The Use of Choose-Read-Share and Reading Logs as Extensive Reading Strategies to Foster Students' Reading Habits

Fela Dafitri[1*,] Putri Kamalia Hakim[1]

[1]Universitas Singaperbangsa Karawang, Karawang, Indonesia

feladafitri@fkip.unsika.ac.id*

Abstract

Extensive Reading (ER) is a proven approach to enhancing students' reading fluency, comprehension, and motivation. However, many EFL learners struggle with low reading motivation and technology distraction. This study explores the implementation of the Choose-Read-Share (CRS) strategy and Reading Logs to promote extensive reading. Using a qualitative case study approach, data were collected through classroom observations, semi-structured interviews, and document analysis (reading logs). The participants were 17 first-year students of the English Language Education Study Program at Universitas Singaperbangsa Karawang. Thematic analysis was applied to examine their implementation, benefits, and challenges. Findings indicate that CRS and reading logs increased student autonomy and engagement but posed challenges in maintaining motivation and confidence during discussions. While students enjoyed selecting books, some struggled with choosing appropriate materials. The Share stage supported comprehension but caused anxiety for hesitant students. Reading logs were useful for tracking progress but were sometimes seen as burdensome, leading to incomplete entries. Frequent readers showed better comprehension and engagement, supporting Krashen's Input Hypothesis and the Matthew Effect (Stanovich, 1986). The study concludes that CRS and reading logs are effective but require modifications. Structured peer discussions, flexible reading log formats, and guided book selection are recommended to improve engagement and reduce sharing anxiety.

Keywords: Extensive Reading, Choose-Read-Share, Reading Logs, Student Motivation, EFL Learning

1. Introduction

Extensive Reading (ER) is widely recognized for improving language skills, enhancing vocabulary, and increasing reading fluency. Nation (2015) explains that ER helps learners absorb language naturally by exposing them to words in context, making fluency easier to achieve. Similarly, Nakanishi (2015) highlights that frequent reading enhances speed and comprehension, while Grabe (2009) emphasizes its role in boosting motivation and fostering a positive attitude toward reading.

English Education and Literature Journal (E-Jou)
The Use of Choose-Read-Share and Reading Logs as Extensive Reading Strategies to Foster Students'
Reading Habits
Vol. 5 No. 02 2025
E-ISSN: 2775-0493
Universitas Ma'arif Nahdlatul Ulama Kebumen

Despite its benefits, ER faces challenges among Indonesian youth, particularly due to low reading motivation, limited reading abilities, and negative attitudes toward reading (Nurhadi & Larasaty, 2018). The rise of digital entertainment further reduces time spent on traditional reading (Wiranatha & Santosa, 2024), while socio-cultural factors, such as limited access to books and lack of encouragement from families and schools, hinder engagement (Wahyudi et al., 2024).

To address these challenges, ER promotes independent, enjoyable, and level-appropriate reading. Day and Bamford (2002) emphasize that allowing learners to choose their reading materials increases motivation and engagement. This principle aligns with Krashen's Input Hypothesis (2004), which suggests that comprehensible input aids language acquisition, and the "Matthew Effect" (Stanovich, 1986), which states that frequent reading strengthens reading skills over time.

The Choose-Read-Share (CRS) strategy enhances ER by encouraging students to select reading materials, engage with them, and discuss their insights. Research supports CRS in improving reading fluency and engagement (Day & Bamford, 2002; Nation, 2015), with peer discussions further reinforcing comprehension and critical thinking (Grabe & Stoller, 2011). This approach is grounded in the Self-Determination Theory (Deci & Ryan, 1985), which highlights that autonomy, competence, and social interaction enhance motivation. Additionally, Vygotsky's Sociocultural Theory (1978) and the Zone of Proximal Development (ZPD) support CRS by emphasizing collaborative learning, while Constructivist Learning Theory (Piaget, 1952) underscores the importance of active engagement for deeper comprehension.

Reading logs complement ER by promoting self-regulation and reflection. Students can track progress, set goals, and develop critical thinking skills, leading to improved comprehension and motivation (Park, 2016; Huang, 2015). The effectiveness of reading logs is supported by Metacognition Theory (Flavell, 1979), which highlights the role of self-awareness in learning, and the Self-Determination Theory (Deci & Ryan, 1985), which links autonomy to increased motivation. Additionally, Cognitive Load Theory (Sweller, 1988) suggests that breaking information into manageable segments improves retention, further validating the role of reading logs in ER (Park, 2016).

