



Vol. 8, Issue 3,
December 2025
p-ISSN: 2615-8671
e-ISSN: 2615-868X

Received: 14 October 2025
Revised: 27 October 2025
Accepted: 15 November 2025

Corresponding Author:
Eka Uliyanti Putri
ekauliyantiputri@gmail.com

DOI:
<https://doi.org/>

Published by:
Universitas Indraprasta PGRI

RESEARCH ARTICLE

THE EFFICACY OF EXTENSIVE READING AND STUDENTS' STRATEGIES IN READING COMPREHENSION ON TOEFL AT INDONESIA AVIATION POLYTECHNIC

Eka Uliyanti Putri¹,

Institut Teknologi dan Bisnis Bina Sarana Global

Jl. Aria Santika No.43 Margasari Karawaci Tangerang

Triyani Retno Putri Sari Dewi²,

Politeknik Penerbangan Indonesia

Jl. Raya PLP Curug, Serdang Wetan, Legok. Tangerang

Rizki Isfahani³,

Univeristas Yatsi Madani

Jl. Aria Santika No. 40A, Karawaci. Tangerang

e-mail: ekauliyantiputri@global.ac.id¹

e-mail: triyaniretno@ppicurug.ac.id²

e-mail: rizkiisfahani@uym.ac.id³

Abstract: This study aimed to know the efficacy of extensive reading and find out the students' strategies in answering TOEFL reading comprehension section of the Indonesia Aviation polytechnic. This study was categorized as a descriptive quantitative research. This study was conducted by the seventh semester students of Indonesia Aviation Polytechnic. There were three instruments in this research; test, questionnaire and interview. Based on the findings, the researcher finds some benefits from extensive reading. The benefits of extensive reading are that students learn more vocabulary, students become more motivated to read, students can learn more about grammar and extensive reading helps learners to build reading speed and reading fluency. Furthermore, the other result of analyzing data shows that many students had the highest score in the reading comprehension section on TOEFL. Most students use several strategies such as: skimming and scanning, predicting and re-reading.

Keywords: Extensive Reading; Reading Comprehension; Reading Strategies; TOEFL

KEMANJURAN MEMBACA EKSTENSIF DAN STRATEGI MAHASISWA DALAM PEMAHAMAN MEMBACA PADA TOEFL DI POLITEKNIK PENERBANGAN INDONESIA.



Licensed under a Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 International License

Abstrak: Penelitian ini bertujuan untuk mengetahui kemandirian membaca ekstensif dan mencari tahu strategi siswa dalam menjawab bagian pemahaman bacaan TOEFL dari politeknik penerbangan Indonesia. Penelitian ini dikategorikan sebagai penelitian kuantitatif deskriptif. Penelitian ini dilakukan pada mahasiswa semester tujuh Politeknik Penerbangan Indonesia. Ada tiga instrumen dalam penelitian ini; tes, kuesioner dan wawancara. Berdasarkan temuan, peneliti menemukan beberapa manfaat dari membaca ekstensif. Manfaat membaca ekstensif adalah siswa belajar lebih banyak kosa kata, siswa menjadi lebih termotivasi untuk membaca, siswa dapat belajar lebih banyak tentang tata bahasa dan membaca ekstensif membantu pelajar untuk membangun kecepatan membaca dan kelancaran membaca. Selanjutnya, hasil lain dari analisis data menunjukkan bahwa banyak siswa memiliki skor tertinggi dalam bagian pemahaman bacaan pada TOEFL. Sebagian besar siswa menggunakan beberapa strategi seperti: *skimming dan scanning, predicting dan re-reading*.

Kata kunci: Membaca Ekstensif; Pemahaman Membaca; Strategi Membaca; TOEFL.

INTRODUCTION

In today's globalized world, the ability to communicate effectively in English has become increasingly vital for individuals seeking success in their academic and professional endeavors. This is particularly true for students at the Indonesia Aviation Polytechnic, who will be entering a field that requires a high degree of international collaboration and communication (Nova, 2018; Poedjiastutie, 2019). Recognizing the importance of English proficiency in the aviation industry, the Indonesia Aviation Polytechnic has implemented the Test of English as a Foreign Language as a standardized measure of student language abilities. The TOEFL, which assesses proficiency in reading, writing, listening, and speaking, has become a widely accepted for demonstrating English language competency in academic and professional contexts around the world (Poedjiastutie, 2019) By requiring students to achieve a minimum TOEFL score, the Indonesia Aviation Polytechnic ensures that its graduates possess the language skills necessary to thrive in the global aviation industry.

