Exploring Online Reading Strategies and Comprehension of Texts for EFL Learners' Use in 5.0 Society Development Era

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ABSTRACT

The rapid growth of online instruction has significantly transformed education, particularly in the 5.0 society development era. This study investigates the online reading strategies and comprehension skills of English as a Foreign Language (EFL) learners, aiming to better understand how students approach online texts and the challenges they encounter. Using a qualitative case study design, fifteen EFL students were selected through purposive sampling. Data were gathered through observations and semi-structured interviews to identify the reading strategies employed by these learners in an online environment. The results revealed that EFL learners used various effective strategies to engage meaningfully with online materials. However, notable differences in reading strategies were observed based on individual preferences, leading to diverse outcomes in comprehension. These variations highlight the challenges some students face in understanding online content, emphasizing the need for more personalized approaches in online reading instruction. The study suggests that while EFL learners can apply appropriate online reading strategies, their effectiveness depends on individual reading preferences and comprehension levels. Consequently, educators should address these differences by designing flexible and adaptable reading lessons. The integration of both basic and more advanced strategies is essential to support all learners in navigating online texts effectively.

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1.   INTRODUCTION

Technology plays a complex role in changing reading literacy, especially regarding online reading comprehension. It presents both benefits and obstacles. The secret is to use these technological developments to strengthen and foster the development of critical reading skills rather than to impede

them. When reading online, readers must use greater critical thinking in determining the authority of sources, the data's veracity, and the content's purpose. It can be difficult to develop this critical literacy, but it is necessary. However, a future civilisation that incorporates cutting-edge technology like artificial intelligence (AI), the Internet of Things (IoT), big data, and robotics into every area of life is envisioned under the Japanese idea of "Society 5.0." The intention is to establish a human-centred society in which technology improves everyone's quality of life by addressing social issues and advancing economic progress. Society 5.0 is about creating a sustainable, inclusive, and technologically advanced society that prioritizes human needs and addresses global challenges through intelligent technology.

Moreover, the advent of technology in the 21st century is ushering in significant transformations in reading and learning experiences. The widespread use of computers, mobile devices, and the internet has broadened the definition of reading literacy. It now includes the ability to read printed text and the skills needed to read digital texts (Li, 2020). These skills include finding, analyzing, combining, and evaluating information, all of which are essential for reading in the digital age. Online readers must know several strategic options when confronted with novel reading environments and tasks.

The emergence of the digital era has profoundly impacted the methods by which students engage in reading, obtain, and assimilate knowledge. Many countries are now prioritizing online reading comprehension (ORC) as part of their efforts to strengthen students' literacy skills, including media and information literacy (Potter, 2018). Online reading comprehension is a newly recognized form of literacy, which refers to the independent process of creating texts and acquiring knowledge through various online reading activities. These activities include identifying significant issues, finding relevant information, critically assessing information, integrating information, and sharing information (Bulut, Bulut, & Arikan, 2023).

Reading is the act of creating a mental representation of the text or message, which is accomplished by the interplay between the reader's knowledge and the qualities of the text (Cockerill, Thurston, & O'Keeffe, 2023). Several experts in the field of reading suggest that the process of reading comprehension can involve either top-down processing, bottom-up processing, or an interactive combination of these. In addition, when reading, the reader may utilize many tactics to enhance text comprehension (Sasabone et al., 2023; 2022). Reading methods are frequently employed in a foreign language context to mitigate the knowledge deficit that the learners face. This is because L1 reading instruction typically begins before learners have acquired a sufficient grasp of the language, which contrasts with the L1 environment. A study conducted in Iran found that EFL university students predominantly utilized support reading strategies (Hatami, M., & Asl, 2017).

Comprehending online reading strategies is crucial for EFL students as it offers knowledge and guidance on handling online reading. Teachers' comprehension of students' online reading techniques is crucial for guiding them in determining the optimal conditions for improving reading proficiency (Dewi, 2022). One of the issues that teachers face nowadays is teaching students how to effectively employ the abilities and tactics of online (Sujarwo, Sukmawati, Akhiruddin, Ridwan, & Siradjuddin, 2020), enabling them to easily comprehend online reading. The advent of computers, technology (Ibrahim & Rinantanti, 2023). The internet has significantly transformed individuals' reading habits, with online reading serving as the primary source of information for many foreign language (L1) readers worldwide.