While ER strategies like CRS and reading logs have been widely studied for their impact on language proficiency and motivation (Day & Bamford, 2002; Grabe, 2009; Nation, 2015), research on their implementation in Indonesian classrooms remains limited. Most studies focus on ER's general benefits, with little exploration of how teachers integrate these strategies to sustain reading engagement. Similarly, while CRS has been recognized for promoting student autonomy and peer interaction (Grabe & Stoller, 2011), there is insufficient research on the challenges educators face in applying it across different learning contexts. Moreover, though reading logs support self-regulation and comprehension (Huang, 2015; Park, 2016), their long-term impact on students' motivation remains unclear. Given declining reading motivation among Indonesian youth (Nurhadi & Larasaty, 2018) and the growing influence of digital entertainment (Wiranatha & Santosa, 2024), investigating the effectiveness of these strategies is essential.

This study focuses on the English Language Education Study Program at Universitas Singaperbangsa Karawang, where students struggle with low reading engagement due to limited motivation, restricted access to diverse reading materials, and a preference for digital

English Education and Literature Journal (E-Jou)
The Use of Choose-Read-Share and Reading Logs as Extensive Reading Strategies to Foster Students'
Reading Habits
Vol. 5 No. 02 2025
E-ISSN: 2775-0493
Universitas Ma'arif Nahdlatul Ulama Kebumen

entertainment. Preliminary observations reveal that many students view reading assignments as burdensome rather than enjoyable, leading to minimal independent reading. Instructors also face difficulties in sustaining students' interest and ensuring deep comprehension, as learners often engage with texts superficially. Given these challenges, this research explores the integration of CRS and reading logs as potential solutions to enhance reading motivation, comprehension, and long-term engagement. By examining their implementation, benefits, and challenges, this study aims to provide practical insights for improving ER programs in Indonesian classrooms.

2. Method

2.1. Research Design

This study uses a qualitative case study approach to examine how the Choose-Read-Share (CRS) strategy and Reading Logs are implemented, their benefits, and the challenges in developing students' extensive reading habits. A case study approach is chosen because it allows an in-depth investigation of a bounded system—a specific classroom context where CRS and reading logs are implemented (Creswell & Poth, 2018). According to Creswell (2018), a case study involves an intensive analysis of a single case within a real-life setting, enabling researchers to capture the complexity of participants' experiences. In this study, the case is an EFL classroom where CRS and Reading Logs are used as extensive reading strategies.

2.2. Research Setting Participants

The study was conducted in the Extensive Reading Course of the English Language Education Study Program at the University of Singaperbangsa Karawang. Participants were 17 first-year students who took the course and the lecturer who actively implemented CRS and Reading Log. A purposive sampling method was used to select participants based on their involvement in the extensive reading program (Creswell & Poth, 2018).

2.3. Data Collection Methods

According to Creswell (2018)**,** case studies rely on multiple sources of data to provide a comprehensive understanding of the phenomenon. This study used classroom observation, semi-structured interviews, and document analysis as primary data collection methods.

2.3.1. Classroom Observation

Classroom observations were conducted to gain a deeper understanding of how the Choose-Read-Share (CRS) strategy and reading logs function in real learning environments. Using a structured observation guide, the study focused on four key aspects: how students select reading materials (Choose), their reading behaviors and engagement (Read), the sharing process through discussions or presentations (Share), and how they utilize reading logs to track and reflect on their reading progress. These observations provided valuable insights into students' reading habits, their level of participation in discussions, and the instructional strategies used by lecturers to facilitate extensive reading. By carefully documenting student interactions, engagement levels, and challenges, the data revealed patterns that highlighted both the strengths of these strategies and areas where additional support might be needed.

2.3.2. Semi-Structured Interviews

English Education and Literature Journal (E-Jou)
The Use of Choose-Read-Share and Reading Logs as Extensive Reading Strategies to Foster Students'
Reading Habits
Vol. 5 No. 02 2025
E-ISSN: 2775-0493
Universitas Ma'arif Nahdlatul Ulama Kebumen

Semi-structured interviews were conducted to gain deeper insights into the experiences of both students and the lecturer with the Choose-Read-Share (CRS) strategy and reading logs, semi-structured interviews were conducted. This approach, as suggested by Creswell and Poth (2018), allows researchers to explore participants' perspectives in depth while maintaining the flexibility to follow up on interesting responses. The interviews focused on understanding students' experiences with extensive reading, their levels of motivation, and their attitudes toward reading in English. Additionally, the discussions explored how CRS and reading logs influenced their reading comprehension and retention. By allowing participants to share their thoughts openly, the interviews provided a rich understanding of both the benefits and challenges of these strategies, helping to capture the personal and academic impact of extensive reading in the classroom.