As a number of studies have shown, English proficiency is not only crucial for success in the aviation field, but also for academic achievement more broadly (Embryany & Ratmanida, 2020; Sahibzada et al., 2024). Proficiency in English allows students to engage more effectively with course materials, participate in group discussions, and communicate their ideas clearly in written assignments. As such, the emphasis placed on English language skills at the Indonesia Aviation Polytechnic reflects a comprehensive understanding of the factors that contribute to student success, both during their studies and in their future careers.

One of the skills that the students must comprehend is reading comprehension. In TOEFL, the reading comprehension section assesses a student's ability to understand complex technical documents, which is a critical skill for engineering students to effectively participate in the global business community. Based on observation, there are many students who have low scores in reading comprehension. Many students at the Indonesia Aviation Polytechnic face significant challenges in achieving high TOEFL reading comprehension scores. One major challenge is the complexity of the technical documents and specialized vocabulary they must comprehend, which can be vastly different from the everyday English they are more familiar with. Additionally, the time pressure and cognitive demands of the TOEFL reading section can be overwhelming for some students, particularly those who lack extensive practice with this type of assessment. Unfamiliarity with test-taking strategies and anxiety around performance can also hinder students' ability to demonstrate their full reading comprehension abilities on the TOEFL exam. Addressing these challenges through targeted instruction, practice, and



THE EFFICACY OF EXTENSIVE READING AND STUDENTS' STRATEGIES IN READING COMPREHENSION ON TOEFL AT INDONESIA AVIATION POLYTECHNIC

Eka Uliyanti Putri, Triyani Retno Putri Sari Dewi, Rizki Isfahani

p-ISSN: 2615-8671

e-ISSN: 2615-868X

support is crucial for helping Indonesia Aviation Polytechnic students develop the strong English reading skills required for success in the global aviation industry.

To address these challenges, extensive reading has gained recognition as a beneficial instructional approach. In contrast to intensive reading, which focuses on close analysis of short, challenging texts, extensive reading encourages learners to engage with large volumes of material that are both enjoyable and relatively easy to read (Fitriansyah & Miftah, 2020; Hidayati et al., 2022; Sonambela et al., 2024). The main goal is to immerse students in a wide range of reading materials, letting them improve their fluency and understanding in a pleasant and natural way. Extensive reading offers multiple advantages, particularly for students facing difficulties in reading comprehension. It facilitates vocabulary development through contextual learning, enhances reading speed and fluency, and boosts learner confidence by allowing them to read at their own pace, free from the pressure of evaluation (McLean & Rouault, 2017). The benefits of extensive reading have been well-documented. A recent study examining the impacts of extensive reading found that this approach led to significant gains in reading comprehension, reading speed, and vocabulary acquisition, even when implemented in challenging classroom settings such as a short professional course with relatively weak students (Al Homoud & Schmitt, 2009; Aschauer, 2024; Iwata, 2022; Taha & Al Sukhon, 2023). The study compared an extensive reading class against a more traditional intensive reading and vocabulary exercises class, and despite the challenging conditions, the extensive reading group demonstrated just as effective improvements in key reading skills and outcomes as the intensive group. Similarly, research by (Ateek, 2021; Munir, 2024) reported that the extensive reading approach had a positive impact on learners' reading fluency and vocabulary knowledge. The study also found a positive correlation between the amount of reading and improvements in both reading fluency and vocabulary.

Furthermore, learners expressed favorable perceptions toward the extensive reading approach, highlighting its beneficial implications for language development. Despite the growing body of research on extensive reading and its positive effects on language learning outcomes, there remains a notable gap in the literature regarding the strategic processes learners engage in when completing standardized reading assessments such as the TOEFL test. While many studies have explored reading comprehension, vocabulary development, and learner perceptions, few have addressed the specific reading strategies employed by students during high-stakes testing situations. Understanding which reading strategies are most commonly used or most effective during the TOEFL reading section is crucial for informing teaching practices. Yet, to date, there has been limited empirical investigation into this area, making it a valuable and necessary focus for further research. The writers proposed two research questions:

1. Can extensive reading develop students' reading skill?
2. What are students' strategies that they use to answer the reading section in the TOEFL test?