Proficiency in reading and understanding written material is crucial for mastering the full information landscape of the 21st century. Reading skills can provide students with valuable learning opportunities to boost their personal and intellectual growth, especially at the university. Proficient reading skills are essential for students to generate exemplary written work during their academic pursuits (Rinantanti & Suhirman, 2017). Many university students, especially those in their first year, encounter difficulties in understanding academic texts when teaching and learning process (Rinantanti et al., 2017), particularly in reading.

The most prevalent challenges that students often encounter, especially in the English as a Foreign

Language (EFL) environment, are limited vocabulary, difficulty understanding sentence structures, struggles grasping words' contextual meaning, and improper classroom activities (Devi, 2021). Acquiring the ability to read and comprehend scientific, social, languages, and other academic textbooks and materials is a crucial objective for students. One effective approach for enhancing reading comprehension is acquiring the skill of utilizing the textual structure to establish connections inside the brain and enhance knowledge retention (Wijekumar et al., 2017).

Reading allows students to enhance their language skills and get valuable experience (Wibowo et al., 2021). They will get the necessary information and ideas. Furthermore, individuals will acquire knowledge that was previously unknown before it. Reading comprehension is defined as the act of extracting and constructing meaning by actively engaging with written language (Talwar et al., 2023). Reading is an essential component of language acquisition that is inherently interconnected with other language skills. Reading comprehension aims to facilitate the students' comprehension of written languages. Proficient students actively monitor their reading comprehension and employ strategies to decipher the meaning of complex texts (Nurdianingsih, 2021). By doing so, they can comprehend the content and draw meaningful conclusions from their reading.

Based on the 2018 Programme on the International Student Assessment (PISA), the mean reading literacy score for Indonesian 15-year-olds is 371 (Vayssettes, 2016). The result has decreased by 26 points in comparison to the previous examination conducted in 2015 (Vayssettes, 2016). Based on the PISA 2018 data, it is evident that over 30% of pupils in Indonesia exhibit reading proficiency at level 2, which is significantly below the OECD average of 77% (PISA, 2019). At this stage of academic progress, students can understand fundamental ideas in texts of modest length, identify well-communicated information, and critically analyze the intended purpose and structure of the text. Based on the 2018 OECD survey, Indonesia is ranked 74th out of the 79 nations (PISA, 2019)Therefore, it is crucial to conduct further inquiries to explore the underlying variables contributing to the low levels of reading proficiency among children in Indonesia.

Moreover, by leveraging technological advancements, educators can create or create new instructional resources tailored to the specific requirements of students to facilitate learning for those with limited proficiency. A learning idea can be employed in a learning activity to facilitate the learning process, utilizing a learning model that incorporates a desired learning posture. The technology experts are highly skilled in utilizing various digital technologies. Currently, they are engaged in multiple technology-driven projects and activities (Bin-Hady, Al-Kadi, Hazaea, & Ali, 2023). The widespread integration of information and communication technology (ICT) has profoundly impacted various domains of human existence (Nurhikmah et al., 2021; Sukmawati et al., 2023). Computers have become indispensable tools for individuals, enabling them to efficiently and effortlessly accomplish diverse tasks. Particularly in education, students can readily access vast information through the Internet (Nurhikmah et al., 2021).

Moreover, many students avail themselves of various exceptional ICT tools, including but not limited to Google Docs/Drive, YouTube, Google Search, Dropbox, Facebook, Blogger, Wikipedia, and Gmail. These tools offer valuable free resources that facilitate the completion of academic assignments and support professional endeavors—acquiring knowledge and linguistic skills across multiple countries (Yu-Ning Huang, 2015).

Some previous studies supported this study and indicated that comprehending online reading strategies is crucial for L2 students and foreign language learners as it equips them by acquiring the essential information and skills to proficiently read online materials, especially the metacognitive techniques (Dewi, 2022). The newly created self-report instrument, the Second Language Online Reading Strategies Inventory (SLORSI), is a novel assessment instrument. This assessment aims to evaluate the use of online reading practices by adult and tertiary-level readers in a second-language learning setting. This measuring tool specifically examines the readers' utilization of online reading techniques while interacting with academic or study-related content (Li, 2020a).

This is relevant to the other study that conveyed that online reading comprehension can enhance

learners' autonomy, analyze learners' activities, and assess English teachers' preparedness in online reading comprehension classes (Stevani & Ginting, 2022). The technique taught students how to analyze the types of questions and where to find the solutions, enabling them to think critically when reading texts. Effective communication of English teacher and students can occur seamlessly during online learning (Arwila, 2022). The study findings indicate that the utilization of real-time Zoom video lectures has a beneficial impact on learners' English reading comprehension (H. Kim, 2020). Students can read the prescribed chapters at home without any time constraints and utilize online resources to learn the literal meanings of unfamiliar words. This allows learners to study at their convenience and in any location they like (Gok et al., 2023).

