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## CHAPTER IV

### FINDINGS AND DISCUSSION

#### A Findings

##### 1. General Description of the Participants

This research was conducted with 25 participants who were selected purposively from English Education Department students at UIN SUSKA RIAU. All of the participants had learned the Critical Reading course, so they were assumed to have experience and knowledge of the difficulties of comprehending English academic texts. This was used as a criterion so that the data obtained were from people who had truly experienced the process of reading comprehension at an advanced level. In order to group the participants into two learning styles, i.e., impulsive and reflective, the researcher firstly administered a categorized questionnaire adapted from the Cognitive Style Index (CSI) instrument by Allinson & Hayes (2012). The questionnaire results indicated the tendency of each participant to process information either quickly or carefully. Through this process, the participants were then grouped and used as the primary data source in in-depth interviews for identifying their strategies in overcoming reading problems.

##### 1. Characteristics of Participants based on Gender

To find out the characteristics of respondents based on gender can be seen in table IV.1 below:

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**Table IV.1**  
**Profile of Participants Based on Gender**

Gender	Score	Percentage
Female	20	80%
Male	5	20%
<b>Total score</b>	<b>25</b>	<b>100%</b>

*Source: primary data processed in 2025*

From table IV.1, we can observe that most of the participants of this study were female with a number of 20 persons or 80% and male participants were 5 persons or 20%. Most of them were female participants in this study because in the department of English language education there were numerous or high female students.

**2. Characteristics of Participants based on Reading Style**

In this study, the questionnaire was used, not as the core analytical tool, but as a categorization tool to divide the participants into two cognitive styles, namely impulsive and reflective. Although the research design is qualitative, the use of questionnaires is aimed at establishing the tendency to lean towards the learning style of the participants based on the score counts for reflective and impulsive indicators. They were grouped based on their higher reflective and impulsive indicator scores into reflective learners and impulsive learners. The results of this grouping are provided in Table IV.2 and were utilized as the criterion for selecting subjects for in-depth interviews. Therefore, this questionnaire was not statistically analyzed, but was utilized as a tool to identify the

range of learning styles that would be probed further using qualitative data collection techniques, namely interviews.

**Table IV. 2**  
**Scoring of Impulsive and Reflective learners Questionnaire**

Name	Reflective Score	Impulsive Score	Total Score	Result
R1	11	9	20	Reflective
R2	13	11	24	Reflective
R3	14	10	24	Reflective
R4	16	10	26	Reflective
R5	16	9	25	Reflective
R6	16	10	26	Reflective
R7	16	13	29	Reflective
R8	16	12	28	Reflective
R9	11	9	20	Reflective
R10	13	10	23	Reflective
R11	14	12	26	Reflective
R12	16	14	30	Reflective
R13	16	6	22	Reflective
R14	9	9	18	Neutral
R15	12	8	20	Reflective
R16	10	7	17	Reflective
R17	5	4	9	Reflective
R18	8	7	15	Reflective
R19	16	4	20	Reflective
R20	15	6	21	Reflective
R21	12	6	18	Reflective
R22	12	7	19	Reflective
R23	6	13	19	Impulsive
R24	5	14	20	Impulsive
R25	6	16	22	Impulsive

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Each statement in the questionnaire represents a characteristic of an impulsive or reflective style, and participants' responses were scored according to the direction of the tendency. The scores of the reflective statements were summed to obtain the total reflective score, as well as the impulsive score. According to Kagan (2016) theory, reflective learners tend to think longer before making a decision, where as impulsive learners are quicker but often less accurate in their decision making. By comparing the two scores, participants are classified according to their dominant learning style: if the reflective score is higher, they are categorized as reflective learners, and conversely. The results of this classification are displayed in a table and used to select in-depth interview informants.

This typology is not meant to generalize, but as the foundation for the selection of appropriate informants in in-depth interviews, as well as a starting point to investigate further the learning strategies employed by each type in responding to comprehension challenges of English reading. The variation of learning styles in this participant group should yield a fuller portrait of the range of strategies employed by students within the context of learning to read in a university setting.



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## 2. The strategies used by impulsive and reflective learners for overcoming reading comprehension challenges.

