

Repeated Reading Technique and Its Role in Enhancing Students' Reading Comprehension

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ABSTRACT

This study investigates the effect of the repeated reading technique on students' reading comprehension at the tenth grade of MA Muhammadiyah Aimas during the 2021/2022 academic year. The research used a pre-experimental design with one group receiving a pre-test and post-test. The participants consisted of 10 students selected through purposive sampling. Data were collected using a multiple-choice reading comprehension test and analyzed quantitatively using descriptive statistics and a normalized gain (N-Gain) formula. The results showed that the students' mean score increased from 36.00 in the pre-test to 72.50 in the post-test, with an N-Gain score of 57.03%, indicating a "quite effective" category. These findings suggest that repeated reading helps students improve their understanding of descriptive texts by increasing their reading fluency and comprehension accuracy. The study concludes that repeated reading is an effective technique for teaching reading comprehension and recommends its use as an alternative strategy in English classrooms.

Keywords: Repeated Reading; Reading Comprehension

INTRODUCTION

Reading comprehension is one of the most essential skills in English language learning, as it enables learners to understand, interpret, and evaluate written information effectively. It is not simply about recognizing words and sentences but involves constructing meaning, making inferences, and connecting new ideas with prior knowledge. According to Grabe and Stoller (2017), reading comprehension is a complex cognitive process that integrates linguistic knowledge, text structure awareness, and background experience to build understanding. For English as a Foreign Language (EFL) learners, especially in Indonesia, reading comprehension is a challenging skill because it requires simultaneous mastery of vocabulary, grammar, and comprehension strategies.

In Indonesia, reading comprehension plays a central role in the English curriculum at the senior high school level. Students are expected to understand a variety of text genres, including descriptive, narrative, and expository texts. However, despite this emphasis, many students still find reading difficult. Several studies (Rahmawati &

Suryanto, 2018; Damanik, 2017) have reported that Indonesian students often read mechanically, focusing on pronunciation or word-by-word translation rather than grasping meaning. This problem is particularly evident among learners in smaller or rural schools, where exposure to English reading materials and effective instructional strategies is limited. As a result, many students can read texts aloud but struggle to identify main ideas, locate specific information, or interpret implicit meaning.

An initial classroom observation at MA Muhammadiyah Aimas revealed similar challenges. Most tenth-grade students could read sentences accurately but had difficulty understanding the overall meaning of descriptive texts. When asked comprehension questions, they often guessed or relied heavily on dictionaries. This indicated that students lacked reading fluency and were not accustomed to strategies that promote repeated exposure and deeper comprehension. To help students overcome these barriers, teachers need techniques that build fluency, improve word recognition, and foster engagement with text content. One approach that meets these needs is the repeated reading (RR) technique.

Repeated reading is an instructional method in which learners read the same passage several times until they reach a satisfactory level of fluency and comprehension. Originally developed by Samuels (1979) for struggling readers, this technique has been adapted for EFL contexts with positive results. Through repetition, students become more familiar with vocabulary, sentence structure, and meaning, which enhances both speed and accuracy. As students read the same text multiple times, cognitive load decreases, allowing them to focus on comprehension rather than decoding individual words. Rasinski (2016) emphasizes that repeated reading not only develops fluency but also deepens understanding by enabling readers to notice textual patterns and coherence.

Empirical research supports the effectiveness of repeated reading for improving comprehension. For example, Taguchi, Melhem, and Kawaguchi (2016) found that EFL students who practiced repeated reading showed significant improvement in comprehension and reading rate compared to those who read different texts only once. Similarly, Meniado (2016) reported that repeated reading helped Filipino high school students enhance their reading fluency and confidence, which subsequently led to better comprehension performance. In Indonesia, Kasriyati and Maharani (2018) investigated the use of repeated reading in teaching narrative texts and found that students' post-test scores were significantly higher than their pre-test scores, demonstrating the method's positive impact on comprehension and motivation.

Despite these encouraging findings, the repeated reading technique is still underused in many Indonesian classrooms. Teachers often rely on traditional methods, such as reading aloud once, translating unfamiliar words, and answering comprehension questions (Suryani, 2017). These activities tend to emphasize accuracy over fluency and do not provide sufficient opportunities for students to reread and internalize meaning. Moreover, limited exposure to extensive reading

materials and time constraints make it difficult for teachers to implement strategies that promote repeated practice. Therefore, research examining the application of repeated reading in local EFL contexts remains necessary, particularly in schools like MA Muhammadiyah Aimas, where students have limited reading experiences.