Some findings of studies that have been mentioned above investigated the utilization of online resources for learning the literal meanings of unfamiliar words. The utilization of real-time Zoom video lectures has a beneficial impact on learners' English reading comprehension, engagement in critical thinking when reading texts and analyzing learners' activities and teachers' preparedness in online reading comprehension classes. However, no researchers are investigating online reading strategies and comprehension of texts for EFL learners' use in the 5.0 society development era. The rapid development of digital technology has led to an increased demand for reading, as there is now greater availability of textual content. This includes a broader range of specialized periodicals, a larger number of published books, more newspapers, and a higher consumption of articles on the Internet.

Even with access to technology, there is a gap in digital literacy. Many people may lack the skills needed to effectively use digital tools and engage with the cyber-physical systems envisioned in Society 5.0. That is why this study has any urgency to conduct by aiming to explore online reading strategies and comprehension of texts for EFL learners' use in the 5.0 society development era, especially for English as Foreign Language (EFL) students at Universitas Cenderawasih Jayapura.

2. METHODS

2.1 Research Design

This study used a qualitative method and a case study research design. Qualitative data analysis involves categorising and interpreting linguistic or visual material to conclude the underlying dimensions and patterns of meaning within the material and its representation (Mezmir, 2020)The research subjects were students of the English education department of Universitas Cenderawasih Jayapura. This study examined the online reading comprehension strategies utilized by 15 EFL students. The students searched the Internet to locate and extract information. This study aimed to examine the attributes of the online reading process and scrutinize the elements that impacted the choices made by skilled readers while reading on the Internet.

The EFL students' assignments necessitated that participants find, assess, and combine content-specific information from informational websites and search engines, which are common practices in schools and workplaces. This is in contrast to asking students to communicate using WhatsApp and weblogs, which typically mirror the Internet technologies and tasks that students engage with outside of class.

Therefore, purposive sampling is particularly useful in studies exploring complex phenomena or understanding specific issues deeply. By selecting particularly informative cases, researchers can gather detailed insights that might be missed with random sampling. The researchers deliberately chose 15 informants to make a sufficiently small group that would enable us to observe individual variations while being large enough to investigate initial patterns throughout the entire group of informants. Furthermore, proficient readers exhibit more suitable techniques when completing reading assignments. Individuals exhibit greater proficiency in comprehending online environments as they accumulate more familiarity with Internet usage**.**
All 15 participants agreed on the questionnaire that the students had exceptional proficiency in comprehending written textbooks. Similarly, all the participants were convinced that they possessed at

least a moderate proficiency in browsing the Internet and utilizing search materials to locate desired information.

2.2 Data Sources and Procedures

In order to determine the most skilled and experienced Internet readers among 15 EFL students, several data sources were used. These sources include: (1) the informal evaluation provided by the teacher, (2) the interview results obtained from the students, and (3) a student questionnaire designed to assess their students' ability and experience with searching and reading on the Internet.
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2.3 Data Collection and Instrument

Data collection was carried out through observation and interviews. Observations are made and the instruments are field notes (Creswell & Creswell, 2017; Leavy, 2022). The researchers carried out an observation to EFL students of English education department at Universitas Cenderawasih in reading material when the students were studying reading subject in the classroom. Then the interview used an interview protocol with a number of questions asking anything for the fifteen EFL students.

Effective communication between the English teacher and students can take place seamlessly during the online reading by reading some topics given such as cause and Effect: Explorers with the topics 1. Burke and Wills: Across Australia, 2. Alexandra David-Neel A French Woman, 3. Virus Bering: Across Siberia to North America, 4. Robert Scott: A Race to the South Pole, 5. Into the the Deep: Ocean Exploration, 6. World Population Growth, 7. Changes in the family, 8. Rain Forest, 9. The Garbage Project, 10. Earthquakes.

2.4 Data analysis

This data analysis is employed to find emerging concepts from the data and compare them (Richards & Hemphill, 2017). The data analysis was based on an initial pattern found among our participants on the online reading strategies used by students in this study. Through our analysis of the instances, researchers have found evidence demonstrating that readers follow a flexible sequence of stages that consistently repeat during their reading process to gain insights into the nature of online reading, particularly the reading strategies employed by Internet readers to search for and find information.

