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EFL Students' Strategies in Reading Printed and Digital Texts

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Abstract: Reading strategies are crucial for EFL students to comprehend texts, both in print and digital formats. The rapid development of digital media has influenced students' reading habits and skills. Previous research has primarily focused on reading preferences and comprehension between print and digital texts, but few have highlighted the strategies students use and the challenges they face across both media. This study aims to explore the strategies employed by first-year EFL students in reading print and digital texts, as well as the difficulties they encounter. This study employed a qualitative approach with a case study design. First-year students from the English Language Education Study Program at Galuh University participated. Data were collected through classroom observations and semi-structured interviews, then analyzed using thematic and content analysis. Students used strategies such as skimming, scanning, highlighting, note-taking, and rereading across both printed and digital texts, though their application varied depending on the medium. For digital texts, additional strategies such as screen adjustment and the use of online translation tools were also identified. Challenges include notification distractions, eye fatigue when reading digitally, and difficulty finding information quickly in print texts. These findings highlight the importance of adaptive reading strategies for improving students' digital comprehension and literacy and provide input for educators to develop more effective teaching practices.

Keywords: *Digital text; EFL reading strategies; printed text; reading challenges; reading comprehension.*

INTRODUCTION

Reading is vital for EFL learners, functioning as a key source of linguistic input across both printed and digital texts. The reason is that reading serves as the main way to obtain language information in a non-native environment. Reading activities can help students expand their vocabulary, improve their understanding of grammar, and deepen their understanding of texts (Pardede, 2019). In the modern technological era, students are exposed to various types of reading

material, including printed and digital texts. Electronic devices such as smartphones, tablets, and other devices have become everyday tools for accessing information and learning materials (Saqr, 2021). This shift in reading habits presents both opportunities and challenges in the learning process.

Reading is not just an effort to obtain information; it also involves intensive cognitive interaction between the reader and the text, according to Rifa' et al., (2021). Reading is defined as a process that produces meaning and receives information through active cognitive engagement. In reality, readers must understand the main concepts, connect them to their previous experiences, and adapt them to their reading objectives. In other words, reading is an active process that requires good comprehension and strategy.

Teachers play an important role in helping students learn to read. According to Purwanti et al., (2023), the application of appropriate reading strategies can influence students' ability to understand texts, especially when they face various types of tests or assessments. Appropriate strategies can help students achieve their learning goals better and maximize the reading process.

Although students often read in both print and digital formats, reading ability in Indonesia remains a concern. Exposure to digital technology does not automatically improve literacy skills. Previous studies have examined comparisons between printed and digital texts in terms of preference and comprehension. Fichnová et al., (2024) found no significant differences in comprehension between the two media. Larasati et al., (2023) showed that while digital texts are more practical, many students feel that printed texts help them focus better. Haneefa & Professor (2020) even found that students with high digital literacy still prefer printed texts for academic purposes because they are considered easier to understand. However, these studies generally focus on aspects of preference and comprehension outcomes, rather than the reading strategies used by students or the challenges they face when applying those strategies across different media.

Nevertheless, there are still few studies that delve deeply into how EFL students read printed and digital texts, the strategies they use, and the challenges they face when employing these strategies. In the academic world, understanding this is crucial so that reading is not merely a habit but truly helps students comprehend the content of their readings more effectively. Therefore, the purpose of this study is to identify the reading strategies used by first-year EFL students when reading printed and digital texts, as well as the challenges they encounter when using digital and printed media. It is hoped that the results of this study will help teachers develop better teaching approaches and assist students in becoming better readers in both types of media.

METHOD

This study uses qualitative methods that are appropriate for the research objectives and questions. According to Creswell (2014), qualitative research is the study of the meanings that individuals or groups attach to social or human issues. According to Yin (2018), the case study approach was chosen because it allows researchers to study a phenomenon comprehensively in a real-world context. Researchers can observe how first-year students in the English Language Education program use various reading strategies when interacting with print and digital texts using this design. They can also identify the challenges they encounter during the reading process. This study was conducted in the English Language Education program at a university in Ciamis, West Java, which actively incorporates reading activities in both types of media, particularly in the Extensive Reading course.

