Extensive Reading Strategy Efforts to Improve English Proficiency

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Abstract: This study investigates the implementation of Extensive Reading (ER) activities in Intermediate-level Business English classes to promote autonomous learning and enhance English proficiency. Employing both qualitative and quantitative approaches with descriptive analysis, the research involved students from the Accounting Study Program as participants, comprising 18 females and 6 males aged between 21 and 23 years. The participants were divided into control and experimental groups, both of which were administered identical reading materials for the pre-test and post-test. Five instruments were employed: (1) Informed Strategy for Learning (ISL), (2) number of student writings, (3) metacognition (knowledge and regulation of cognition), (4) metamemory, and (5) apprehension. The results revealed no significant difference between the two groups at the pre-test stage; however, a significant improvement was observed in the experimental group at the post-test stage. Multiple regression analysis indicated that: (1) higher ISL scores were associated with lower International TOEIC scores; (2) a greater number of student writings correlated with higher TOEIC scores; (3) increased metacognition was linked to lower TOEIC scores; (4) higher metamemory levels were associated with higher TOEIC scores; and (5) increased apprehension corresponded with lower TOEIC scores. These findings suggest that Extensive Reading activities can effectively enhance writing productivity, which in turn contributes to improved English proficiency as reflected in higher TOEIC performance.

Keywords: Extensive Reading Strategy (ER); Number of posts; Metacognition; Metamemory; and Apprehensions

I. INTRODUCTION

Observations of the English language proficiency of students in the Accounting Study Program reveal that their performance remains below the institutional target for the International TOEIC score. Therefore, this study was conducted to identify effective strategies to enhance students' achievement in the Test of English for International Communication (TOEIC) and their English writing proficiency. Extensive Reading (ER) practice is believed to have a broad impact, as it not only improves reading skills but also supports the development of other language skills such as writing, speaking, and listening. According to Zainal and Husin (2011), successful reading involves various sub-skills, including vocabulary mastery, spelling accuracy, and the ability to comprehend the writer's intention in a text. In language teaching, Extensive Reading refers to reading widely and in large quantities. The concept was pioneered by Harold Palmer in England and Michael West in India, who established ER as a key approach in foreign language education, particularly in promoting reading comprehension and overall language proficiency. This approach encourages learners to read a variety of texts that match their interests and language levels, fostering motivation and enjoyment in reading. Through regular and independent reading practice, students naturally acquire new vocabulary, improve grammatical accuracy, and develop better text comprehension (Rahman, 2018; Tammasse et al., 2025; Liu et al., 2025). Moreover, Extensive Reading cultivates learner autonomy, as students take responsibility for selecting and managing their own reading materials according to their goals and preferences (Ounissi et al., 2025; Dalyan et al., 2025; Mahdori et al., 2025).

This study applies a learning model through in order to improve English language proficiency of Politeknik Negeri Semarang students. To find out whether there is a significant relationship between reading skills and other language skills and the integrative and psychological relation it

needs to be practiced on students to find out 1) the role of cognitive and affective factors in English proficiency; 2) Variables such as reading strategy, amount of writing, metacognition (MMQ), metamemory (MAI/cognitive factor), and anxiety (Apprehensive/affective factor) were used as predictors of significance to scores (International TOEIC/skills/skills) and writing skills.

The aim of the research is to improve self-learning (autonomous learning) through the ER strategy in order to achieve English language proficiency to achieve an International TOEIC score that is in accordance with the score targeted by Polines, while the benefit for students is that their reading comprehension results are of high quality so that they can understand reading. -reading in business English easily as well as in rewriting in writing.

II.   LITERATURE REVIEW

Previous studies have demonstrated a strong relationship between reading and writing proficiency. Shell, Murphy, and Bruning (1989) found that cognitive factors influencing reading achievement were significantly correlated with writing performance, while Klingner, Kettmann, and Vaughn (1996) highlighted that early reading ability and oral language proficiency contribute to comprehension. Similarly, Lee and Krashen (2002) reported that reading is a strong predictor of writing competence, confirming that students who engage more actively in reading activities produce better written works. The concept of Extensive Reading (ER), introduced by Harold Palmer and later developed by Day and Bamford (1998, 2002), emphasizes reading in large quantities for pleasure and general understanding. ER promotes vocabulary growth, comprehension, and learner autonomy through ten core principles, including freedom of choice, accessible materials, and teacher modeling.

Metacognitive factors also play an essential role in language learning. As defined by Flavell (1979) and Schraw and Denison (1994), metacognition involves awareness and regulation of one's cognitive processes. Research has shown that learners who apply metacognitive strategies—such as planning, monitoring, and evaluating—achieve deeper learning and higher language proficiency (Ehrman & Oxford, 1995; Anderson, 2002). Furthermore, Victori and Lockhart (1995) emphasized that metacognitive awareness supports the development of autonomous learners who can set goals, select appropriate materials, and evaluate progress independently.