### a. Impulsive Learners

**Table IV. 3**  
**Distribution of Impulsive Learners Strategies**

Statement	Options					
	True		Uncertainly		False	
	F1	%	F2	%	F3	%
In my experience, I often rely on my gut feeling rather than rational thought when making decisions.	15	60,00	8	32,00	2	8,00
I usually make 'off the top of the head' decisions.	8	32,00	13	52,00	4	16,00
I find that to adopt a careful, analytical approach to making decisions takes too long.	16	64,00	8	32,00	1	4,00
I work best with people who are spontaneous.	11	44,00	10	40,00	4	16,00
I make decisions and get on with things rather than analyse every last detail.	8	32,00	10	40,00	7	28,00
I am inclined to scan through reports rather than read them in detail.	12	48,00	8	32,00	5	20,00
I don't pay attention to detail before I reach a conclusion.	14	56,00	8	32,00	3	12,00

The questionnaire findings revealed that three out of twenty-five individuals were classified as impulsive learners, exhibiting a unique pattern of behavior and learning processes as compared to the majority reflective group. Approximately 60% of them admitted that they often follow their feelings or initial assumptions in understanding reading material, while 64% felt that analytical reading was too time-consuming. The questionnaire results also show that impulsive learners

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complete reading tasks quickly and provide answers immediately after reading the text.

Responding promptly based on their initial perception is the primary strategy used by impulsive learners. They frequently read something once and respond right away without going over the text again. Most impulsive learners either skip that segment and go on to the next one or infer the meaning based on context when they come across challenging words or sentences. Although this method keeps kids reading fluently and helps them move rapidly, it frequently shallows their comprehension of the text.

The majority of impulsive learners would rather read something once and then select a response without going back and verifying their comprehension. Students frequently decide to skip over confusing parts or challenging language in favor of reading the next section. They prioritize finishing a task over the process of in-depth comprehension. When given reading materials, impulsive learners often scan them quickly once and make conclusions right away. Instead of attempting a detailed analysis, people would rather presume the meaning of words or phrases that are hard to understand based on context.

Although this method helps individuals read more rapidly, it frequently leads to a cursory and insufficient comprehension of the content. This propensity shows a desire to keep reading flowing and do tasks quickly, even at the expense of accuracy. This kind of approach

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reveals a mindset that values efficiency and job completion over in-depth knowledge.

The data also revealed a tendency of inadequate self-monitoring and correction. Many impetuous students said that they seldom ever went back to review their work after finishing reading or responding. This lack of evaluation frequently led to errors that they subsequently realized but failed to fix in a timely manner. In general, they used a linear approach to reading, moving swiftly and without much reflection from one step to the next. Even when accuracy is questionable, their propensity to proceed quickly shows trust in their initial answers. They have greater faith in their instincts and make impulsive decisions. This approach demonstrates that impulsive learners are more concerned with finishing assignments quickly than with making sure their work is accurate.

Despite these preferences, impulsive learners also shown adaptive mechanisms that enable them to manage reading comprehension difficulties in the fast-paced manner that suits them best. A number of individuals mentioned employing scanning and skimming strategies to find important details or primary concepts in a text. They were able to quickly understand the main idea of a piece by concentrating on the keywords and topic phrases. Additionally, several participants talked about using their intuition or general knowledge to deduce meanings, particularly when they came across unfamiliar words. Although these tactics are less analytical, they function as practical approaches for



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regulating comprehension under time pressure or when encountering extensive reading materials.

The questionnaire also discovered that extraneous variables of pressure of time, anxiety, and the desire to complete ahead of time affected the reading behavior of impulsive learners. The majority said they enjoyed answering quickly because they were scared of not having sufficient time to accomplish reading tasks or exams. They liked impromptu answers over reflective ones because of this pressure. They did acknowledge, however, that this method sometimes led to miscommunications or incorrect interpretations.

The questionnaire's overall results indicate that impulsive learners use quick, instinctive, and less deliberate methods to overcome reading comprehension difficulties. Rather than thorough investigation or verification, they are more concerned with speed and efficiency. This approach restricts the breadth of understanding and precision of interpretation, even if it might be helpful in time-sensitive circumstances. Because impulsive learners may benefit from advice that helps them to balance their innate speed with more thoughtful and reflective reading habits, it is crucial to understand their features in order to provide suitable reading training.

However, impulsive conduct is not just a weakness. In certain cases, the fast reading approach people employ can be an adaptive strategy, particularly in test situations or while reading less complicated literature. Impulsive learners might save time answering questions by



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reading fast. However, the biggest disadvantage is their inability to accurately understand deeper meanings and link crucial concepts in the text.