Purposive sampling was employed to select participants who met specific criteria, including being first-year EFL students, actively engaged in classroom reading activities, and available for both observation and interview sessions (Cohen, 2007; Nyimbili & Nyimbili, 2024). The participants observed consisted of one class of first-year students, and six students were selected for interviews based on the variation in their involvement during learning activities. Data in this study were collected through two main techniques, namely non-participant observation and semi-

structured interviews. Observations were conducted in two sessions, each focusing on activities involving reading digital texts and printed texts. Meanwhile, interviews were conducted to obtain more in-depth information about students' reading habits, the strategies they used, and the challenges they faced while reading. During the data collection process, observation activities were recorded using video, and interviews were recorded in audio format with the participants' consent. Data from observations were analyzed using thematic analysis, while interview data were analyzed using qualitative content analysis (Ishtiaq, 2019; Rahardjo & Si, 2017). Through this analysis, researchers can comprehensively understand how students read and the difficulties they experience when reading texts in both print and digital formats.

RESULTS AND DISCUSSION

This study was conducted at the university level, specifically among students in the English Education Study Program, with a focus on reading skills. The purpose of this study was to identify the reading strategies used by students in understanding printed and digital texts, as well as to determine the challenges they face when using these strategies. To answer the research questions, the methods used were non-participatory classroom observation and semi-structured interviews involving six students as participants. To ensure that the data obtained was accurate and reliable, the researcher applied data triangulation techniques by comparing the findings from the observations and interviews. The results of both methods are described in detail in the next section:

Students' Strategies in Reading Printed and Digital Texts

Based on the data obtained through classroom observation using the observation checklist, the reading strategies used in the learning process, particularly by the students, can be seen in Table 1.

Table 1. Result of Observation Checklist

Type of Text	Reading Strategies	Yes	No
Digital Text	Skimming	√	
	Scanning	√	
	Highlighting	√	
	Taking note	√	
	Customizing the screen display (text size, dark mode, etc)	√	
	Using dictionaries or online tools	√	
	Reading non-linearly (skipping to specific sections)		√
	Rereading difficult passages	√	
	Discuss and review	√	
Printed Text	Previewing (Reading titles, subtitles, and looking at illustrations before reading the content)	√	
	Skimming and scanning (Reading quickly to get an overview of the text, specific information such as names, dates, numbers)	√	
	Highlighting	√	
	Taking note	√	
	Using dictionaries		√
	Rereading difficult passages	√	
	Discuss and review the content after finishing reading.	√	

The checklist results indicated that students consistently applied multiple reading strategies across both text formats, such as predicting, scanning for key information, and making inferences.

The strategies used varied depending on the type of media being read, whether in print or digital form.

Skimming

The results of observations show that students use skimming to gain a broad understanding of the reading material. In printed texts, they quickly read the title, subtitles, and first sentence of each paragraph, as well as looking at supporting images or illustrations to identify the main ideas. In digital texts, skimming is done by quickly scrolling through the screen, paying attention to bolded words, page titles, hyperlinks, or the opening sentences of paragraphs. This strategy helps them save time and select text sections relevant to the task or questions they need to answer. This finding is supported by Mostafa (2022), who states that skimming is effective for quickly identifying main ideas, although the digital format may cause information to be missed due to screen display limitations.

Scanning

During observation, it was found that students used scanning techniques, specific and important information can be found. In printed texts, students usually move their eyes without reading every word to find keywords, names of characters, numbers, or important terms. Often, they focus on sections they have already marked or words that are bolded. In digital texts, students can find the words or sentences they need using the search feature, which makes the process faster and more practical. Some students also quickly scroll through the screen when they see sections of text relevant to the information or questions they are seeking. They are more efficient this way, especially in cases where they need to find specific data through lengthy readings. This aligns with Nation (2009) who views that scanning is a fast-reading technique to find specific information without having to read the entire text.