Metamemory, or awareness of one's memory functions (Troyer & Rich, 2002), is another crucial factor influencing language proficiency. Learners with strong metamemory are more effective at retaining vocabulary and linguistic structures, supporting autonomous learning (Kinjo & Snodgrass, 2000). Finally, writing apprehension, described by Takahashi (2009) and Al-Sawalha and Chow (2012), refers to anxiety associated with the writing process, which can hinder learners' ability to express ideas effectively. Together, these studies underscore that Extensive Reading, supported by metacognitive and metamemory strategies and reduced writing anxiety, can significantly enhance students' writing proficiency and overall English performance.

III.   METHODS

The research, conducted at Semarang State Polytechnic, employed a mixed-method approach combining qualitative and quantitative methods. The population consisted of students from the Accounting Department, while the sample included 25 students from the Accounting Study Program—6 males and 19 females—aged between 21 and 23 years. The study was carried out intensively over a period of 12 weeks (three months). The technique of implementing the practice with this extensive reading strategy, first, the students were divided into two groups (called the control group) and the experimental group. Each group was given a pre-test with readings in the same business English. The next stage, the two groups were given a post-test with the same reading practice materials as when they were given the pre-test. Then,

While the factors that are assumed to affect the score of the International TOEIC, used tools/instruments such as ISL (Informed Strategy for Learning) consisting of 20 question items (see

Appendix A). Accompanied by a questionnaire on the number of students' writings after reading the text of their choice (see Appendix B). Then the metacognitive Assessment Inventory (Schraw & Denisson, 1994), used to measure metacognition, (see Appendix C) consists of 52 questions, 17 questions to measure knowledge of cognition (Knowledge of Cognition); and 35 questions to measure the regulation of cognition.

IV.   RESULTS

For higher vocational education, such as the Semarang State Polytechnic, English is taught in an integrative way, namely 'Applied Linguistics' (applied linguistics), language learning is more concerned with the content/meaning of reading (meaning making/content) rather than form. In practice, the lecturer becomes a role model for students by providing guidance as well as providing reading material that students like, but in this study, students prefer reading material that suits their conditions and interests, finally the lecturer determines the theme, namely business English. For topics and titles, students are free to choose their own.

Students are given the practice of reading from several texts determined by the lecturer for the pre-test and post-test stages. In writing procedures, there are rules that must be followed so that the results of writing can be called scientific standards according to the rules of linguistics. The following items are used as a checklist to evaluate students' writing performance as follows: (1) thesis statement; (2) relevance (relevance); (3) coherence (coherence); (4) cohesion (cohesion); (5) exposition (exposition); (6) quantity (quantity), (7) unity (unity); (8) wording (words), (9) grammatically (grammatically).

Table 1. The inter-rater reliability of the writing test was statistically significant (0.93) at 0.01.

Correlation between Raters	Correlation	Significance
Correlation between first and second raters	0.96	0.01
Correlation between first and third raters	0.97	0.01
Correlation between second and third raters	0.96	0.01

Table 1 shows that the inter-rater reliability of the writing test was statistically significant (0.93) at 0.01. There was one (1) participant who did not continue the ER program, so the total participants were only 24 people. The total score is 45.3 points for each skill. Three English lecturers graded the students' writing, and the three raters were asked to evaluate each of the nine writing skills separately, then the overall score was calculated. This hypothesis was tested at the 0.05 level of significance. Data were collected during the pretest-posttest design for the appropriate groups and analyzed via the SPSS statistical package. Independent t-test was conducted to determine the achievement of both groups in the pre-test. Table 2 shows the following results:

Table 2. The results of the t-test of the average achievement of the two groups in the pre-test

	Group	N	mean	Std. deviation	t sig
Pre-test	**control group**	24	2.71	3.35	**1.21**
	Experimental group	24	1.48	3.53	**0.233**

Table 2 shows that the difference in achievement of the two groups in the pre-test was not statistically significant at = 0.05. Thus, since there was no statistically significant difference between

the experimental and control groups on the pre-test, the two groups were assumed to be equal. Another independent sample t-test was performed to determine whether there was a statistically significant difference between the achievement of the two groups on the post-test. Table 3 shows the results as follows:

Table 3. The results of the t-test on the average achievement of the two groups in the post-test

	Group	N	mean	Std Deviation	t Sig
Post-test	control group	24			-2.058 0.045
			13.92	2.82	
	Experimental group	24	23.32	1.88	

Table 3 shows a statistically significant difference at = 0.05 between the performance of the control group and the performance of the experimental group on the post-test for the experimental group. This shows that the ER reading strategy in teaching English to students has a positive impact on students' writing performance. The average score of the control group on the post-test was 13.92 while the experimental group was 23.32. Moreover, despite the fact that the difference between the performance of the control group and the experimental group on the pre-test was not statistically significant.