**b. Reflective Learners**

**Table IV. 4**  
**Distribution of Reflective Learners Strategies**

Statement	Options					
	True		Uncertainly		False	
	F1	%	F2	%	F3	%
The best way for me to understand a problem is to break it down into its constituent parts.	11	44,00	12	48,00	2	8,00
Given enough time, I would consider every situation from all angles	20	80,00	2	8,00	3	12,00
When making a decision, I take my time and thoroughly consider all relevant factors	18	72,00	7	28,00	0	0,00
My approach to solving a problem is to focus on one part at a time	15	60,00	7	28,00	3	12,00
I always pay attention to detail before I reach a conclusion	16	64,00	7	28,00	2	8,00
To solve a problem, I have to study each part of it in detail	15	60,00	9	36,00	1	4,00
My understanding of a problem tends to come more from thorough analysis than flashes of insight	14	56,00	9	36,00	2	8,00
I find detailed, methodical work satisfying.	18	72,00	7	28,00	0	0,00

The study's findings demonstrate that reflective learners, who exhibit analytical, cautious, and considerate reading practices, are the study's dominating group. Data from the questionnaire indicates that the majority of reflective learners have a propensity to spend their time comprehending the text before responding. Approximately 72% of them said that before determining the meaning, they always read the text

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carefully and take into account a number of aspects. According to these studies, reflective learners pay attention to the reasoning behind knowing in addition to the final product.

Rereading is the primary strategy employed by reflective learners. The majority of them claim that reading a text once is insufficient to comprehend its meaning in its entirety. To make sure their interpretation is consistent with the context, they frequently review challenging passages. Rereading aids reflective learners in finding hidden meanings, strengthening their retention of crucial details, and avoiding mistakes in comprehending the text's core concepts.

In addition to rereading, reflective learners use analytical strategies such as breaking down texts into distinct portions that may be comprehended independently before reconnecting them into a unified meaning. According to the questionnaire findings, 60% of them claimed that they comprehended the reading by carefully evaluating each section of the text, such as sentence structure, keyword usage, and paragraph correlations. This method exhibits logical and systematic thinking abilities, which are typical of a reflective cognitive style.

Additionally, reflective learners show a tendency to check their comprehension with supplementary materials like dictionaries, internet articles, scholarly publications, or conversations with classmates and teachers. When individuals have trouble comprehending terminology or sentence structure, around 68% of participants said they turn to outside

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resources. This suggests that individuals value precision and in-depth comprehension over speed while doing reading assignments. This method demonstrates the disposition of thoughtful students who are prepared to put in the time and effort necessary to guarantee meaning correctness.

Making notes and summarizing them is another common strategy. Many reflective learners acknowledge that they frequently write down key concepts, unfamiliar words, or key thoughts from the book. They may evaluate what they have read, keep up long-term comprehension, and organize knowledge with the aid of this exercise. Reflective learners may comprehend the text's literal meaning as well as connect it to the author's context and goals by taking notes and recreating the text's content in their own words.

Reflective students are also accustomed to self-assessment and observation of their own. They often review their work before submitting assignments or answering comprehension questions. Roughly 72% of participants reported that they double-checked their answers to ensure that they matched the phrasing. A high level of metacognitive awareness the ability to control and evaluate one's own reading-related mental processes is suggested by this conduct.

Therefore, it may be said that deep, slow, and precision-oriented methods are typically employed by reflective learners. They place greater emphasis on meaning correctness than reading speed. They are

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better able to overcome reading comprehension challenges, particularly when dealing with complicated academic materials, because to the tactics they employ, which include rereading, evaluating texts, consulting supplementary sources, making notes on significant information, and double-checking their knowledge. This behavior also demonstrates that reflective learners approach learning with independence, accountability, and consistency in order to gain the best knowledge possible.

**3. The reason of using the strategies by impulsive and reflective learners for overcoming reading comprehension challenges.**

**a. Reflective Learners**

The in-depth interviews with reflective learners produced data which showed multiple fundamental reasons behind their use of particular strategies to handle reading comprehension difficulties. The learners exhibit these reasons which originate from their cognitive style based on Allinson & Hayes (2012) CSI and their learning habits and reading experiences and academic goals and social learning settings.