A preliminary pattern identified among our participants regarding our initial research question on the Internet reading practices used by EFL students guided the data analysis. Through comparing the cases, the researchers found evidence suggesting that readers follow a flexible sequence of stages that often repeat during their reading experience. The qualitative data analysis process consists of four distinct stages: 1) familiarization (researchers should acquaint themselves with the diversity and heterogeneity of the collected materials), 2) data reduction (which involves reducing the potential universe of data using a conceptual framework, research objectives, cases, and tools), 3) data display (using textual representations of information to identify segments that most effectively exemplify themes of interest), and 4) report writing (which involves making significant affirmations about how the data represents the topic of interest) (Huberman, 2014).

3.   FINDINGS AND DISCUSSION

This study aims to investigate how EFL students develop online reading strategies in the context of Society 5.0 and explicitly connect your findings to this context. Effective communication between the English lecturers and EFL students can occur seamlessly during the online reading by reading topics such as Cause and Effect: Explorers with topics given to the students.

3.1 Questionnaire Data of EFL Students' Online Reading Comprehension

When collecting questionnaire data on EFL (English as a Foreign Language) students' online reading comprehension, the goal is to gather insights into like, frequency, genres of literatures, and overall comprehension abilities when engaging with English texts online.

Table 1. EFL students' online reading comprehension from questionnaires

Question 1	Yes	No				
Do you like reading online?	12	3				
Question 2	**Never**	**Rarely**	**Sometimes**	**Almost everyday**	**Everyday**	
What is the frequency at which you engage in online reading?	1	2	3	6	3	
Question 3	**Never**	**Rarely**	**Sometimes**	**Usually**	**Almost Everyday**	**Everyday**
What is the frequency of your online English reading?	0	2	4	3	5	1
Question 4	**News and magazines**	**Sports**	**Articles and essays**	**Scientific texts**	**Novels**	
What genres of literature do you normally read on online platforms?	6	3	1	5	0	
Question 5	**Blogs**	**Forums**	**News**	**E-books**	**Academic texts**	**Social media**
What kinds of literature do you normally read on online platforms?	2	1	2	3	1	6
Question 6	**Websites of media outlets**	**Social media(e.g., Facebook, Twitter, Instagram etc.)**	**Wikipedia**	**Blogs**	**Forums**	**Other (Please specify):**

Which platforms do you use for online reading?	2	10	0	2	1	Mobile apps
Question 7	**Less than one hour**	**1-2 hours**	**2-4 hours**	**4-6 hours**	**7-8 hours**	
How many hours a day do you spend online?	1	4	5	5	0	

Table 1 shows that 12 EFL students like reading as a strategy for online reading, and 3 EFL students do not like online reading. The students said that they read almost every day through Social media (e.g., Facebook, Twitter, Instagram, etc.) to search for E-books as online reading materials, and they need 3-6 hours/day to search the internet or hyperlinks.

3.2 Data of Interviews with EFL Students Towards Online Reading Strategies

Conducting interviews on EFL students' online reading comprehension provides a nuanced understanding of their experiences and challenges, offering insights that can inform more effective educational practices and resources.

Table 2. Interview with EFL students about online reading strategies for comprehending the text

Participants	Questions	Responses
PS		*Yeahh… I likely read online. Due to my visual impairment, I prefer reading books and, consequently, reading books, despite the vast amount of knowledge available on the internet, including News and magazines.* *Also reading topics of Robert Scott: A Race to the South Pole, Into the Deep: Ocean Exploration, World Population Growth…..*
AN		*Hummm...... Iam not enthusiasm for engaging in online reading.* *Because it making my eyes disturbed……* *Also…. I have a preference for reading printed materials such as books and articles*
RP	*Do you like reading online or offline, and what is your reason?*	*No like reading to internet or online. I prefer inspiration for reading printed books* *So….. I buy books in the book store*
ES		*I am not enthusiastic about engaging in online reading.* *Today, I have no desire to read passages and articles that focus on specific issues….* *Then, conversely, my inspiration will be decreased when I engage in online reading…...*
MM		*When reading online content, it is necessary to consider the topic of my inquiry.* *Instead of reading the entire page or simply skimming the first sentence, I must strategize my approach to reading the page.*