Highlighting

The highlighting strategy was evident in the students' reading practices. In printed texts, they used highlighters or pens to mark important parts. In digital texts, they used the built-in highlighting feature or copied key parts into digital notes. This strategy helped students stay focused when reviewing the reading content. The results of observations showed that students actively marked parts of the text related to the tasks or questions that had to be answered. In interviews, P2 and P6 (question no. 1) mentioned that marking specific sections helps them remember important points, especially in long or complex texts. This aligns with the view of Tante & Sass (2023), who state that highlighting can enhance attention to key information and support long-term understanding. These findings indicate that students read actively by identifying and processing important information in line with their academic objectives.

Taking note

The results of observations show that most students use taking note strategies when reading printed texts. On the back of the paper, in the margins, or below the paragraphs, they write notes that include keywords, vocabulary meanings, main ideas, or brief summaries of the paragraphs they are reading. This strategy helps students retain important information, making the reading easier to understand. When reading digital texts, some students were seen using digital note-taking strategies to aid their understanding of the text. They saved important information, such as new vocabulary, main ideas, or relevant facts from the reading. Some students also use note-taking apps on their phones, such as Notes, to write down important points while reading. However, some students do not use digital devices for note-taking; some prefer to take notes manually in a notebook, rewriting important parts of the digital reading material. This shows that, even though reading is done digitally, not all supporting strategies, such as note-taking, can be adapted to the

digital format. This finding aligns with the view of Siswanto et al., (2019) that note-taking helps readers actively process information and facilitates reviewing the material.

Customizing the screen display

The results of observations conducted on digital text reading activities show that some students made changes to their screen display to make it more comfortable to read. They activated dark mode on their devices and increased the text size. These adjustments were not directly related to the content of the text; rather, the purpose of these adjustments was to improve visual comfort during prolonged reading. Since the screen light does not quickly tire the students' eyes, those using text enlargement features or dark mode appear more focused. This strategy demonstrates that technical elements such as screen display can influence the digital reading experience. This aligns with Manalu (2019) view that modifying text display on digital devices can make reading more enjoyable and reduce eye strain, enabling readers to concentrate more on the content they are reading.

Using dictionaries

The strategy of using dictionaries was evident during the digital text reading activity. Students utilized DeepL Translate by copying sentences or paragraphs that were difficult to understand in order to better understand the context. In the interview, P6 (question number 5) stated that he used the split screen feature on his device so that he could see the text and the translation at the same time. Meanwhile, P2 frequently looks up word meanings via Google to clarify the meaning of new vocabulary. These findings indicate that the use of digital dictionaries not only helps students recognize word meanings but also understand complex sentence structures. This supports Alhaisoni (2020) view that digital dictionaries assist EFL learners in quickly and accurately grasping meanings, thereby enhancing vocabulary mastery and reading skills.

Rereading difficult passages

When students encounter a section of text that is difficult to understand, they use rereading techniques. Digital texts scroll to the relevant section, while printed texts reopen specific pages or paragraphs. The results show that students usually pause and reread confusing sentences or paragraphs one or two times to clarify their meaning. P2 (question no. 3) and P5 (question no. 5) stated in interviews that rereading helped them understand and confirm information better. P5 in particular stated that he had used this technique in both reading formats. This strategy indicates that students actively monitor their level of comprehension. This aligns with the view of Grabe & Stoller (2020), who state that rereading is a metacognitive method for assessing and improving one's comprehension while reading.

Discussing and reviewing

Students used discussion and text review strategies to strengthen their reading comprehension. The results of observations showed that after reading sessions, lecturers often invited students to discuss or summarize the content of the text. This strategy helped students reorganize information and understand the flow or structure of the reading. In interviews, P5 and P6 (question no. 6) mentioned that discussions and question-and-answer sessions helped them remember and understand the content of the reading better. This finding aligns with Iftanti et al.,(2023) view that post-reading activities, such as discussions, can enhance text comprehension and encourage students to think critically.