The propensity to digest information cautiously, methodically, and analytically is a characteristic of reflective learners. Their approach to reading comprehension is greatly influenced by this inclination. Reflective learners need certainty and clarity before making judgments or forming conclusions, which is



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the first main reason they employ techniques like rereading, interpreting words, and seeking clarification. Participant 1 explained this clearly:

*“If I feel that I don't understand I can repeat it 2 to 3 times, and if the vocabulary used is difficult for me to understand I will look up the vocabulary one by one.”*

This suggests that reflective learners try to make sure they thoroughly comprehend the subject matter before moving forward since they find uncertainty uncomfortable. Their cognitive style, which prioritizes correctness and in-depth comprehension above speed, is demonstrated by their use of lexical checking and rereading.

A further important consideration is the desire to prevent mistakes and regrets. Although reflective learners may act spontaneously in response to time restrictions, they are often aware of the dangers of hurrying. Participant 1 stated:

*“Never really, sometimes I've been wrong because I answered spontaneously and it turned out to be wrong and after thinking back I should have answered with another answer... finally regretted it.”*

The ability to reflect on past mistakes helps them make better strategic decisions. They choose to spend additional time analyzing their decisions to prevent repeating similar mistakes. Kagan (1966) presented this argument through his research which showed reflective people make deliberate assessments of options leading to less frequent but precise choices.

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Reflective learners engage in group discussions and seek assistance through collaborative methods because they recognize the worth of collective knowledge and various viewpoints. Participant 2 stated:

*“...I contact my friends who I know and have higher English proficiency, or ask my seniors for help.”*

The process of learning through observation shows students that important information will be missed when they study alone. According to Vygotsky (1978) sociocultural theory learning as a social process happens when knowledgeable peers support individuals through interactions.

Reflective learners adopt these strategies to internalize academic values including precision alongside responsibility and deep understanding. The reflective nature of these learners turns reading tasks into intellectual pursuits that go beyond mere task completion. According to Biggs (1993), such learners favor deep learning approaches, focusing on meaning-making and integration of knowledge rather than rote memorization or superficial scanning. The willingness of these learners to spend additional time on dictionary consultation and peer questions and sentence translation emerges from their learning orientation which is demonstrated through the data:

*“I call my friends... or ask my seniors for help.”*

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Following that, the emotional and motivational components of learning must be considered. Reflective learners have a better tolerance for cognitive dissonance, which means they can sit with confusion or ambiguity while working on a subject. This approach enables individuals to avoid the temptation to guess or move on fast when comprehension is tough. Instead, they pause, ponder, and seek resolution through more analysis behaviors consistent with self-determination theory, especially among learners with high intrinsic desire.

**b. Impulsive Learners**

Based on the interview data that have been subjected to thematic analysis, impulsive learners employ some reading strategies as they are characterized by a quick-thinking mind, need for speed, and internal motivation to do the work immediately. In cognitive style, impulsive learners are characterized by the ability to make quick decisions without thoroughly examining options (Kagan, 1966). This is the reason why they favor strategies such as skimming, guessing the word or answer meaning by intuition, and sidestepping reading something that is perceived as confusing. These are not a conscious choice as the most effective learning approach, but rather the result of a thinking style emphasizing speed and avoiding uncertainty.

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One of the reasons why impulsive learners use this kind of strategy is that they are not at ease with slow and deep thinking processes. They prefer the strategies that provide quick reassurance, though risky. For example, one participant admitted,

*"I never reread, when I finish, I immediately submit it."*

This is reluctance to reconsider because it is considered a waste of time or puts the original response in an unfavorable light. Impulsive learners show first-response bias, says (Stanovich, 1994), which is the tendency to defend the first response without doubting its correctness. The bias is caused by the thought that spontaneous responses are "more correct" or "more natural," though objectively wrong.

Additionally, impulsive learners are stimulated by time orientation and action efficiency. In interviews, statements such as

*"I'm fast, because the target is to get home quickly," or "The exam time is limited, so I answer quickly even though sometimes it is wrong,"*

indicate that their actions are more driven by the desire to complete the task immediately, than by the desire for profound comprehension. In goal orientation theory (Pintrich, 2000), this kind of behavior is a performance-avoidance goal, i.e. a goal of completing the task in order to "get it done" and not to comprehend or master the content. In this case, impulsive behavior is used as an avoidance of discomfort, cognitive tension, or temporal pressure.



