maza, they can stay motivated and focused on their vocabulary learning goals by using this strategy. Similar findings were reported by (Rabadi, 2016) finding that individual strategy also contributed on the students' vocabulary development. The use of determination strategy could reflect the students' autonomy which is important in successful vocabulary development ((Subramaniam & Zainal, 2018).

Social Strategies

The social strategies in vocabulary learning entails engaging in social interactions with people to increase vocabulary and acquire new words (Listyani & Pradina, 2021; Sihotang et al., 2017). From the narrative interview, it is indicated that only the first participant, Nana, used these vocabulary learning strategies in her extensive reading activities. Nana mentioned that in her initial reading experience, she frequently asked and discussed the new words with her mother. She mentioned that her mother is her tutor and her motivator in learning English language. By asking the questions, she can obtain the explanation from her mother and she can clarify the meaning of a word and provide additional context for learners to understand how it is used (Laffey, 2020). Learning new vocabulary through social interactions might introduce students to words they might not have otherwise come across (Purwanti et al., 2015). Learners can pick up new words and develop a deeper comprehension of their meanings through conversations, discussions, or group learning activities. This finding aligns with sociocultural perspective on language learning where learning can be effective through social interaction and scaffolding. The study conducted by Alnan & Halim (2024) also found that this strategy become the most strategy employed by the students in Syria. This strategy facilitates the students to practice applying new languages in real-world situations. Students can practice using new terms with others and get feedback on their usage by participating in conversations or other collaborative learning activities (Sihotang et al., 2017). Finally, it will also motivate them to learn. Learners can feel a sense of community and support. This can help keep learners engaged and motivated to continue learning and practicing new vocabulary.

Cognitive Strategies

Cognitive strategies, which include methods for comprehending and memorizing new words, refer to the mental processes that students utilize to learn new vocabulary (Listyani & Pradina, 2021; Purwanti et al., 2015). Learners may employ a few cognitive techniques to comprehend the meaning of new words when they come across them. One such technique that students frequently utilize is inferring meaning from context. Learners can infer the meaning of new words by using contextual cues like the words or sentences around them. In extensive reading, learners are regularly exposed to a broad range of vocabulary (Haider & Akhter, 2012; Moh Ruzin, 2019; Tian, 2014) and are forced to get general ideas of the text quickly to get pleasurable and enjoyable reading circumstance. Therefore, most of them regularly want to frequently utilize the tactic of inferring the meaning of new words, especially when they come across them in a context. By guessing the meaning, the students will be helped to understand the context of the language and get the meaning from provided clues (Riankamol et al., 2008). Guessing strategy can be done in some ways, such include connecting the terms that have been previously known to guess, inferring from hints, and inferring and then checking in dictionaries. There are several reasons why the students used this strategy. First, the second and third participants, Lani and Maza, mentioned that she has lack of vocabulary knowledge. Having numerous texts to read in extensive reading forces them to understand a lot of vocabulary, therefore, in such situations guessing the meaning of a word can be a successful method for understanding the content. Second, the second participant, Lani, mentioned that she may not have sufficient contextual knowledge to comprehend a word's meaning.

In these circumstances, she tried to utilize their past familiarity with the issue to hazard a guess. Then, time constraint becomes also another reason. As described by the participant, she needed to understand the text quickly, therefore, she was lazy and might not have time to look up every new word in a dictionary. Thus, guessing the meaning become her priority. This behavior supports findings by Nation (2001), who investigate the use of contextual inference as a main strategy in incidental vocabulary learning in reading activity. Guessing meaning from context not only help students to understand meaning effectively but also develop their lexical inferencing skills, which are crucial for autonomous reading comprehension (Fauzi & Hanifah, 2019).

Metacognitive Strategies

Metacognitive strategies in vocabulary learning refer to students' capacity to organize, track, and assess their own vocabulary development as well as their knowledge of how they think (Asgari, 2012). Sihotang et al., (2017) mentions that metacognitive strategies are a deliberate examination of the learning process and the selection of the most effective study methods through planning, monitoring, and evaluation. This entails enhancing input accessibility, selecting the most effective study/review techniques, and assessing oneself to determine progress. Additionally, it involves determining which words are important to learn and which ones are not, as well as sticking with the words that one decides to learn. In this study, the second participant, Lani, retold that she preferred to reflect the new words she obtained by singing the words. She mentioned that she enjoyed singing, and it helped her a lot to remember the words in a fun way. This finding aligns with prior research highlighting the positive role of music and rhythm in facilitating vocabulary retention (Batluk, 2015; Bokiev, Bokiev, Aralas, Ismail, & Othman, 2018). The development of self-regulation abilities like self-monitoring and self-evaluation can also be assisted by metacognitive strategies. Learners can enhance their vocabulary acquisition by modifying their tactics and habits by reflecting on their own learning. This strategy can also help learners plan and organize their vocabulary learning. This connection between emotional engagement and metacognitive control resonates with Oxford's (2017) concept of strategic self-regulations', which emphasizes student's ability to integrate cognitive, affective, and social connections in managing their own learning.

4. CONCLUSION

This study investigated how students employed vocabulary learning strategies in extensive reading context. Vocabulary learning in extensive reading refers to the process of acquiring new vocabulary through reading a large volume of materials. A language learning strategy called extensive reading places a strong emphasis on reading a lot of real texts for knowledge or enjoyment. This method can be very useful for learning vocabulary since it exposes students to a broad variety of words and phrases in context, which helps them expand their vocabulary and improve their reading comprehension. The finding revealed that the participants relied mainly on cognitive strategies, such as contextual guessing and inferring word meaning to understand unfamiliar vocabulary. However, they also used social interaction and music to enhance their vocabulary. These findings highlight that vocabulary learning in extensive reading was influenced by students' personal interest, and environment. This study suggests that teachers may use the students' narrative-based reflection into extensive reading courses. The students' personal stories could help them become more aware of their vocabulary learning process to strengthen their English learning motivation. This study also has several limitations since it also involved three participants from a single university. Future research may use larger or more diverse samples to conduct a more in-dept study. In conclusion, vocabulary learning through extensive reading is a dynamic process and forces students to continuously evaluate and reflect on the vocabulary they encounter in their pleasurable reading activity.

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