OK		*If I find an issue for which I lack knowledge, I will feel compelled to access the internet such as Social media(e.g., Facebook, Twitter, Instagram, etc.)*
AS	*What platforms do you use in online reading?*	*If you read every individual page that you access through a hyperlink, you would end up spending an indefinite amount of time on the internet or websites…… .*
AR		*Yeah to reading online about Academic articles and essays, scientific materials, news articles, and electronic books* *In the internet or websites…… such the topics: Rain Forest, The Garbage Project, Earthquakes etc……*
YM		*I will now proceed to read the introduction.Browse it briefly...to determine if... I am going to read all in the internet such as materials of reading with the topics: Robert Scott: A Race to the South Pole, Into the the Deep: Ocean Exploration, World Population Growth…..*
AD	*How do you search online reading materials?*	*I will now commence the task of skimming the beginning of the article. Skim through it briefly...to ascertain whether... I will peruse all the subtitles to search any essential hyperlink such the topics: Changes in the family, Rain Forest, The Garbage Project, Earthquakes etc……*
MA		*I will carefully read all the subtitles in order to look for any crucial hyperlinks or web.* *By searching the topics such as Burke and Wills: Across Australia, Alexandra David-Neel A French Woman, Virus Bering: Across Siberia to North America etc……*
AQ		*The ability to immediately search for unfamiliar or interesting information was important as Online reading strategies …… such as the to search reading materials: Alexandra David-Neel A French Woman, Virus Bering: Across Siberia to North America etc……*
CN		*Yes of course…..I felt it interesting because I practice of visualising my thoughts before." This stimulates me to engage in searching online materials in the internet*
NH	*Do you have any ability to search online reading materials?*	*Additionally, I have a need to peruse reading materials that is not contained within the textbook. Then…….. online materials are better for me….*
DAN		*To me….. The capacity to quickly access new knowledge was necessary.* *Easy to access everytime and everywhere…….* *And good to search internet or hyperlinks* *Easy to comprehend the reading material in online.* *For searching topics such as: Changes in the family, Rain Forest, The Garbage Project, Earthquakes etc……*

Table 2 shows that the most of respondents used online reading strategies. EFL learners can effectively comprehend the reading material and analyze it from various viewpoints through accessing the internet, hyperlinks, and Social media (Facebook, Twitter, Instagram, etc.) to search reading materials in the reading subject.

This study is a qualitative research study that investigates the online reading comprehension methods employed by 15 EFL students while they search the internet to find and retrieve information. This study aimed to investigate exploring online reading strategies, and comprehension of texts for EFL learners' use in the 5.0 society development era

Consequently, the study selected first-year students of English as participants, as they are novice students and their understanding of these strategies may be more significant. The primary objective and principal role of ELT departments is to cultivate passionate, resolute, knowledgeable, well-prepared, and equally competent English instructors. If students are nurtured to be well-versed in current academic discourse, they will graduate as competent educators and effectively educate their future students.

English as a Foreign Language (EFL) students utilise online reading strategies during online reading. EFL students were enthusiastic about engaging in online reading. Today, the student had the greatest desire to read passages and articles that focus on specific issues, especially those that are amazing (Table 2). While there have been some studies on online reading strategies, the number of studies investigating this problem from various perspectives, in varied contexts, and with participants of diverse demographic characteristics is minimal. The researchers found that learners effectively and appropriately utilized online reading strategies for learning to become more meaningful.

Moreover, an analysis of the online reading strategies employed by EFL students with varied reading preferences reveals notable disparities between students in the classroom, indicating variations in their respective strategies. Therefore, it may be deduced that EFL students exhibit distinct reading preferences and employ divergent approaches. Comprehending online reading techniques is crucial for L2 students as it equips them with the knowledge and skills to search for online reading strategies effectively, particularly (Naumann, 2015).

This initially encountered the idea of a restricted level of online reading engagement. There are numerous instances in which we engage in online reading, such as when we peruse an e-mail, an online publication, or a solitary webpage. When these reading actions occur in isolation, they do not seem to differ significantly from offline reading comprehension, except for the fact that they take place online (Leu et al., 2015). Online reading strategies usually take place as part of a comprehensive and complex process. They use the Internet to find solutions to both significant and trivial problems and mostly rely on informational material to comprehend and acquire knowledge.