Table 4. Test results between participants

Source	Sum of Squares	df	Mean Square	F	Sig.
Pre-test	56.677	1	56.677	22.653	0.000
Group	123.681	1	123.681	49.433	0.000
Error	95.075	38	2.502	—	—
Corrected Total	273.512	40	—	—	—

Table 4, statistically shows a significant difference between the control group and the experimental group on the post-test. The achievement of the experimental group, measured by the difference between the pre-test and post-test, was better than the control group.

Variables that affect the International TOEIC score

Informed Strategy for Learning (ISL) by Paris, Cross and Lipson (1884) was used to measure reading strategies. This questionnaire consists of 20 items in multiple choice form with three alternatives for each question (see Appendix A). Schraw & Dennison (1994) used the Metacognitive Assessment Inventory to measure metacognition (see Appendix C). This test consists of 52 items, 17 of which assess cognitive knowledge (Knowledge Cognition) and 35 assess the regulation of cognition (Regulation Cognition). Cognitive knowledge measures a person's level of knowledge awareness and describes academic situations in which awareness of one's knowledge and awareness of skills are assumed to be associated with effective understanding, and includes three subprocesses that facilitate the reflective aspect of metacognition.

Table 5. Multiple Linear Regression

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	146977,744	5	29395.549	2,419	.076b
	Residual	218712.881	18	12150,716		

| | Total | 365690.625 | 23 | | | |

a. Independent Variable: International TOEIC Score

b. Predictors: (Constant), Apprehension, ISL, Number of Student Writings, Multifactorial Metamemory, Metacognitive.

Table 6. Coefficientsa

Model	Unstandardized Coefficients (B)	Std. Error	Standardized Coefficients (Beta)	t	Sig.
1 (Constant)	582,316	313,678	—	1.856	.080
ISL	-1.485	5.093	-.066	-.292	.774
Number of Student Writings	268,879	83.710	.602	3.212	.005
Metacognitive	-.242	2.162	-.026	-.112	.912
Multifactorial Metamemory	1.989	1.849	.215	1.075	.296
Apprehension	-8.828	5.382	-.337	-1.640	.118

a. Dependent Variable: TOEIC Score

ANCOVA and Multiple Regression Test Results (Reading Strategy; ISL; Number of Writings; Metacognition; Metamemory; and Apprehension)

Statistical results showed, standard deviation, and the relationship between reading strategies, amount of writing, metacognition, metamemory, anxiety and written proficiency were obtained. Multiple regression was performed in which writing proficiency was predicted using other factors as predictors. Table 6 shows the mean scores and standard deviations of reading strategies, writing quantity, Knowledge of Cognition (KC) and Regulation of cognition (RC) for metacognition, MMQ contentment, MMQ-ability, MMQ-strategies for metamemory, apprehension and writing skills.

Table 7. Model summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.634a	.402	.236	110.23028

a. Predictors: (Constant), Apprehension, ISL, Number of Student Writings, Multifactorial Metamemory, Metacognitive.

Regression Equation:

Y=582,316 - 1,485 X1 + 268,879 X2 – 0,242 X3 + 1,989 X4 – 8,828 X5

From the above equation it can be interpreted:

ISL variable regression coefficient (X1) is -1.485, so hThis means that if the ISL variable (X1) is increased while the other variables are fixed (ceteris paribus), then the International TOEIC Score decreases. The regression coefficient for the variable number of student writings (X2) is 268,879. This means that if the variable Number of Student Writings (X2) is increased while the other variables are fixed (ceteris paribus), then the International TOEIC Score increases. Metacognitive variable regression coefficient (X3) is -0.242. This means that if the Metacognitive variable (X3) is increased while the other variables are fixed (ceteris paribus), then the International TOEIC score

decreases. The regression coefficient of the Multifactorial Metamemory (X4) variable is 1.989, this means that if the Multifactorial Metamemory (X4) variable is increased while the other variables are fixed (ceteris paribus), then the International TOEIC Score increases. The regression coefficient for the Apprehension variable (X5) is -8.828, this means that if the Apprehension variable (X5) is increased while the other variables are fixed (ceteris paribus), then the International TOEIC score decreases. The coefficient of determination (R^2) essentially measures how far the model's ability to explain variations in the dependent variable is. The following are the results of the calculations that have been carried out:

Table 8. Coefficient of Determination

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.634a	.402	.236	110.23028

a. Predictors: (Constant), Apprehension, ISL, Number of Student Writings, Multifactorial Metamemory, Metacognitive.