This study aims to investigate the efficacy of extensive reading in a pedagogical approach that encourages students to read large amounts of material for pleasure and overall language exposure on their performance in TOEFL reading comprehension sections. Additionally, it examines the various strategies employed by students to enhance their comprehension abilities. By exploring the relationship between extensive reading and reading strategies, this research aims to provide insights into effective techniques for improving English proficiency among aviation students.

RESEARCH METHOD

This study employed quantitative research, selecting participants purposely based on their reading proficiency, which was higher than other classes. The sample consisted of 24 seventh-semester air traffic control students. Data were collected using tests, questionnaires, and interviews. According to Creswell and Creswell (2017) Quantitative research is a type of research in which the researcher decides what to



study, asks specific, narrow questions, collects quantifiable data from participants, analyzes these numbers using statistics, and conducts the inquiry in an unbiased, objective manner. Fraenkel and Wallen (2009) Quantitative research is a research method that involves the collection of data in order to test hypotheses or answer questions concerning the current status of the subject of the study. The primary instrument was a 50-item TOEFL reading comprehension test, developed by the researcher. Data analysis was conducted using descriptive statistics via SPSS v.30, calculating the mean score and standard deviation of students' reading performance. Following the test, selected students were interviewed to explore their reading strategies.

This research adopts a quantitative approach because it aims to measure and analyze numerical data related to students' reading comprehension performance and their use of reading strategies in the context of TOEFL preparation. The study seeks to determine the effectiveness of an extensive reading by comparing students' performance before and after the treatment using standardized tests. A quantitative method allows the researcher to objectively assess changes in reading comprehension scores using statistical tools, such as calculating the mean and standard deviation (Mackey & Gass, 2015). Additionally, the use of questionnaires with closed-ended Likert scale items provides quantifiable data on students' perceptions of extensive reading and reading strategies that students use most, enabling the researcher to identify trends, frequencies, and patterns across the participant group. The structured format of the instruments ensures consistency and replicability, which are key strengths of quantitative research.

The researchers conducted the study with 24 student participants over a period of 16 weeks. The experiment was divided into several stages. In the initial stage, all students from both groups were required to take a Pre-reading Test. During the second stage, in the group:

1. The study's objectives and the procedures for the four-week extensive reading program were explained to the students.
2. The teacher introduced a diverse selection of books available in the library to spark students' interest.
3. Students selected books from the library based on their reading ability, with each book to be completed within four days. They were expected to read at least two books throughout the program.
4. The reading location was flexible, allowing students to read either in their dormitories or on campus, depending on their preference and available free time.
5. After completing each book, students filled out a book report form. They were encouraged to avoid using a dictionary while reading, which helped enhance their ability to infer the meaning of unfamiliar words. Additionally, during class discussions, students shared their thoughts on the books and any challenges they faced during the reading process.

In the final stage of the experiment, all 24 participants took a post-reading test and completed questionnaires. Lastly, the researcher conducted interviews with eight randomly selected students from the group.

RESULTS AND DISCUSSION

Result

The data collection process in this study was conducted systematically over a period of 16 weeks and involved three main instruments: a TOEFL reading comprehension test (used for both pre-test and post-test), a questionnaire, and semi-structured interviews.

1. Pre-Test Administration

At the beginning of the study, all 24 seventh-semester air traffic control students were asked to complete a Pre-reading Test to assess their initial reading comprehension proficiency. The test consisted of 50 TOEFL-style reading comprehension items developed by the researcher. It was

THE EFFICACY OF EXTENSIVE READING AND STUDENTS' STRATEGIES IN READING COMPREHENSION ON TOEFL AT INDONESIA AVIATION POLYTECHNIC

Eka Uliyanti Putri, Triyani Retno Putri Sari Dewi, Rizki Isfahani

p-ISSN: 2615-8671

e-ISSN: 2615-868X

administered in a single session under supervised conditions to ensure consistency. The results of the pre-test served as a baseline for evaluating the effectiveness of the extensive reading intervention.