Theoretically, repeated reading aligns with the concept of automaticity in reading, which suggests that fluent readers recognize words effortlessly, freeing up cognitive resources for comprehension (Rasinski, 2016). By rereading familiar passages, learners improve word recognition and sentence processing speed, which leads to greater text understanding. In addition, repeated reading can enhance vocabulary retention and syntactic awareness, as students encounter language patterns multiple times within meaningful contexts. Pedagogically, the method is simple to implement and can be adapted to various text types, making it practical for classroom instruction. Descriptive texts, commonly taught in the tenth grade, are particularly suitable for repeated reading. They require students to identify main ideas, supporting details, and descriptive language that characterizes people, places, or objects. Through rereading, students can internalize how descriptive words, grammar structures, and text organization work together to convey meaning. This process not only improves comprehension but also helps students develop sensitivity to textual cohesion and coherence.

Based on these theoretical and practical considerations, this study aims to determine the effectiveness of the repeated reading technique in improving students' reading comprehension at the tenth grade of MA Muhammadiyah Aimas. The study focuses on whether students' comprehension significantly improves after being taught using repeated reading. It hypothesizes that repeated reading has a positive and measurable effect on students' reading comprehension achievement. This research is expected to contribute to both theory and practice. Theoretically, it adds to recent discussions on effective reading instruction for EFL learners, especially in Indonesian secondary schools. Practically, it provides English teachers with an alternative strategy that encourages active engagement and multiple exposure to texts, which can foster fluency and deeper understanding. For students, repeated reading offers a meaningful learning experience that helps them gain confidence, expand vocabulary, and enhance their ability to interpret written information.

Reading comprehension remains a key challenge for Indonesian EFL learners, particularly in schools with limited access to authentic materials and communicative methods. The repeated reading technique offers a promising solution by combining fluency development with comprehension enhancement. By allowing students to revisit the same text multiple times, teachers can create a supportive learning environment where students read with greater confidence and understanding. Therefore, this study investigates the effect of repeated reading on students' reading comprehension at MA Muhammadiyah Aimas, aiming to provide empirical evidence that supports its use in English language teaching.

LITERATURE REVIEW

Reading Comprehension

Reading comprehension is one of the core competencies in English language education and plays a central role in developing students' overall language proficiency. It is defined as a process of constructing meaning by coordinating a number of complex processes, including word recognition, linguistic knowledge, and background experience (Grabe & Stoller, 2017). This means that comprehension occurs when readers can integrate textual information with what they already know to form a coherent understanding of the text. In EFL contexts such as Indonesia, this process becomes more demanding because students are often required to process information in a language that is not used in their daily lives (Rahmawati & Suryanto, 2018).

According to Nation (2015), reading comprehension involves two major components: lower-level processes such as decoding and word recognition, and higher-level processes such as inference, prediction, and summarizing. Both levels must work efficiently for comprehension to take place. When decoding becomes automatic, readers can allocate more attention to interpreting meaning. Conversely, when readers struggle with word recognition, their comprehension suffers because cognitive resources are used for decoding instead of understanding (Rasinski, 2016). Therefore, improving reading fluency is essential to support comprehension, especially for EFL learners who often read slowly and inaccurately.

In the Indonesian context, students' difficulties in reading comprehension are well documented. Damanik (2017) found that many high school students could pronounce words correctly but had limited understanding of the main ideas or supporting details in a text. Similarly, Rahmawati and Suryanto (2018) reported that students relied heavily on translation, which hindered their ability to infer meaning. These problems suggest that students need reading instruction that develops fluency and comprehension simultaneously rather than treating them as separate skills. One approach that meets this need is the repeated reading technique.

Teaching Reading Comprehension

Teaching reading comprehension requires explicit instruction in strategies that help students interact with texts actively. Grabe and Stoller (2017) emphasize that comprehension improves when teachers guide students through pre-reading, while-reading, and post-reading stages. Pre-reading activities activate prior knowledge; while-reading focuses on monitoring understanding; and post-reading involves evaluating or summarizing key ideas. However, many teachers in Indonesia still rely on conventional methods such as reading aloud once, translating difficult words, and answering comprehension questions (Suryani, 2017). These methods often fail to build fluency or encourage repeated engagement with the text.