Challenges Faced by Students When Applying Reading Strategies

The data in this section was obtained through interviews with six first-year students of the English Education Study Program. The interviews were conducted to explore the reading strategies

they used and the challenges they faced when reading printed and digital texts. The findings from these interviews were used to support and complement the results of observations that had been conducted previously.

Excerpt 1:
Q. Can you describe your habits when reading printed and digital texts during your studies?

P1 : "When I read printed texts, I tend to focus better and enjoy usually I like to underline key points, write notes in the margins, and enjoy the feeling of physically turning pages. It helps me concentrate longer without distractions. I usually read printed books in quiet places like my room or the library, which supports deep reading and understanding. On the other hand, digital texts offer convenience. I often use them for quick research or reading on the go. I like using the search function to find information quickly and copy-paste important parts into my notes. However, it's easier to get distracted when reading on a screen, especially when notifications pop up or when I'm tempted to switch tabs."

P2 : "When I read printed or digital texts, I tend to read silently rather than out loud. And I often read more digital text than printed, like for example articles, or anything from the webpage or social media. It helps me concentrate better and process the information more effectively. I rarely read aloud text unless I'm practicing pronunciation or if it's needed."

P3 : "I actually prefer reading from books rather than my phone. I don't know why, but reading on a phone just feels tiring. With books, the reading experience feels more real, I can feel the pages, hear the sound when you flip them, and even the smell of the book makes me more excited to read."

P4 : "For me, Hmm, when I read on my phone, I get dizzy for a long time, but it's comfortable if I can get used to it. But I prefer to read in books, it doesn't make me dizzy and the feel is just better, and makes me more focused."

P5 : "I think I prefer reading printed texts because I like to scribble or highlight directly on the paper, it just feels different from reading digital texts. I also find printed texts easier to understand. On the other hand, reading digital texts feels boring, and after a while, it gives me a headache because I stare at the screen for too long. Sometimes, if I look at digital texts for too long, the words start to feel like they're floating or moving in my head."

P6 : "When I read printed texts, I usually look for difficult words first, then I translate them before reading the whole text. But when I read digital texts, I can read until I find a new or difficult word, then I translate that word and continue reading."

Based on the results of interviews in Excerpt 1 regarding students' habits when reading printed and digital texts, it was found that most students tend to be more focused and understand the content better when reading printed texts compared to digital texts. Students such as P1, P3, and P5 mentioned that reading printed texts provides a more tangible experience because they can highlight important sections, take notes on the margins, and feel the texture and sound of turning the pages of a book, which indirectly enhances reading motivation. Additionally, reading in a quiet environment such as a room or library supports deeper understanding. On the other hand, reading digital texts is considered more practical and efficient, especially for quickly searching for information and noting key points using copy-paste features or search functions. However, many students complain about distractions such as notifications, eye strain, and boredom when reading on a screen for extended periods (P1, P4, and P5). Interestingly, P6 employs a different strategy when dealing with both types of text: they tend to translate difficult words first when reading printed text, while when reading digitally, they translate as they go. This suggests that while students have adaptive abilities toward both formats, printed text supports deeper cognitive engagement, whereas digital text emphasizes speed of access but is prone to distractions. These

findings align with Larasati et al., (2023) research, which shows that printed text helps improve concentration and understanding compared to digital text, which is filled with distractions.

Excerpt 2:
Q. What challenges do you face when reading digital texts in English? Can you give an example?

P1 : "So maybe in my opinion, reading digital text can be difficult because there are many distractions. And then, for example, when I read on my phone or laptop, I often receive notifications from social media or messages, and then this interrupts my focus and make it hard harder to understand the text. And then I also get tempted to open other apps or websites which take my attention away from reading."

P2 : "Sometimes when I read digital text, I get a slight headache from seeing the screen for too long."

P3 : "Reading digital text can be tricky. Sometimes when I use my phone, it suddenly won't scroll properly, and other times, random ads just pop up, which is super annoying."

P4 : "Sometimes it's hard because the vocab and grammar are still lacking. For example, if I'm reading an English article, I become lazy because of the lack of understanding, especially if there are a lot of ads."