2. Extensive Reading Program Implementation

Following the pre-test, the extensive reading program was implemented for four weeks as part of the experimental stage. Students were introduced to the program's objectives, given access to a variety of reading materials in the library, and guided to select books appropriate to their reading level. They were required to complete at least two books during the program, reading independently in their dormitories or on campus. After finishing each book, students submitted a book report form to reflect on their reading experience and were encouraged to avoid relying on dictionaries. Regular class discussions were held to share reading insights and address any challenges.

3. Post-Test Administration

At the end of the 16-week period, the same group of students took a Post-reading Test using the same instrument as the pre-test. This allowed for a direct comparison of students' reading comprehension performance before and after the extensive reading program. The test scores were analyzed using descriptive statistics (mean and standard deviation) with SPSS v.30 to measure the improvement in students' reading skills.

Table 1.

The result of Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pre test	76.67	24	4.975	1.016
	post test	88.13	24	4.821	.984

Table 2.

The result of paired samples test

		Paired Differences							Significance	
		Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference		t	df	d p	Two-Sided p
					Lower	Upper				
Pair 1	Pre test - post test	-11.458	2.043	.417	-12.321	-10.596	-27.482	23	<.001	<.001

The results of this study strongly suggest that extensive reading can significantly improve students' reading skills, particularly in the context of TOEFL reading comprehension. This conclusion is supported by both the quantitative analysis of test scores and the students' perceptions gathered through the questionnaire. The paired sample test results showed a substantial increase in students' reading comprehension scores after participating in the extensive reading program. The mean score improved from 76.67 (SD = 4.975) in the pre-test to 88.13 (SD = 4.821) in the post-test. The mean difference of 11.46 points was statistically significant ($p < .001$), indicating a strong effect of the extensive reading intervention on reading performance.

This finding aligns with previous studies (e.g., Al-Homoud & Schmitt, 2009; Ateek, 2020) that emphasize the benefits of extensive reading in enhancing vocabulary acquisition, reading speed,



fluency, and comprehension. Students in this study were required to read independently, choose texts at their own level, and reflect on their reading without relying heavily on dictionaries—conditions that support autonomous learning and contextual language acquisition.

4. *Questionnaire Distribution*

Immediately after the post-test, students were asked to complete a questionnaire designed to gather their perceptions of the extensive reading program and the reading strategies they employed during the TOEFL reading section. The questionnaire consisted of both Likert-scale items and a few open-ended questions. The Likert-scale items measured students’ views on the benefits of extensive reading (e.g., vocabulary growth, reading fluency, motivation), while the strategy section explored how frequently students used specific reading techniques such as skimming, scanning, predicting, and re-reading.

This section presents the questionnaires that the researches distributed to the students. The questionnaire regarding students’ perceptions of extensive reading and the reading strategies they used in answering the TOEFL reading comprehension section.

Table 3.
Students’ perceptions of extensive reading

No	Statements
1	Extensive reading helps me improve my vocabulary.
2	I feel more confident in reading English texts after participating in extensive reading.
3	Extensive reading increases my reading speed.
4	Extensive reading helps me understand grammar better through context.
5	I am more motivated to read English texts because of extensive reading.
6	I enjoy reading more after engaging in extensive reading activities.
7	Extensive reading helps me perform better in TOEFL reading comprehension.
8	I find extensive reading materials relevant and interesting.
9	I think extensive reading should be regularly included in English classes.
10	I prefer reading many easy texts rather than fewer difficult texts for learning.

Table 4.
Students’ Strategies in TOEFL Reading Comprehension

No	Statements
1	I skim the passage to get the general idea before answering questions.
2	I scan the text to locate specific information.
3	I read the questions before reading the passage.
4	I predict the content of the passage before reading it.
5	I re-read difficult parts of the passage to improve understanding.
6	I pay attention to keywords in the questions.
7	I guess the meaning of unknown words from the context.
8	I underline or highlight important parts of the text.
9	I manage my time during the reading test by skipping difficult questions and returning later.
10	I try to understand every word in the passage before answering the questions.