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Another reason driving the use of impulsive strategies is a lack of metacognitive skills, namely monitoring and regulating the process of learning. Impulsive learners do not know that their strategies are threats to comprehension accuracy. They hardly monitor whether the used strategies are effective or ineffectual because they do not focus on controlling their own thought processes when reading. (J. H, 1979) says that metacognitive awareness and self-regulation of thought process are a powerful factor in effective learning. When this factor is not powerful, the chosen strategies become automatic, reactive, and unstructured, as shown by the participant who answered,

*"It's unusual [to change the answer], because it's already answered. Reluctant to look again."*

Other than how they think and the time it takes, learners who act fast usually use speedy methods because they are more at ease when they decide things based on their gut feelings or instincts. They think that thinking too hard makes things unclear. One of the people in the study said,

*"If you think too much, you get dizzy."*

This lines up with what (L. J. & A. W. Zhang, 2009) found, which was that learners who are quick to act depend more on dealing with information in a shallow way - which means they handle information quickly and on the surface, without really understanding it or putting it all together.

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Some impulsive learners also mentioned that the strategy was used due to the inability to control complex texts independently. Instead of reading again or deciphering complex patterns of sentences, they prefer to ask friends. This relies on cognitive load theory (Sweller, 1994), where too much cognitive load causes one to use a less complex strategy that doesn't overload working memory capacity. Asking friends, here, is not only a social collaboration like with reflective learners but also a way of escape from the perceived mental load.

Therefore, the strategies that impulsive learners employ to overcome their reading challenges are not merely a matter of personal preference; rather, they are the outcome of the interplay among cognitive style, time perception, metacognitive constraints, cognitive load, and external learning incentive. This knowledge is crucial for creating learning interventions that teach impulsive learners time management, self-evaluation, and self-awareness skills in addition to effective reading strategies. This will help them build a more balanced approach to reading that strikes a balance between accuracy and speed.

## B. Discussion

This section highlights the study findings based on previously defined problems. The discussion is conducted by linking the interview data obtained from research participants to relevant theories in order to gain a better

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understanding of the strategies used by participants with impulsive and reflective cognitive styles in overcoming reading comprehension challenges, as well as the reasons for their use.

### 1. Strategies Used by Impulsive and Reflective Learners in Overcoming Reading Comprehension Challenges

The research findings revealed distinct reading strategy patterns between students who demonstrate impulsive thinking and those with reflective thinking styles. Students with a reflective learning strategies choose methodical strategy which involve deep examination and thorough analysis. The methodical strategies of students includes rereading content while creating notes about challenging words and performing sentence translations at a gradual pace and discussing their learning with peers and reviewing their answers before submission.

According to the research findings, reflective learners adopt more organized, in-depth, and analytical strategies. They demonstrate a willingness to study the content more thoroughly and refresh their knowledge of it. Rereading, highlighting crucial aspects, and doing a deep examination of text structure all reveal strong metacognitive ability. These findings are consistent with (Flavell, 1979) concept of metacognitive awareness, which is learners' ability to monitor and manage their own thinking processes. In this scenario, reflective learners are aware of their cognitive processes and may influence them to guarantee correct



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comprehension. This explains why the reflecting group is better at understanding complicated texts than the impulsive learners.

Furthermore, reflective learners' behavior is consistent with (L. J. Zhang, 2009) research, which discovered that reflective learners utilize deep processing methods such as summarizing, examining discourse structure, and looking for connections between concepts in the text. They don't only read literally; they also endeavor to relate new information to previous knowledge. These strategies allow them to better understanding the text and reduce misinterpretations of suggested meaning in academic readings.

In contrast, impulsive learners tend to finish reading fast, relying on assumptions or intuition rather than long thought processes. They frequently employ tactics such as skimming, searching for keywords, and responding without double-checking. This is consistent with Kagan (1966) conceptual tempo hypothesis, which claims that impulsive people make snap decisions and make more mistakes than introspective people. They also do not use metacognitive methods like monitoring or rereading, as indicated by Stanovich (1994), because their primary goal is to complete the work quickly rather than obtain profound knowledge.