P5 : "For me, I have a problem with reading digital text because sometimes I can't even understand what the meaning of the text, and I can focus on the text for too long because when I see some notifications, I click them, so I forget the text"

P6 : "When I read digital text, I get bored more easily sometimes, my eyes also hurt because of the light from the digital device. for example, when I read a novel on my phone, I can't read for a long time because it makes my eyes uncomfortable."

The results of interviews in Excerpt 2 regarding the challenges faced by students when reading digital texts show that the majority of respondents experience concentration problems, physical fatigue, and difficulty understanding the content of the text. Students like P1 mentioned that notifications from social media or incoming messages while reading on a phone or laptop often disrupt focus and reduce comprehension of the text. P2 and P6 also noted that prolonged reading on a screen causes headaches and eye strain. P3 added that technical issues such as sudden ads or unresponsive screens further disrupt the reading process. On the other hand, P4 and P5 highlighted challenges related to comprehension, such as limited vocabulary and grammar, which cause laziness or frustration when reading texts in English, especially when accompanied by many advertisements or other distractions. In fact, P5 admitted that these distractions caused him to forget the content of the text after being tempted to open notifications. In general, challenges in reading digital texts stem not only from the content but also from external factors such as technology and the reading environment. These findings reinforce a previous study by Haneefa & Professor (2020), which stated that although digital technology offers ease of access, this does not necessarily improve reading comprehension, as the high potential for distractions can reduce the quality of the reader's interaction with the text.

Excerpt 3:
Q. When reading printed texts in English, what difficulties do you most often encounter?

P1 : "Okay, maybe one challenge when I'm reading printed text is that it's harder to search for specific information quickly and then maybe for example if I forget where I show a certain sentence or fake in a book, I have to flip through many pages to find it which takes time and then unlike digital text, I cannot just use a search bar to locate a word or press."

P2 : "Probably because one of my difficulties is that maybe my lack of comprehension skills. I sometimes lose my focus when reading printed text and often have to read it again and again in order to get the sentences. Also, when reading in place with poor lighting, I think it'll probably be hard to read comfortably."

P3 : "Yeah, it happens too. One time, I went to the library and found a book that looked really interesting, but a few pages in, I found a torn page, and it left me so curious. I kept thinking about it even after I got home."

P4 : "Actually, there is nothing for me because I think I'm comfortable if I read in textbook. (printed texts)"

P5 : "Actually, I feel lazy when I see the textbook (printed texts) but if the content is interesting, no matter how long the text is, I will read it."

P6 : "For printed text, the challenge is when I need to write notes or underline parts I don't understand, but the book or novel I read is too valuable to write on."

Based on the results of interviews in Excerpt 3 regarding the difficulties experienced by students when reading printed texts, it was found that the main challenges were related to technical limitations, reading comprehension, and motivation. For example, P1 found it difficult to search for specific information in books because there was no quick search feature like in digital texts, so he had to manually flip through many pages. P2 mentioned that they often lose focus while reading because their ability to understand the content is still limited, especially when reading in poorly lit areas. P3 also experienced reading disruptions due to damaged book pages, which made them feel curious and uncomfortable during reading. On the other hand, P4 admitted to not facing difficulties because they are already accustomed to printed texts, while P5 felt unmotivated to read uninteresting textbooks, although they would still read if the content aligned with their interests. P6 faced a dilemma when wanting to mark important parts but felt reluctant to damage books or novels that he considered valuable. These findings indicate that although printed text is often considered to support focus and comprehension Larasati et al., (2023), there are still obstacles felt by students, particularly in terms of information search efficiency and motivational barriers.

Excerpt 4:
Q. What strategies do you usually use to overcome challenges when reading printed texts?

P1 : "So, to overcome challenges when reading printed text, I usually use bookmarks or sticky notes to mark important pages. And then, I also take notes in a notebook to help me remember key points and find information past the letter. And then, this strategy has helped me stay organized and make reading easier."

P2 : "My following strategies are by reading in a place with better lighting and highlighting the sentences or words that I don't know. After that, I search it up on Google to search the meaning and translate it to better help me understand."