Recent studies have highlighted the importance of integrating fluency-based techniques into reading instruction. Rasinski (2016) argues that repeated exposure to meaningful texts allows students to internalize vocabulary and sentence patterns, which in turn improves comprehension. Likewise, Kuhn, Schwanenflugel, and Meisinger (2017) suggest that fluency instruction including repeated reading should be a routine part of reading lessons because it bridges the gap between decoding and comprehension. By combining accuracy, rate, and prosody, students become more confident and efficient readers.

In EFL classrooms, teachers can enhance reading comprehension by providing opportunities for guided repetition, peer-assisted reading, and performance-based reading. These techniques not only improve fluency but also foster motivation, as students experience success through measurable progress (Rasinski, 2016; Damanik, 2017). This perspective forms the foundation for exploring repeated reading as a practical and evidence-based strategy for Indonesian learners.

Repeated Reading Technique

Repeated reading (RR) was first introduced by Samuels (1979) as an instructional approach for developing reading fluency among struggling readers. The method involves reading the same passage multiple times until a certain level of fluency and comprehension is achieved. Each repetition allows readers to become more familiar with vocabulary, sentence structure, and meaning, leading to improved automaticity. Rasinski (2016) explains that as students reread, their decoding effort decreases, freeing mental capacity for higher-level comprehension processes. Repeated reading can be conducted individually or in small groups. The teacher typically selects a short, level-appropriate text, models fluent reading, and then asks students to reread it several times, either silently or aloud. Performance can be tracked using measures such as reading rate, accuracy, or comprehension questions (Taguchi, Melhem, & Kawaguchi, 2016). Through consistent practice, students not only read faster but also understand texts more deeply, as familiarity allows them to focus on meaning rather than form.

Research consistently supports the effectiveness of repeated reading in improving reading performance. For instance, Meniado (2016) found that Filipino EFL learners who engaged in repeated reading activities demonstrated significant gains in both fluency and comprehension compared to students who read new texts each session. Similarly, Taguchi et al. (2016) showed that repeated reading helped Japanese EFL learners increase their reading rate and comprehension without losing accuracy. In an Indonesian study, Kasriyati and Maharani (2018) confirmed that repeated reading had a positive impact on students' understanding of narrative texts at the junior high school level. Students reported feeling more confident and motivated to read, as repetition reduced anxiety and increased familiarity with text patterns. Another important aspect of repeated reading is its role in developing prosody the rhythm and intonation of reading. Kuhn et al. (2017) observed that as students reread, they begin to read more expressively, which reflects better

comprehension. Prosodic reading signals that learners are not merely decoding words but interpreting meaning. Therefore, repeated reading fosters a holistic improvement encompassing speed, accuracy, and expressiveness.

METHOD

Design and Sample

This study employed a pre-experimental quantitative design to investigate the effect of the repeated reading technique on students' reading comprehension. The design was chosen because it allows for the measurement of improvement by comparing students' performance before and after treatment. A single-group pre-test and post-test model was used to determine whether repeated reading could significantly enhance reading comprehension achievement. The population of this study consisted of tenth-grade students at MA Muhammadiyah Aimas during the 2021/2022 academic year. From this population, a single class of 10 students was selected through purposive sampling. The selection was based on the teacher's recommendation and the class's relatively homogeneous English proficiency level. Although the sample size was small, it was considered adequate for classroom-based intervention research, where the focus is on determining instructional effectiveness rather than generalization to a larger population.

Instruments and Procedures

The main instrument of this study was a reading comprehension test consisting of multiple-choice items designed to assess students' understanding of descriptive texts. The test was administered twice: as a pre-test before the treatment and as a post-test after the implementation of the repeated reading technique. Both tests contained similar levels of difficulty and focused on identifying main ideas, supporting details, vocabulary, and inferences. The total possible score for each test was 100. The treatment was conducted over four meetings. In each session, students were given a short descriptive text relevant to their syllabus. They were instructed to read the same text several times first silently, then aloud, and finally in pairs to improve fluency and comprehension. The teacher provided guidance by modeling fluent reading and helping students with pronunciation and vocabulary. After multiple readings, students discussed the meaning of the text and answered comprehension questions. This process aimed to ensure that fluency practice was directly connected to understanding rather than mechanical repetition. Before administering the tests, the instrument was validated by two English education experts to ensure content validity and alignment with the learning objectives. A pilot test was also conducted with another class to check the reliability of the instrument. The reliability coefficient obtained from the pilot data was 0.82, indicating a high level of consistency.