Based on the table above, the Adjusted R^2 value is 0.236. This means 23.6% of the variance of the International TOEIC Score which can be explained by the variance of the ISL, Number of Student Writing, Metacognitive, Multifactorial Metamemory and Apprehension variables. While the rest (100% - 23.6% = 76.4%) is explained by other factors not examined.

The effect of Informed Strategies for Learning (ISL/X1) on the International TOEIC Score, using a significance of 5% ($\alpha=0.05$), from the calculation results obtained a probability that shows greater than 0.05, which is 0.774. This means that the variation of the ISL variable has no significant effect on the International TOEIC Score. The effect of the number of writings, using a significance of 5% ($\alpha = 0.05$), the probability that shows that it is smaller than 0.05 is 0.005. This means that the variation of the variable number of student writings has a significant influence on the International TOEIC Score. Metacognitive influence on the International TOEIC Score using a significance of 5% ($\alpha = 0.05$), the probability that shows that it is greater than 0.05 is 0.912, this means that the variation of the Metacognitive variable does not have a significant effect on the International TOEIC Score. The effect of Multifactorial Metamemory on the International TOEIC Score, using a significance of 5% ($\alpha = 0.05$), from the calculation results obtained a probability that shows greater than 0.05 which is 0.296, this means that the variation of the Multifactorial Metamemory variable has no significant effect against the International TOEIC Score. The effect of Apprehension on the International TOEIC Score, using a significance of 5% ($\alpha = 0.05$), from the calculation results obtained that the probability also shows greater than 0.05, which is 0.118, this means that the variation of the Apprehension variable has no significant effect on the score. TOEIC International. The effect of Multifactorial Metamemory on the International TOEIC Score, using a significance of 5% ($\alpha = 0.05$), from the calculation results obtained a probability that shows greater than 0.05 which is 0.296, this means that the variation of the Multifactorial Metamemory variable has no significant effect against the International TOEIC Score. The effect of Apprehension on the International TOEIC Score, using a significance of 5% ($\alpha = 0.05$), from the calculation results obtained that the probability also shows greater than 0.05, which is 0.118, this means that the variation of the Apprehension variable has no significant effect on the score. TOEIC International. The effect of Multifactorial Metamemory on the International TOEIC Score, using a significance of 5% ($\alpha = 0.05$), from the calculation results obtained a probability that shows greater than 0.05 which is 0.296, this means that the variation of the Multifactorial Metamemory variable has no significant effect against the International TOEIC Score. The effect of Apprehension on the International TOEIC Score, using a significance of 5% ($\alpha = 0.05$), from the calculation results obtained that the probability also shows greater than 0.05, which is 0.118, this means that the variation of the Apprehension variable has no significant effect on the score.

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Regression analysis revealed that from several predictors of achieving a high International TOEIC score, the number of students' writings was also high, the number of students' writing scores was 268,879, indicating a significant level. ISL, metacognition and apprehension are not significant to the International TOEIC score, it is necessary to conduct further research to find out what obstacles are the cause of the insignificant predictor. The difference is that this study uses an extensive reading strategy (ER) as a form of achievement or performance as measured by ability tests such as the International TOEIC, but in research (Brown, Palinear, Armbruster, 1984) reading is used as an English learning strategy, more in relation to skills. write. Krashen (1984) in his research found that among the variables that associated the amount of writing with writing proficiency, there were no consistent results. However, this study supports the finding that the more writing, the higher the International TOEIC score. Metacognition related to English proficiency as measured by the results of the International TOEIC score, was actually not significant, even causing the International TOEIC score to decrease. While the high Apprehension variable affects the low International TOEIC score, with the value of the results of this study of -8.828, in contrast to the results of research (Gardner & MacIntyre, 1993; Onwuegbuzie, Bailey & Daley, 2000; Sanchez-Herrero & Sanchez, 1992: Horwitz

V.   CONCLUSION

The results of the pre-test reading reliability test for both the control group and the experimental group were not significant for reading practice but the post-test results were significant for the results for the experimental group International TOEIC scores. Slightly changing from the title is a difficulty because of the high cost of taking part in the Test Written of English (TWA) part of the TOEFL, in the case that the TOEFL is not held at Polines. Meanwhile, to hold an International TOEIC, the implementation is centralized via the English Testing Service (ETS) besides the high cost, it is only carried out at the final level of student lectures, so that further research on the same student cannot be carried out. Metacognition predictors; ISL; and apprehension did not show significant results. Only the number of student writings and metamemory showed significant results with a score of 268,879 (amount of student writing) and 1,989 (metamemory). The implication of this research is that want to improve writing skills, it is necessary to hold a special program 'writing scientific articles' by UPT Bahasa Polines so that it can help build the character of students to become independent learners (autonomous learners).

Financing

Conflict of Interest

The authors declare that there is no conflict of interest.

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