Various findings supported this study and indicated that the relationship between readers' perceived utilization of reading strategies and their reading scores was statistically significant, and reading comprehension practices have a significant influence on the development of reading skills and strategies in learners (Taki, 2016). Donald J. Leu's research paper on reading and online research comprehension can serve as a framework for enhancing reading comprehension skills in the modern era of literacy across different educational levels in Indonesia (Rahma, Andayani, & Anindyarini, 2022). The students' views towards their first language (L1) had a strong and beneficial impact on their utilization of online reading strategies and their literacy accomplishment and indirectly influenced their reading comprehension skills (Habók et al., 2024).

By emphasizing the distinct characteristics of online reading, this study provides a novel approach to comprehending how second language (L2) learners employ reading methods while engaging with academic content on the internet (Li, 2020b). The study contributed to substantial advancements in the field of online learning, namely in the domain of real-time detection of English reading competency by analyzing eye movements during reading assignments (Xia et al., 2024). There are statistically

significant differences between the literacy abilities, reading, and writing performance of students who learn through digital environments compared to those who study through traditional methods (Alneyadi, Abulibdeh, & Wardat, 2023).

Online reading learning is designed to assist all English as a Foreign Language (EFL) students should utilizing and expanding upon these capabilities. When teachers incorporate online comprehension strategies into their lessons (Kim et al., 2021), they should consider designing tasks that align with personal interests and involve meaningful problem-solving using new information and communication technologies; and starting with familiar topics to build on existing strengths, gradually progressing to supported instruction in different areas and more complex online texts (Leu et al., 2015).

Online texts encompass nonlinear hypertext, multimedia texts, and interactive texts, which can either enhance readers' understanding or provide novel difficulties in the reading experience. When engaging with online texts, language learners acquire novel reading methods and apply their existing paper-based text-reading strategies to the online medium (Park & Kim, 2017).

To engage with knowledge presented on websites and other digital platforms (Alneyadi et al., 2023), students must possess the necessary skills to independently do online study as well as possess a level of online learning (Taki, 2016). Hence, it is imperative to assist students in acquiring the ability to locate and assess information discerningly. Furthermore, there is an increasing demand for dynamic assessments and technology-enhanced items that can provide guidance to lecturers and enrich their approaches to learning (Bulut et al., 2023).

Hence, by harnessing the capabilities of the Internet and equipping students with the necessary skills to effectively use online reading environments, less proficient readers can become more involved, proficient readers will remain stimulated, and all students will have an equal chance to acquire the advanced comprehension strategies that are essential in today's digital era through the online field (Hew, 2016). When the students engage in extensive reading on subjects that interest them, their urge to read more can subsequently extend to conventional reading of printed materials.

Investigating the online reading of young individuals and their utilization of reading strategies is highly important due to their significantly higher online presence, interactions, and reading activities than older individuals. Prior research has demonstrated that utilizing metacognitive reading strategies during the process of reading either online or printed literature enhances reading comprehension and prompts individuals to adopt a more analytical attitude toward the content (Öztürk, 2018).

This study provided empirical information regarding the online reading strategies in comprehension text performed by English as a Foreign Language (EFL) learners on the internet and the impact of strategy utilization on their online reading comprehension. Amidst a time characterized by the presentation of meaning through various media formats, the results of this investigation can enhance EFL students' comprehension of how students engage the online reading strategies and comprehension of texts for EFL learners' use in the 5.0 society development era for EFL students in English Education Department of Universitas Cenderawasih Jayapura.

4. CONCLUSION

The concept that internet text adds further complexity to the process of online reading comprehension contributes to growing EFL students' knowledge to assert new technologies are impacting the essence of online reading comprehension. The findings indicate that successful online reading sessions involve the simultaneous utilization of similar and more intricate applications of reading online material. This involves a cognitive process where individuals generate meaning from the text, which may account for the increased difficulties in comprehending online content. Online reading involves more than just decoding words; it requires readers to actively engage with the text to construct meaning. This might involve integrating new information with prior knowledge, interpreting multimedia elements, or dealing with non-linear text structures (e.g., hyperlinks). The EFL students are enthusiastic about participating in online reading activities. The students possess an intense desire to read passages and articles that center around particular topics on the internet as the online reading

strategies and comprehension of texts for EFL learners' use in the 5.0 society development era for EFL students in the English Education Department of Universitas Cenderawasih Jayapura.

This study has limitations to participants associated with the English Education Department of Universitas Cenderawasih Jayapura. To enhance the reliability of the findings, it is recommended that a larger sample size, including individuals from various colleges. Furthermore, to bolster the quantitative data, it would be beneficial to conduct structured or semi-structured interviews with the participants to delve into their comprehensive utilization of online reading techniques.

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