Table 5.
Questionnaire result of Students Perception of Extensive Reading

Statements	Strongly Agree	Agree	Netral	Disagree	Strongly Disagree
Vocabulary Improvement	87,5%	12,5%	0	0	0
Reading Confidence	79,2%	20,8 %	0	0	0
Reading Speed	66,7%	33,3%	0	0	0
Grammar Awareness	79,2%	12,5%	8,3%	0	0



**THE EFFICACY OF EXTENSIVE READING AND STUDENTS' STRATEGIES IN READING
COMPREHENSION ON TOEFL AT INDONESIA AVIATION POLYTECHNIC**

Eka Uliyanti Putri, Triyani Retno Putri Sari Dewi, Rizki Isfahani

p-ISSN: 2615-8671

e-ISSN: 2615-868X

Increased Motivation	58,3%	37,5%	4,2%	0	0
Reading Enjoyment	79,2%	16,7%	4,2%	0	0
TOEFL Reading Performance	62,5%	29,2%	8,3%	0	0
Relevance and Interest of Materials	54,2%	41,7%	4,2%	0	0
ER should be in regular class	62,5%	33,3%	4,2%	0	0
Preference for Easier Texts	54,2%	45,8%	0	0	0

Based on the results, all respondents (100%) recognize vocabulary improvement through extensive reading. This affirms that repeated exposure to read text helped students learn words naturally. For the second statement, it reported that students choose 79.2% agree and 20.8% strongly agree. All students said they feel more confident reading English after doing extensive reading and It shows that reading more makes students feel more comfortable and less afraid of reading in English. For the third statement. 66.7% strongly agree and 33.3% agree. Everyone agreed their reading speed got better. This means they can now read English texts faster and more smoothly because of regular practice. Next, for the fourth statement, most of the students said they understand grammar better by seeing it used in real texts. It can be seen that 79.2% of students agree with this statement, 12.5% strongly agree and 8.3% of students choose neutral. They learned grammar not by memorizing rules, but by reading and seeing how the grammar works in sentences. Moreover, for the fifth statement is increased motivation. It can be seen that almost all students felt more excited and motivated to read English. Motivation to read in English increased for 95.8% of respondents or it can be shown that 58.3% agree, 37.5% strongly agree, 4.2% neutral. This shows that extensive reading helps make reading feel more fun.

In the sixth statement, researchers found that most of the students really enjoyed reading more after doing extensive reading. They found reading more interesting, which helps build a good reading habit. From the table, it can be seen that 79.2% of students strongly agree, 16.7% agree and 4.2% students choose neutral. In the seventh statement, it can be seen that 62.5% of students choose to agree, 29.2% of students strongly agree and 8.3% of students choose neutral. Many students felt that extensive reading helped them do better in TOEFL reading. Even though extensive reading is not a test-preparation method, it still helps because students become better at understanding English texts in general. Furthermore, in the eighth statement, almost all students thought the reading materials were fun and suitable. This means the topics and stories matched their interests and level, which made reading more enjoyable. Next, most students think extensive reading should be a regular part of English lessons. It can be seen from the table, 62.5% agree, 33.3% strongly agree, 4.2% neutral. They believe it's useful and should be included in class activities. For the last statement, all students prefer reading lots of easy texts instead of a few difficult ones. It can be seen from the table that 54.2% of students agree and 45.8% strongly agree. This supports the idea that reading should be fun and not too hard, so students don't feel frustrated.

To sum up the description above, extensive reading really helped the students improve their vocabulary, reading speed, confidence, grammar, and enjoyment. Most of them think it should be a regular part of English classes because it helps them become better readers in a fun and natural way.