P3 : "I have trouble understanding the content of a text if the paragraphs are too long. My strategy is to read slowly, divide the text into several sections, and then note down the important points so that it is easier to understand."

P4 : "Sometimes, I highlight words I don't know to find out what they mean."

P5 : "When I find it challenging when I read the printed text, I usually highlight or underline some keywords. And sometimes, I rewrite the text to help me remember it better."

P6 : "Actually, even though I really don't want to write it down, I still do it in the end. Because at least when I read it again, I can understand or remember what I try to learn."

The results of interviews in Excerpt 4 regarding the strategies used by students to overcome challenges in reading printed texts show that most of them have their own effective and diverse

methods. For example, P1 uses bookmarks and sticky notes to mark important pages, and writes down key points in a notebook to make them easier to remember and reread. P2 prefers to read in a well-lit area and highlights sentences or words they don't understand, then looks them up on Google to translate and understand their meaning. P3 breaks down long paragraphs into smaller sections to make them easier to understand and gradually notes down important points. Meanwhile, P4 and P5 rely on underlining keywords, and P5 also rewrites parts of the text to make it easier to remember. Interestingly, P6 was initially reluctant to take notes, but eventually did so because they realized it helped them understand or remember the content when rereading. These strategies reflect that students have good metacognitive awareness of the difficulties they face and strive to adjust their learning techniques independently. This aligns with Ahmed Okasha (2020) findings, which explain that effective readers typically apply strategies such as note-taking, re-reading, and marking text to enhance reading comprehension in the context of print-based learning.

Excerpt 5:
Q. How about digital texts? Do you use different strategies, and why do you choose those strategies?

P1 : "So, maybe the strategies for reading digital text are a bit different. When I read digital text, I often use the highlight and copy-paste features to save important parts quickly. And I also use the search function to find information faster. And unlike printed text, I try to turn off notifications or use reading move to avoid distractions. So, yes, the strategies are different because digital text over tools that printed text don't have."

P2 : "I think it's the same. If I can't read the text properly, I probably turn off the brightness. But not too bright because it only made me more dizzy. But if it's too bright, I try to turn down the brightness. If there is also some words that I don't understand, I try to search it up on Google for the meaning."

P3 : "I usually use a better reading app, turn on airplane mode to block ads or just switch to a bigger screen like a laptop."

P4 : "It's actually the same thing, but because it's digital, it's easier to translate it."

P5 : "The strategy I use when I read digital text is the same as when I read the print book. But it's starting to be repeated. By reading repeatedly or rewrite the text again. That's it."

P6 : "When I read digital text, because I only know a few words, I sometimes keep copying the text to a translator to understand it. If there are too many parts I don't understand, I use split screen on my phone. One side for the text and other side for the translation website. So I don't have to switch back and forth."

Based on the results of the interview in Excerpt 5, it is known that students have various strategies to overcome difficulties when reading digital texts. One common strategy is to utilize technological features on digital devices. P1, for example, uses airplane mode and disables notifications so as not to be distracted while reading, and uses the highlight and copy-paste features to note important parts. P2 states that they adjust the screen brightness to prevent eye strain and choose a more comfortable reading app. P3 uses a larger screen, such as a laptop, to avoid dizziness, and reads the text in short bursts to prevent fatigue. Meanwhile, P4 sets a reading time limit to avoid prolonged sessions, while P5 opens an online dictionary in a separate window to translate difficult words directly. P6 does something similar by opening two tabs simultaneously one for reading and one for translation to achieve faster comprehension. These strategies demonstrate that students are able to utilize digital features to enhance reading comfort and effectiveness. However, these strategies still require discipline and time management to avoid being distracted by other digital features. This finding aligns with the research by Fichnová et al.,(2024) which explains that digital readers need technological awareness and the ability to actively

manage their digital reading environment to avoid getting trapped in distractions and digital fatigue.

Excerpt 6:
Q. Between the two types of texts, digital and printed, which one do you prefer, and which one do you find easier to understand? Can you explain why?