Importantly, both studies also indicate that these strategic differences manifest in comprehension performance. Although our qualitative design did not quantify test scores, the reflective group's structured approach implies stronger understanding of the text. Moiiinvaziri's quantitative results confirm this expectation: reflective learners scored significantly higher on



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reading comprehension than impulsive learners under all conditions. In her experiment, both impulsive and reflective groups achieved their highest mean comprehension scores with oral reading and their lowest with silent reading.

Specifically, the oral reading method yielded the highest average score, subvocalization closely followed, and silent reading produced the weakest comprehension for both groups. In practical terms, this means that even impulsive students can achieve better understanding when the reading process is made more interactive or vocalized. The reflective group's consistently high scores across all methods further suggest that their deep engagement allowed them to benefit from any reading format.

Student preferences reported in Moivaziri's work reinforce this point. About 50% of her participants favored oral reading, noting improvements in understanding, pronunciation, and listening skills. In contrast, only 17% preferred silent reading. These preferences align with the notion that engaging multiple modalities aids comprehension. They also echo our observation that reflective learners value collaborative, spoken discussion of text (a form of oral processing). That many students (of both types) find oral or subvocal reading easier than silent reading suggests that quiet, fast reading may disadvantage both groups, especially impulsives. Thus, integrating more guided oral reading (e.g. reading in pairs, choral reading) or training in subvocalization strategies (such as silently "hearing"

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each word) could help students internalize meaning, similar to the explicit techniques used by reflectives.

## 2. The Reasons for Using the Strategy by Impulsive and Reflective Learners.

Reflective learners are driven to use the strategies because they want to deepen their comprehension and accuracy. They have a tendency to reconsider, examine alternate replies, and will not hesitate to revise their answers if they believe they are incorrect. This aligns with the deep learning strategy (Biggs, 1993), which emphasizes concept-oriented learning and analytical skills. Reflective learners also demonstrate mastery goal orientation, which is the desire to thoroughly comprehend the content rather than focused solely on results or grades (Pintrich, 2000). They are also skilled at dealing with uncertainty during the reading process and have a high tolerance for ambiguity.

Impulsive learners, on the other hand, employ their strategies because they find long or extremely complicated mental processes uncomfortable. They feel more at ease using rapid, instantaneous strategies that don't put too much strain on their brains. Several participants indicated that their primary motive is the need to complete the activity as soon as possible so that they can work on other projects or "get home quickly." This implies that they typically have a performative, time-based goal orientation that prioritizes task completion over comprehension quality. This tactic also represents an effort to lessen memory stress by using a simpler and more

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straightforward approach, according to cognitive load theory (Sweller, 1994).

Impulsive strategies are also impacted by the restricted ability to monitor and assess the understanding that is developing. They seldom review or recheck their replies, demonstrating a lack of metacognitive techniques. They also believe their intuition or the first solution that comes to mind, as indicated by L. F. Zhang (2004) using the idea of first-response bias, which states that impulsive people prefer to stick to their original reaction without evaluating other options.

The use of reading strategies by impulsive and reflective learners in this study can be understood as a response to the challenges of reading comprehension they face, which are influenced by the characteristics of their respective cognitive styles. Shaban et al., (2017) explain that impulsivity and reflectivity are part of personality learning styles that influence learners' tendencies in making decisions during the learning process, including in choosing reading strategies. Although their research shows that impulsive and reflective styles do not significantly affect reading comprehension outcomes, these learning styles still play a role in shaping how learners approach texts and manage difficulties that arise during the reading process.

Furthermore, these findings support the view that differences in learning styles are not always directly reflected in the final results of reading comprehension, but are more evident in the reasons for and process of

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strategy selection. Both impulsive and reflective learners use reading strategies to overcome comprehension difficulties, but with different goals. Reflective learners use strategies to improve accuracy and clarity of meaning, while impulsive learners use strategies to maintain the efficiency and sustainability of the reading process. This difference in purpose explains the variation in strategies used even though the reading challenges faced are relatively similar.

Thus, it can be concluded that impulsive and reflective learners use reading strategies as a form of adaptation to reading comprehension challenges influenced by their respective cognitive style characteristics. Reading strategies serve as a link between learning styles and academic demands, not merely as determinants of comprehension outcomes. These findings are in line with Oxford's (1990) view that learning styles influence the selection of learning strategies, although they do not always have a direct impact on learning outcomes. Therefore, understanding the reasons for using reading strategies is an important aspect in explaining how learners deal with difficulties in reading comprehension.