Table 6.
Questionnaire of Students strategies

No	Statements	Strongly Agree	Agree	Netral	Disagree	Strongly Disagree
1	Skimming	83,3%	16,7%		0	0
2	Scanning	66,7%	33,3%		0	0
3	Reading the questions	62,5%	29,2%	8,3%	0	0



4	Predicting	37,5%	54,2%	8,3%	0	0
5	Re-reading difficult parts	29,2%	41,7%	29,2%	0	0
6	Paying attention to keywords	66,7%	16,7%	16,7%	0	0
7	Guessing the meaning	20,8%	62,5%	16,7%	0	0
8	Highlighting clues	62,5%	37,5%	0	0	0
9	Managing time	25%	62,5%	8,3%	4,2%	0
10	Understanding before answering	50%	50%	0	0	0

The results of the questionnaire show that students at Indonesia Aviation Polytechnic use various reading strategies that support their reading comprehension, especially for the TOEFL test. Most students reported using helpful strategies that are often practiced in extensive reading.

A large number of students (83.3%) said they strongly agree with skimming the passage to get the main idea, and 66.7% strongly agree that they scan the text to find specific information. These strategies are important for the TOEFL, which tests the ability to understand the main points and find details quickly. More than 91% of students said they read the questions before the passage, which helps them focus and read more efficiently. Many students (91.7%) also said they try to predict the content of the passage before reading, a strategy that shows active thinking and is supported by regular reading practice. About 71% of students re-read difficult parts to better understand the text. This means they are thinking carefully about what they read, not just reading it once. Half of the students also said they try to understand every word, which shows a focus on accuracy, though this can be time-consuming in a test situation.

Other strategies include paying attention to keywords in questions (66.7% strongly agree) and guessing the meaning of unknown words from context (62.5% agree). These are useful skills developed through extensive reading and help students understand texts better. In terms of test strategy, 87.5% of students said they skipped difficult questions and came back later, showing good time management during the test. Lastly, 62.5% of students strongly agreed that they underline or highlight important parts of the text, which helps with focus and memory. These results show that extensive reading helps students build useful reading habits and strategies that improve their TOEFL reading performance.

5. Interviews

Finally, the researcher conducted semi-structured interviews with eight students selected randomly from the experimental group. The purpose of the interviews was to gain deeper insights into the reading strategies students used during the TOEFL reading comprehension section, as well as their personal experiences with the extensive reading program. Interviews were conducted in a quiet setting and were audio-recorded with the participants' consent. The qualitative data from the interviews complemented the quantitative findings from the tests and questionnaires.

The interviews gave more information about how students felt and what they experienced during the extensive reading activities. Most students said they used better reading strategies, like skimming for the main idea, scanning for details, and guessing meaning from context. These strategies helped them during the TOEFL reading test. Many students also felt more confident and less nervous when reading English texts and made it in regular reading practice. Some students said they could understand more words and read faster after doing extensive reading. They also started to enjoy reading more, especially because they could choose easy and interesting books. A few students said that reading in English felt more fun and useful in their daily lives. In general, the interviews supported the results from the tests and questionnaires. They showed that extensive reading not only helps improve reading skills, but also makes students feel more positive and motivated to read in English.

THE EFFICACY OF EXTENSIVE READING AND STUDENTS' STRATEGIES IN READING COMPREHENSION ON TOEFL AT INDONESIA AVIATION POLYTECHNIC

Eka Uliyanti Putri, Triyani Retno Putri Sari Dewi, Rizki Isfahani

p-ISSN: 2615-8671

e-ISSN: 2615-868X

CONCLUSIONS

In conclusion, the findings of this study highlight the significant role of extensive reading in improving the English reading proficiency of students at the Indonesia Aviation Polytechnic, particularly in preparing them for the TOEFL reading comprehension section. The results suggest that extensive reading, when combined with effective reading strategies such as skimming, scanning, predicting, and re-reading, can enhance students' ability to comprehend complex technical texts, which is essential for their future careers in the global aviation industry. The relatively high mean score of the students' reading comprehension test and their positive feedback on the effectiveness of extensive reading confirm its value in boosting vocabulary, reading speed, and comprehension skills. This research underscores the importance of integrating extensive reading into academic programs as a powerful tool for developing the language proficiency necessary for success in both academic and professional contexts.