2.3.3. Document Analysis

To better understand students' reading habits, comprehension, and reflection, their reading logs were carefully examined. Analyzing this document helps provide context and supports the findings from observations and interviews (Creswell, 2018).

2.4. Procedure

This study followed a structured procedure to ensure a systematic investigation of the implementation and impact of the *Choose-Read-Share* (CRS) strategy and reading logs in an Extensive Reading course. The research process was carried out in the following stages:

2.4.1. Preparation Stage

Participants were selected through purposive sampling, focusing on students who were actively engaged in the Extensive Reading course to ensure relevant and meaningful insights. To gather comprehensive data, research instruments were carefully developed. A structured observation guide was designed to document classroom activities and interactions, capturing how students engaged with the Choose-Read-Share (CRS) strategy and reading logs. Additionally, semi-structured interview protocols were created for the students, allowing for in-depth discussions about their experiences, challenges, and perspectives on extensive reading. Finally, a document analysis framework was established to review reading logs, providing further evidence of students' reading habits and engagement.

2.4.2 Data Collection Stage

To gain a comprehensive understanding of how the Choose-Read-Share (CRS) strategy and reading logs were implemented in the classroom, data were collected through classroom observations, semi-structured interviews, and document analysis. Around two-month period, multiple classroom observations were conducted using structured observation sheets to capture students' engagement, reading behaviors, and interaction patterns during CRS activities. The observations focused on how students selected books, read independently, and participated in discussions, providing valuable insights into their reading habits. In addition, semi-structured interviews were conducted with selected students, ensuring a diverse representation based on their engagement levels in class. These interviews were recorded, transcribed, and carefully coded to identify key themes related to students' experiences, challenges, and perceptions of CRS and

English Education and Literature Journal (E-Jou)
The Use of Choose-Read-Share and Reading Logs as Extensive Reading Strategies to Foster Students'
Reading Habits
Vol. 5 No. 02 2025
E-ISSN: 2775-0493
Universitas Ma'arif Nahdlatul Ulama Kebumen

reading logs. Lastly, document analysis was carried out by reviewing students' reading logs, which provided evidence of their reading habits, reflections, and comprehension progress.

2.4.3. Data Analysis Stage

To analyze the data, observations and interviews were transcribed and coded using thematic analysis (Braun & Clarke, 2006), allowing for the identification of key patterns and insights. Emerging themes were carefully examined, focusing on the implementation of the Choose-Read-Share (CRS) strategy and reading logs, as well as their impact on student motivation, reading comprehension, and the challenges encountered during the process. To ensure the validity and reliability of the findings, data triangulation was conducted by comparing information from classroom observations, interviews, and document analysis (Creswell, 2018).

2.4.4. Reporting Stage

The findings of this study were carefully synthesized to explore their implications for extensive reading instruction, highlighting both the benefits and challenges of implementing the Choose-Read-Share (CRS) strategy and reading logs in the classroom. By analyzing students' engagement, motivation, and comprehension, the study provided insights into how these strategies can be effectively integrated into language learning. Based on these findings, practical recommendations were offered for educators, including strategies to enhance student motivation, reduce anxiety during sharing activities, and make reading logs more engaging and reflective.

2.5. Data Analysis

Data from classroom observations, interviews, and document analysis were examined using thematic analysis (Braun & Clarke, 2006), allowing for a deeper understanding of patterns related to the implementation of the Choose-Read-Share (CRS) strategy and reading logs. Thematic coding was applied to identify key themes, including students' motivation and engagement with extensive reading, challenges encountered in applying these strategies, and the influence of CRS and reading logs on reading comprehension and attitudes toward reading. To ensure the trustworthiness of the findings, data triangulation was employed, comparing insights from multiple sources—observations, interviews, and document analysis—to enhance the validity and reliability of the results (Creswell, 2018; Lincoln & Guba, 1985).