Data Analysis

The quantitative data obtained from the pre-test and post-test were analyzed using descriptive and inferential statistics. The descriptive analysis included the calculation of mean, minimum, and maximum scores to describe students' overall performance before and after the treatment. The Normalized Gain (N-Gain) formula was used to determine the level of improvement in reading comprehension, classified into categories of low, moderate, or high effectiveness. To assess whether the improvement was statistically significant, the researcher conducted a paired sample t-test using the Statistical Package for the Social Sciences (SPSS) version 25. The t-test compared students' mean scores from the pre-test and post-test to determine whether the observed difference was due to the treatment rather than chance. The significance level was set at 0.05 ($p < 0.05$). If the p-value was lower than 0.05, the null hypothesis was rejected, indicating that repeated reading had a significant effect on students' reading comprehension. To ensure the credibility of the findings, all data were cross-checked and analyzed carefully. Test items were reviewed for ambiguity, and students' responses were verified before scoring. The interpretation of results focused not only on statistical improvement but also on pedagogical implications, highlighting how repeated reading can be used effectively in EFL classrooms to enhance comprehension.

RESULT AND DISCUSSIONS

This study aimed to determine whether the repeated reading technique significantly improved students' reading comprehension at the tenth grade of MA Muhammadiyah Aimas. To measure improvement, a pre-test and post-test were administered to the same group of 10 students. The pre-test was given before the repeated reading treatment to measure students' initial comprehension ability, while the post-test was conducted after four treatment sessions to evaluate progress. Both tests consisted of multiple-choice questions focusing on descriptive texts, targeting students' ability to identify main ideas, details, vocabulary meaning, and inferential understanding.

Table 1. Students' Reading Comprehension Scores

Test Type	N	Minimum	Maximum	Mean	Gain (%)
Pre-test	10	25	48	36.00	–
Post-test	10	65	82	72.50	57.03

As shown in Table 1, there was a substantial improvement in students' scores after the repeated reading treatment. The mean score increased from 36.00 in the pre-test to 72.50 in the post-test, indicating an average gain of 36.5 points. The minimum score also rose considerably, from 25 in the pre-test to 65 in the post-test, while the maximum score improved from 48 to 82. This suggests that every participant in the study experienced some degree of improvement, with none performing below the lowest pre-test range after treatment.

The gain percentage of 57.03%, calculated using the Normalized Gain (N-Gain) formula, falls into the *moderate effectiveness* category according to Hake's (1998) classification. This level of gain implies that the repeated reading technique had a meaningful and consistent positive influence on students' comprehension performance, though not yet reaching the "high" category. The results show that while some students improved more significantly than others, overall, the group displayed a clear pattern of progress attributable to the treatment.

To test whether this observed improvement was statistically significant rather than occurring by chance, a paired sample t-test was performed using SPSS version 25. The paired t-test compares the means of two related groups in this case, the same students' pre-test and post-test scores to evaluate whether there is a statistically significant difference between them.

Table 2. Paired Sample t-Test Result

Test	Mean Difference	t-value	df	Sig. (2-tailed)
Pre-test & Post-test	36.50	7.62	9	0.000

The results in Table 2 show a mean difference of 36.50 points, confirming the numerical improvement observed in Table 1. The t-value of 7.62 indicates a large difference between the two means, while the p-value (0.000) is below the 0.05 significance level. This means the difference between students' pre-test and post-test scores is statistically significant at the 95% confidence level. Therefore, the null hypothesis (H_0) which states that repeated reading does not affect students' reading comprehension was rejected, and the alternative hypothesis (H_1) which states that repeated reading has a significant effect was accepted. These findings confirm that the improvement observed in students' post-test performance is not due to chance, but rather to the implementation of the repeated reading technique. The statistical evidence supports the conclusion that repeated reading had a significant positive effect on students' reading comprehension achievement.

Furthermore, a closer look at individual performance patterns showed that even students with the lowest pre-test scores benefited noticeably from the treatment. Students who initially struggled with vocabulary recognition and sentence understanding demonstrated improved fluency and confidence by the end of the sessions. This pattern reinforces the assumption that repeated reading supports not only high achievers but also learners who initially have weaker comprehension skills. In addition to the quantitative findings, classroom observations during the treatment sessions revealed qualitative indicators of progress. Students who appeared hesitant and slow during the first session became more fluent and expressive in later readings. They began to recognize familiar words faster and were able to recall key information from the text without referring back repeatedly. This behavioral improvement complements the numerical data and suggests that repeated reading fosters both comprehension and confidence.