While the findings of this study suggest the benefits of extensive reading for improving English reading proficiency, an opposing argument can be made. Extensive reading alone may not be sufficient to fully prepare students for the diverse and complex reading tasks on the TOEFL exam. The study acknowledges that students employed a range of reading strategies, such as skimming, scanning, predicting, and re-reading, to enhance their comprehension. This indicates that explicit instruction and practice in strategic reading skills may be just as crucial as extensive reading in developing the necessary competencies for the TOEFL reading section. Furthermore, the study's sample size was relatively small, and the research was conducted in a specific context, the Indonesia Aviation Polytechnic. The generalizability of these findings to other educational settings or broader populations of English language learners may be limited. Therefore, while extensive reading can be a valuable component, a more comprehensive approach that integrates reading strategies and considers the unique needs and challenges of different student populations may be necessary to ensure optimal performance in high-stakes assessments like the TOEFL. In summary, the findings of this study suggest that extensive reading, when combined with the strategic use of reading comprehension strategies, can be an effective approach for improving the English reading proficiency of students at the Indonesia Aviation Polytechnic, particularly in preparing them for the TOEFL reading comprehension section.

REFERENCES

- Al Homoud, F., & Schmitt, N. (2009). Extensive reading in a challenging environment: A comparison of extensive and intensive reading approaches in Saudi Arabia. *Language Teaching Research*, 13(4), 383–401. <https://doi.org/10.1177/1362168809341508>
- Aschauer, D. (2024). *Extensive Reading in the EFL Classroom: Analysis of a Graded Reader Project in an Austrian Middle School* (Issue January).
- Ateek, M. (2021). Extensive reading in an EFL classroom: Impact and learners' perceptions. *Eurasian Journal of Applied Linguistics*, 7(1), 109–131. <https://doi.org/10.32601/ejal.911195>
- Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage publications.
- Embryany, F., & Ratmanida. (2020). *A Need Analysis of English Learning for the Aircraft Maintenance Students*. 405(Icelles 2019), 35–39. <https://doi.org/10.2991/assehr.k.200217.008>
- Fitriansyah, N., & Miftah, M. Z. (2020). Positive Connection of Extensive Reading and Writing Fluency in EFL Learning. *LET: Linguistics, Literature and English Teaching Journal*, 10(2), 44. <https://doi.org/10.18592/let.v10i2.4137>



- Fraenkel, J. R., & Wallen, N. E. (2009). *How to Design And Evaluate Research in Education*.
- Hidayati, M., Renandya, W. A., & Basthomi, Y. (2022). Extensive reading research: What have we learned and what questions remain? *Asian Journal of English Language Studies*.
- Iwata, A. (2022). *The Effectiveness of Extensive Reading (ER) on the Development of EFL Learners' Sight Vocabulary Size and Reading Fluency*. 22(2), 74–91.
- Mackey, A., & Gass, S. M. (2015). *Second language research: Methodology and design*. Routledge.
- McLean, S., & Rouault, G. (2017). The effectiveness and efficiency of extensive reading at developing reading rates. *System*, 70, 92–106.
- Munir, A. (2024). *Investigating the Effectiveness of Extensive Reading Programs in Improving Reading Fluency and Vocabulary Acquisition*. 7(4), 195–207.
- Nova, M. (2018). Utilizing Grammarly in Evaluating Academic Writing: a Narrative Research on Efl Students' Experience. *Premise: Journal of English Education*, 7(1), 80. <https://doi.org/10.24127/pj.v7i1.1332>
- Poedjiastutie, D. (2019). English Communication Needs of Engineering Students. *International Journal of Language and Linguistics*, 7(2), 69. <https://doi.org/10.11648/j.ijll.20190702.13>
- Sahibzada, A., Haqyar, N., & Sahibzada, A. (2024). *International Journal of Current Science Research and Review The Effect of Extensive and Intensive Reading Strategies on EFL Learners' Vocabulary Improvement*. 07(10), 7774–7782. <https://doi.org/10.47191/ijcsrr/V7-i10-32>
- Sonambela, C., Lambe, L., & Maukar, M. (2024). *THE EFFECTIVENESS OF EXTENSIVE READING IN ENHANCING*. 3(11), 1487–1496.
- Taha, K. T., & Al Sukhon, M. Z. (2023). The Effect of Employing Extensive Reading Texts on Enhancing the Writing Performance of Freshmen at the University of Jordan. *Theory and Practice in Language Studies*, 13(4), 1006–1015.