3. Results and Discussion

3.1.1. Data from Classroom Observations

Firstly, students took an online test to assess their English level. This helped them select books that suited their abilities that made reading more enjoyable and improving their fluency. Most students preferred digital reading materials because they were easy to access, but some still chose physical books which showed that traditional formats are still important for certain learners. However, some students still had difficulty finding the right reading materials. It was either because they lacked access to suitable books or were unsure about their reading level.

Students showed enthusiasm when they read with non-fiction, poetry, and song lyrics during classroom reading sessions. However, outside the classroom, reading consistency varied. Many students required frequent reminders from the lecturer to continue their independent reading and update their reading logs, highlighting the need for additional motivation.

English Education and Literature Journal (E-Jou)
The Use of Choose-Read-Share and Reading Logs as Extensive Reading Strategies to Foster Students'
Reading Habits
Vol. 5 No. 02 2025
E-ISSN: 2775-0493
Universitas Ma'arif Nahdlatul Ulama Kebumen

The Choose-Read-Share (CRS) strategy encouraged students to talk about and present their readings. During these sessions, most students showed a good understanding of the material and listened carefully. However, while some shared their opinions with confidence, others were more hesitant or found it difficult to think critically, especially when linking their readings for their future teaching careers. The discussions were fairly active, but participation varied, with some students being less willing to share.

Students used reading logs to track their progress which noted details like the book title, author, number of pages read, and reading time. They also took part in group discussions to share their reading experiences and strengthen their understanding. However, the level of reflection varied—some students gave detailed insights, while others wrote only brief responses. This suggests that more structured reflection prompts could help encourage deeper thinking.

Table 1. Thematic Analysis of the Classroom Observation Data

Theme	Findings	Challenges Identified
Selection of Reading Materials (Choose)	- Students took an English proficiency test before selecting books. - Most students preferred digital books, while some chose physical copies.	- Some students struggled to find suitable reading materials despite the test.
Reading Behaviors and Engagement (Read)	- Students enjoyed in-class reading, particularly non-fiction, poetry, and song lyrics. - Independent reading outside class was inconsistent, requiring instructor reminders.	- Many students lacked self-discipline for independent reading.
Sharing Process (Share)	- Students listened attentively and showed comprehension. - Some confidently expressed opinions, while others were hesitant.	- Limited critical thinking in discussions. - Some students were too shy to participate.
Use of Reading Logs	- Students consistently recorded book details (title, author, pages, reading duration). - Reflection on readings was encouraged through group discussions.	- Depth of reflection varied; some students provided minimal insights.

3.1.2. Data from Interviews

The interviews gave a clearer picture of how students experienced extensive reading strategies. Eleven out of seventeen students enjoyed reading and found it helpful for building their vocabulary. However, 5 students struggled and stated that unfamiliar words and complex

English Education and Literature Journal (E-Jou)
The Use of Choose-Read-Share and Reading Logs as Extensive Reading Strategies to Foster Students'
Reading Habits
Vol. 5 No. 02 2025
E-ISSN: 2775-0493
Universitas Ma'arif Nahdlatul Ulama Kebumen

sentences made reading challenging. One student had mixed feelings, acknowledging that reading was useful but also recognizing its difficulties.

When choosing books, 9 students focused on their personal interests, while 7 selected books based on their skill level. One student picked books based on the title and cover. Reading duration also varied—12 students preferred short sessions of less than 30 minutes, while 5 students enjoyed reading for more than 30 minutes at a time.

The Choose-Read-Share strategy had mixed reactions. Six students found it helpful, saying it improved their understanding and discussion skills. However, 9 students had a negative experience, mostly because they felt anxious about sharing their ideas in class. One student shared, "I feel nervous sharing my thoughts, even though I enjoy the reading process" (Interview Response 4).

Reading logs were perceived as useful by some students but burdensome by others. While 13 students found them helpful for tracking progress, 4 students disagreed, with 3 stating outright that they were not helpful. Ten students reported improved reading skills, but 7 felt no noticeable progress. Similarly, 10 students felt more motivated to read, while 7 reported no change in motivation. The main challenges faced included sharing anxiety (9 students), comprehension difficulties (5 students), and book selection struggles (3 students).