P1 : "So between printed text or digital text, I prefer reading digital text because they are more convenient and easier to access. I can't read them anytime and anywhere using my phone or laptop. And then I also like how I can quickly search for words or topics and then highlight important information and copy notes easily. And then digital text helps me save time and then stay organized which makes reading more efficient for me."

P2 : "Printed text is my preference because it helps me concentrate better. Reading directly from paper means I am less easily distracted and find it easier to understand the content. When reading from a screen for long periods of time, I often feel tired quickly. In addition, reading printed books also makes it easier for me to remember what I have read."

P3 : "If I had to choose, I'd say I prefer reading printed book. They just feel more comfortable. But honestly, I usually use booth."

P4 "Of course, I would prefer to read in a book (printed text) because I can be more focused and calm if I read a book.(printed texts)"

P5 "I prefer printed text than digital text because I can visualize the content better. And I can also have like important parts or even I add some notes to help with understanding."

P6 "I prefer printed text because it feels more fun when I look for new words than read the whole text and understand it better. Also when I find words I don't know, and write them down. They stick in my memory faster and less longer than the ones I don't write them."

Based on the results of the interviews in Excerpt 6, it is known that most students prefer reading printed texts to digital texts. Students such as P2, P3, P4, P5, and P6 said that reading printed texts makes them more focused and easier to understand the content. For example, P2 feels more relaxed and less easily distracted when reading from a book, while P3 mentioned that reading printed books makes them feel more serious and committed to learning. P5 and P6 also feel that they can absorb information better when reading from physical books. Meanwhile, only one student, P1, prefers digital texts because they are more practical and can be read anytime using a phone or laptop. Nevertheless, P1 also acknowledged that digital reading has its own challenges. These findings suggest that despite the growing digital era, many EFL students still prefer printed texts because they feel more comfortable, focused, and able to understand the content better. This aligns with the findings of Singer and Alexander (2017), who stated that readers tend to understand the content better when using printed media, especially for complex readings or those requiring high concentration.

The results of observations and interviews show that the reading strategies used by students do not appear spontaneously but have become a natural part of learning habits in English reading classes. Students actively use strategies such as skimming, scanning, highlighting, taking notes, using digital and printed dictionaries, rereading difficult passages, and engaging in discussions. In addition, students can adjust the screen display of digital texts to make reading more comfortable, such as by enlarging the font size or enabling dark mode. According to interviews conducted with the students, these methods help them understand the main concepts, acquire new vocabulary, and improve their ability to answer questions related to the content of the text. Moreover, lecturers acknowledge that the application of these reading strategies can serve as an effective pedagogical bridge, as it allows students to adapt their reading approach across different media. Therefore,

reading strategies are useful for enhancing each student's reading skills and also function as a relevant learning method in the context of print and digital literacy.

CONCLUSION

This study identified various reading strategies used by EFL students. This study adds to existing knowledge by demonstrating that classic reading techniques such as skimming, scanning, highlighting, note-taking, dictionary use, rereading, and discussion remain relevant. However, in the digital context, new techniques such as adjusting screen displays and using online translation tools have emerged. This suggests that the reading paradigm has shifted, with digital literacy now a crucial skill to complement traditional print literacy.

Furthermore, this study has practical implications for language education, particularly in teaching reading skills. Adaptive reading training strategies, which combine the power of print text for deeper comprehension with the convenience of digital text for quick access, can be used by teachers and lecturers. Furthermore, the results of this study indicate that digital literacy requires technical skills in addition to metacognitive awareness to overcome visual distractions and fatigue.

For future research, it is recommended to further examine the effectiveness of digital reading strategies compared to print texts in promoting long-term reading comprehension. Furthermore, future research could develop learning models that specifically address students' strategy use in digital and print reading contexts, such as enhancing navigation skills in digital texts or improving inferential comprehension in print materials. Researchers could also involve participants from different educational levels for more diverse results, or examine the impact of new technologies, such as AI-based reading tools, on how students read and comprehend texts.

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