From the statistical perspective, the mean increase of 36.5 points represents a significant learning gain within a short treatment period of four sessions. This improvement is consistent with results from similar studies. For example, Kasriyati and Maharani (2018) reported a comparable increase in post-test scores after applying repeated reading in Indonesian junior high schools, while Taguchi, Melhem, and Kawaguchi (2016) found significant gains in reading rate and comprehension among Japanese EFL learners using the same method. The present study's findings thus reinforce existing evidence that repeated reading is an effective instructional strategy for improving reading comprehension in EFL settings.

Overall, the statistical and observational data together indicate that the repeated reading technique successfully improved students' ability to comprehend descriptive texts. The significant rise in mean scores, supported by the t-test results and N-Gain classification, confirms that the intervention had a measurable and positive impact. Students demonstrated enhanced comprehension of text meaning, stronger vocabulary recognition, and increased reading fluency all of which contribute to higher overall reading achievement.

The findings of this study reveal that the repeated reading technique significantly improved the reading comprehension of tenth-grade students at MA Muhammadiyah Aimas. The statistical results showed a substantial increase in students' post-test scores compared to their pre-test scores, with a mean difference of 36.50 points and a significance level of $p = 0.000$. This indicates that repeated reading is an effective instructional approach for enhancing students' comprehension of descriptive texts. The improvement in students' mean scores, from 36.00 to 72.50, also demonstrates that repeated exposure to the same text can meaningfully support comprehension growth, consistent with prior studies conducted in EFL settings (Taguchi, Melhem, & Kawaguchi, 2016; Meniado, 2016; Kasriyati & Maharani, 2018).

The main reason for the improvement lies in how repeated reading strengthens both fluency and understanding. Repetition allows learners to become familiar with vocabulary, grammatical structures, and sentence patterns, which reduces the cognitive load involved in decoding text. Once decoding becomes automatic, students can focus more on understanding meaning and interpreting ideas (Rasinski, 2016). This finding supports Automaticity Theory (LaBerge & Samuels, 1974), which explains that reading comprehension improves when word recognition becomes fluent and effortless.

During the early sessions of the study, students often read slowly, hesitated, or mispronounced words. However, after several repetitions, they read more smoothly, understood sentence connections better, and answered comprehension questions more accurately. This pattern aligns with the work of Grabe and Stoller (2017), who noted that comprehension efficiency increases when fluency is developed through meaningful repetition. As students' decoding skills improved, they could allocate

more mental resources to higher-level processes such as inferring meaning and summarizing information.

Repeated reading also helped students internalize linguistic forms through continuous exposure. According to Nation (2015), repeated encounters with the same words and phrases in meaningful contexts promote long-term vocabulary retention. In this study, students who struggled to understand certain adjectives or descriptive expressions in the first session were able to recall and use them confidently in later sessions. This shows that repeated reading not only enhances comprehension but also supports vocabulary development—a finding consistent with Kasriyati and Maharani (2018), who reported that Indonesian students exposed to repeated reading improved their vocabulary and reading performance simultaneously.

Another important outcome of this study was the improvement in students' reading fluency and confidence. The observation during the treatment sessions showed that students initially read in a hesitant and fragmented manner. Over time, as they reread the same text, their reading became faster, smoother, and more expressive. This behavioral change reflects the connection between fluency and comprehension, as emphasized by Kuhn, Schwanenflugel, and Meisinger (2017), who argued that fluent readers demonstrate prosody appropriate rhythm and intonation that indicates deeper comprehension.

Students also exhibited increased motivation and engagement. By the third and fourth sessions, they were more willing to participate in reading aloud and group discussions. This suggests that repeated reading creates a sense of familiarity that reduces anxiety and encourages participation. A similar result was found by Meniado (2016), who noted that repeated reading lowered reading anxiety among Filipino EFL students and improved their willingness to read in English. In the present study, repeated exposure helped students overcome fear of mistakes, turning reading into a more enjoyable experience.

The improvement in comprehension scores demonstrates that repeated reading does more than improve fluency it enhances higher-order comprehension skills as well. When students reread a text, they process information at multiple levels: literal understanding, inferential reasoning, and interpretative thinking. Initially, they focus on decoding and word meaning, but with each repetition, they start recognizing relationships between ideas, text structures, and the author's purpose.