Table 2. Thematic Analysis of the Interview Data

Theme	Most Common Responses (Frequency)
Attitudes Toward Reading	Positive (11), Negative (5), Neutral (1)
Book Selection Criteria	Personal Interest (9), Skill Level-Based (7), Cover/Title (1)
Reading Duration	Short (<30 min) (12), Long (>30 min) (5)
Experience with Choose-Read-Share	Positive (6), Negative (9), Neutral (2)
Enjoyable & Challenging Aspects	Understanding Text (14), Choosing Books (3)
Usefulness of Reading Logs	Not Helpful (3), Helpful for Progress Tracking (13)
Reading Skill Improvement	Yes (10), No (7)
Motivation to Read	Increased (10), No Change (7)
Challenges Faced	Sharing Anxiety (9), Understanding Text (5), Book Selection Difficulty (3)
Suggestions for Improvement	Less Pressure on Sharing (9), More Book Options (6), Guidance on Understanding (2)

English Education and Literature Journal (E-Jou)
The Use of Choose-Read-Share and Reading Logs as Extensive Reading Strategies to Foster Students'
Reading Habits
Vol. 5 No. 02 2025
E-ISSN: 2775-0493
Universitas Ma'arif Nahdlatul Ulama Kebumen

3.1.3. Data from Document Analysis (Reading Logs)

3.2.1. Implementation of Choose-Read-Share and Reading Logs in the Classroom

The implementation of CRS and reading logs followed a structured process to encourage extensive reading among students. The Choose stage allowed students to select books based on an English proficiency test, ensuring they had appropriate reading materials. Most students preferred digital books, while a few chose printed materials, indicating a shift toward digital reading resources. During the Read stage, students engaged in both in-class and independent reading. While they enjoyed reading during class sessions, independent reading outside the classroom was inconsistent, as many students required reminders to continue their reading. The Share stage encouraged students to discuss their reading experiences with peers, though some students experienced anxiety when sharing their thoughts. Finally, reading logs were used to track progress, but reflections varied in depth, with some students providing only minimal insights.

Classroom observations confirmed that students were generally engaged during in-class reading but struggled to sustain independent reading habits. Interviews further revealed that while 59% of students found CRS engaging, 53% experienced anxiety when sharing their ideas. One student shared, "Actually, this activity is very useful. But because I am not confident, I feel nervous when sharing my reading" (Interview Response 3). Document analysis of reading logs showed that students' engagement levels varied, with 8 students classified as high-frequency readers, 15 as moderate-frequency readers, and 10 as low-frequency readers. These findings align with Krashen's (2004) Input Hypothesis, which emphasizes that frequent exposure to comprehensible input enhances reading fluency. The results also support Self-Determination Theory (Deci & Ryan, 1985), which suggests that students are more motivated when they have autonomy in book selection. However, the relatedness aspect of CRS, where students engage in peer discussions, was challenging for some, indicating that additional support is needed to reduce anxiety during sharing activities.

3.2.2. Benefits and Challenges of Choose-Read-Share and Reading Logs

The findings suggest that CRS and reading logs provided significant benefits but also presented some challenges for students. One of the main benefits was that CRS encouraged autonomy, allowing students to select books that matched their interests and proficiency levels. This freedom contributed to increased engagement as students were more likely to read materials that interested them the most. Another advantage was that reading logs helped students track their progress which reinforce accountability in their reading habits. Additionally, the structured sharing process encouraged students to articulate their thoughts and engage in discussions, which enhanced comprehension (Grabe & Stoller, 2011).

Despite these benefits, several challenges emerged. One of the most significant challenges was inconsistent independent reading habits, as students required external reminders to maintain their reading routines outside the classroom. Another major issue was anxiety during the sharing process, which led some students to hesitate when discussing their reading experiences. One student expressed, "In Choose-Read-Share, I feel nervous about sharing my thoughts in front of the class" (Interview Response 4). The variation in the depth of reflections in reading logs also indicated that some students struggled to engage critically with their reading materials. Observations confirmed that while some students actively participated in discussions,

others remained hesitant. Interviews further highlighted that 58% of students struggled with motivation for independent reading, and document analysis showed that 10 students had incomplete reading logs, reflecting disengagement.

The challenges related to sharing anxiety align with Self-Determination Theory (Deci & Ryan, 1985), which suggests that while autonomy and competence improve motivation, relatedness is also crucial. Some students may have felt uncomfortable sharing their thoughts, requiring additional scaffolding to ease their participation. Moreover, the inconsistent reading habits support Constructivist Learning Theory (Piaget, 1952), which emphasizes that students must actively engage with content for meaningful learning. Without sustained engagement, the benefits of extensive reading diminish.

3.2.3. Impact on Students' Motivation

One of the key objectives of implementing CRS and reading logs was to enhance students' motivation for extensive reading. The findings indicate that while some students experienced increased motivation, others did not see significant changes. Observations showed that students were engaged in reading during structured class activities but struggled to maintain motivation for independent reading. Interview responses reflected this divide, with 59% of students reporting increased motivation, while 41% saw no change in their reading engagement. One student noted, "It has changed a little because, as an English education student, I feel that reading in English is important, and this program has helped me realize that" (Interview Response 2). The document analysis further demonstrated that students who read more frequently completed more books, while low-frequency readers often struggled to finish even one book.

These findings align with Krashen's (2004) Input Hypothesis, which emphasizes the importance of frequent exposure to language input. Students who engaged in extensive reading were more likely to develop stronger reading habits, while those with inconsistent reading patterns saw limited improvement. Additionally, the results support the Matthew Effect (Stanovich, 1986), which suggests that students who read more frequently continue to improve their reading skills, whereas those who read less struggle to keep up. The data also confirm Self-Determination Theory (Deci & Ryan, 1985), as students were more engaged when they had control over their reading choices. However, the lack of external reinforcement for independent reading suggests that some students require additional motivational strategies.

3.2.4. Impact on Reading Comprehension and Retention

The study also examined how CRS and reading logs influenced students' reading comprehension and retention. Classroom observations indicated that while students demonstrated good comprehension during discussions, they struggled with critical thinking and making connections to real-world applications. Interviews revealed that 10 students felt their reading skills improved, while 7 did not notice significant changes. One student stated, "Yes, I'm starting to understand the context of what I read better, and I can guess the meaning of new words from the text" (Interview Response 1). Document analysis supported these findings, showing that students who engaged more frequently in reading demonstrated better comprehension and book completion rates.

English Education and Literature Journal (E-Jou)
The Use of Choose-Read-Share and Reading Logs as Extensive Reading Strategies to Foster Students'
Reading Habits
Vol. 5 No. 02 2025
E-ISSN: 2775-0493
Universitas Ma'arif Nahdlatul Ulama Kebumen

3.2.5. Impact on Students' Attitudes Toward Reading

The final research question explored how CRS and reading logs influenced students' attitudes toward reading over time. The findings indicate that while some students developed a more positive attitude toward reading, others remained indifferent. Observations showed that students enjoyed in-class reading activities but lacked motivation for independent reading. Interview responses revealed that 10 students reported a positive shift in their attitude toward reading, while 7 experienced no change. The document analysis further demonstrated that fiction was the most preferred genre, with 90% of students selecting fiction books, suggesting that engaging reading materials contributed to sustained interest.

4. Conclusion

The findings from this study indicate that the Choose-Read-Share (CRS) strategy and reading logs effectively support extensive reading by allowing students to select appropriate reading materials, engage in both independent and in-class reading, and share their insights with peers. While many students demonstrated enthusiasm for reading in structured classroom settings, maintaining independent reading habits remained a challenge. Additionally, although the Share stage encouraged discussion and comprehension, some students experienced anxiety when sharing their thoughts. The analysis of reading logs revealed various levels of engagement, with some students consistently documenting their progress while others found the process burdensome. However, the relatedness component of CRS, which involves peer discussions, posed challenges for some students, indicating a need for additional support to reduce anxiety during sharing activities.

To enhance the effectiveness of CRS and reading logs, several recommendations can be made. First, to encourage independent reading, teachers can implement structured reading challenges, peer accountability systems, or small-group reading discussions to maintain engagement. Second, to address sharing anxiety, alternative discussion formats such as small-group discussions or the Think-Pair-Share method can be used to create a more comfortable learning environment. Additionally, to improve the reflection process in reading logs, teachers can provide guided prompts that help students think critically about their reading experiences. Lastly, ensuring that students have access to books that align with both their interests and proficiency levels can further sustain engagement. By implementing these strategies, Choose-Read-Share and reading logs can become more effective tools in fostering lifelong reading habits, improving reading motivation, and strengthening students' comprehension skills.

References

Bamford, J., & Day, R. R. (2002). Top ten principles for teaching extensive reading. *Reading in a Foreign Language, 14*(2), 136–141.