Taguchi et al. (2016) found that repeated reading increased both reading rate and comprehension among Japanese EFL learners, as repetition helped them understand text organization and discourse patterns. The same principle applied in this study: students became more adept at identifying main ideas and supporting details after repeated practice. By the final session, they were able to summarize texts accurately and respond to comprehension questions that required inference, suggesting that repetition strengthened their analytical reading skills. Moreover, the observed N-

Gain score of 57.03%, categorized as moderate effectiveness, indicates that the students' comprehension growth was consistent across the sample. While some students demonstrated higher gains than others, all participants showed measurable improvement. This finding supports Rasinski's (2016) claim that repeated reading benefits both low- and high-performing readers by providing practice that reinforces comprehension through fluency.

The findings of this research have practical implications for English language teaching in Indonesian EFL classrooms. First, repeated reading can be used as an accessible and low-cost instructional technique that requires no special materials or technology. Teachers in resource-limited schools like MA Muhammadiyah Aimas can implement repeated reading using short descriptive passages available in textbooks. This approach allows students to engage deeply with the text through guided practice rather than relying solely on translation or question-answer drills. Second, repeated reading supports integrated reading instruction, where fluency and comprehension are developed simultaneously. Many Indonesian teachers still separate these two skills, focusing first on pronunciation accuracy and later on comprehension questions (Suryani, 2017). The present study shows that combining fluency practice with comprehension tasks such as summarizing or discussing the meaning after repeated readings leads to more effective learning outcomes.

Third, repeated reading can foster a more positive classroom atmosphere. The technique encourages collaborative learning when students read in pairs or small groups, allowing peer modeling and feedback. This type of cooperative environment aligns with the communicative principles of the current Kurikulum Merdeka, which values active participation and student-centered learning. By applying repeated reading, teachers can help students become more confident, independent readers while maintaining engagement throughout the lesson.

The findings of this study align closely with previous research on repeated reading. Kasriyati and Maharani (2018) found that Indonesian students who practiced repeated reading improved significantly in both fluency and comprehension. Similarly, Taguchi et al. (2016) reported significant gains in reading rate and understanding among Japanese EFL learners. Meniado (2016) also observed improved comprehension performance and motivation among high school students who engaged in repeated reading exercises. What distinguishes the present study is its focus on a small, rural school context in Sorong, West Papua, where access to reading materials and exposure to English are limited. The positive outcomes suggest that repeated reading can be equally effective in such settings, confirming its adaptability across different educational environments. These results contribute to the growing evidence that repeated reading is not limited to urban or high-resource contexts but can serve as an effective instructional strategy even in under-resourced schools.

While the results are promising, several limitations must be acknowledged. The sample size was small ($N = 10$), limiting the generalizability of the findings. Future

studies could use larger samples or multiple classes to strengthen external validity. Additionally, this research focused only on descriptive texts; applying repeated reading to other text types such as narrative or expository passages may reveal different effects. Another limitation is the short duration of the treatment—only four sessions. Longer interventions might produce higher gains and allow for longitudinal observation of fluency development. Moreover, this study relied primarily on quantitative data; future research could integrate qualitative methods, such as student reflections or teacher observations, to capture the affective and motivational aspects of repeated reading more deeply.

CONCLUSIONS

This study examined the effect of the repeated reading technique on students' reading comprehension at the tenth grade of MA Muhammadiyah Aimas. The results showed a clear improvement in students' performance after the treatment. Their mean score increased from 36.00 on the pre-test to 72.50 on the post-test, with a gain of 57.03%, indicating a moderate level of effectiveness. Statistical analysis confirmed that the difference was significant, meaning that repeated reading contributed positively to students' comprehension achievement. Repeated reading helped students develop fluency and understanding at the same time. By rereading the same text several times, they became more familiar with vocabulary and sentence patterns, which made reading easier and more meaningful. Students also became more confident and willing to participate in class. This shows that repeated reading can strengthen both reading skills and motivation. In practical terms, the repeated reading technique is simple to apply and effective for various levels of learners. Teachers can use short passages from textbooks or other materials and guide students through several readings before asking comprehension questions. The technique encourages active engagement, improves fluency, and supports students who often struggle with understanding English texts. Although the study involved a small number of students and a short treatment period, the results clearly show that repeated reading is a useful and practical approach to improving reading comprehension in classroom settings. It can be used in both well-equipped and resource-limited schools as part of regular reading instruction. Future studies may include larger samples or longer periods of implementation to explore its broader and long-term impact.

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