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology, 3*(2), 77–101. https://doi.org/10.1191/1478088706qp063oa

Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry and research design: Choosing among five approaches* (4th ed.). Sage Publications. https://doi.org/10.4135/9781506335193

English Education and Literature Journal (E-Jou)
The Use of Choose-Read-Share and Reading Logs as Extensive Reading Strategies to Foster Students'
Reading Habits
Vol. 5 No. 02 2025
E-ISSN: 2775-0493
Universitas Ma'arif Nahdlatul Ulama Kebumen

Day, R. R., & Bamford, J. (2002). Top ten principles for teaching extensive reading. *Reading in a Foreign Language, 14*(2), 136–141. https://nflrc.hawaii.edu/rfl/October2002/day/day.html

Deci, E. L., & Ryan, R. M. (1985). *Intrinsic motivation and self-determination in human behavior*. Springer.

Flavell, J. H. (1979). Metacognition and cognitive monitoring: A new area of cognitive-developmental inquiry. *American Psychologist, 34*(10), 906–911. https://doi.org/10.1037/0003-066X.34.10.906

Gambrell, L. B., & Marinak, B. A. (2009). Simple practices to nurture the motivation to read. *The Reading Teacher, 63*(2), 106–113. https://doi.org/10.1598/RT.63.2.5

Grabe, W. (2009). *Reading in a second language: Moving from theory to practice*. Cambridge University Press.

Grabe, W., & Stoller, F. L. (2011). *Teaching and researching reading* (2nd ed.). Routledge. https://doi.org/10.4324/9781315833743

Huang, H. T. D. (2015). Exploring the effectiveness of extensive reading on EFL learners' reading motivation and reading comprehension. *Journal of Educational Research and Development, 11*(1), 1–24. https://doi.org/10.1016/j.sbspro.2015.01.123

Huang, Q. (2015). Study on correlation of reading strategies and reading accomplishments of high school students. *Journal of Language Teaching and Research, 6*(6), 1337–1344. https://doi.org/10.17507/jltr.0606.25

Krashen, S. D. (2004). *The power of reading: Insights from the research* (2nd ed.). Libraries Unlimited.

Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. Sage Publications. https://doi.org/10.1016/0147-1767(85)90062-8

Merriam, S. B., & Tisdell, E. J. (2016). *Qualitative research: A guide to design and implementation* (4th ed.). Jossey-Bass. https://doi.org/10.1002/9781119003618

Nakanishi, T. (2015). A meta-analysis of extensive reading research. *TESOL Quarterly, 49*(1), 6–37. https://doi.org/10.1002/tesq.157

Nation, I. S. P. (2015). *Learning vocabulary in another language* (2nd ed.). Cambridge University Press.

Nation, P. (2015). Principles guiding vocabulary learning through extensive reading. *Reading in a Foreign Language, 27*(1), 136–145. https://doi.org/10.26686/wgtn.12543404

Nurhadi, K., & Larasaty, G. (2018). The low motivated factors in extensive reading achievement. *Research and Innovation in Language Learning, 1*(3), 177–186. https://doi.org/10.33603/rill.v1i3.1433

Park, J. (2016). The effects of extensive reading on reading comprehension, reading rate, and vocabulary acquisition. *Reading Research Quarterly, 51*(1), 73–89. https://doi.org/10.1002/rrq.130

Piaget, J. (1952). *The origins of intelligence in children*. Norton.

Stanovich, K. E. (1986). Matthew effects in reading: Some consequences of individual differences in the acquisition of literacy. *Reading Research Quarterly, 21*(4), 360–407. https://doi.org/10.1598/RRQ.21.4.1

Sweller, J. (1988). Cognitive load during problem solving: Effects on learning. *Cognitive Science, 12*(2), 257–285. https://doi.org/10.1207/s15516709cog1202_4

Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.

Wahyudi, A. H., Rayhan, M. Z., Sembiring, G. S. B., Syam, B. N., & Hutagalung, E. V. (2024). The low interest of Indonesian people to read books. *International Journal of Teaching and Learning, 2*(10), 123–135.

Wiranatha, P. A., & Santosa, M. H. (2024). Systematic literature review on students' reading habits in Indonesia in the era of technology. *Gagasan Pendidikan Indonesia, 5*(1), 1–15. https://doi.org/10.30870/gpi.v5i1.26677

Yin, R. K. (2018). *Case study research and applications: Design and methods* (6th ed.). Sage Publications. https://doi.org/10.1177/109634809702100108