

The Effect of Repeated Reading for Developing Reading Fluency and Reading Comprehension in EFL Students: Pre Experimental Study

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Abstract

Reading is one of the skill that must be mastered by students from elementary school to college level. Reading is also one of the skill learned in learning English, especially students who study English as a foreign language. Students have difficulty reading fluently because English and Indonesian writing are different. This also has an impact on students' understanding or interpreting text in English. This study aimed to examine the effect of repeated reading on the development of reading fluency and reading comprehension. This study used a pre-experimental design method. Data collection was conducted through pretest and posttest. Data analysis was conducted used descriptive data analysis and paired sample t-tests. Based on the results of the study, it was found that repeated reading was able to improve students' reading fluency and reading comprehension, as seen from the average pretest score of 68.17 and then increased to the posttest score of 78.56. This increase increased by 8.35 points. This shows that repeated reading was effective in improving reading fluency and reading comprehension in eighth grade students of SMP Negeri 1 Loa Janan. The implications of this research are expected to help teachers in choosing reading strategies for students learning English as a foreign language.

Keywords: *Repeated Reading, Audio-assisted Reading, Reading Fluency, Reading Comprehension*

1. Introduction

Reading is one of the most essential language skills, especially in the context of learning English as a Foreign Language (EFL). In Indonesia, where English is not the primary language of communication or instruction, mastering reading skills becomes a crucial element in academic achievement. According to Hammer (2020) stated that L1 was the mother language that someone used in the family or community. Due to the fact, that Indonesia used English as a second or foreign language, the researcher realized that the aspects assessment of in L1 and L2 for the development of reading fluency and reading comprehension is different from countries where using English as a first language. In contrast with L1, L2 is a language that is learned through educational processes, interactions with native speakers, or through other media (Kroll, 2022). Most Indonesians who are fluent in English use English as daily language in their family environment or through education at school. School that use English as the language of learning and teaching (LoLT) was international school, it was very rare for public or private schools to use English as the language of teaching. The language of learning and teaching (LoLT) refers to the language used for instructional purposes in educational settings. In some state schools that do not use English as LoLT, teachers would still deliver material in Indonesian. To develop reading fluency and reading comprehension in EFL it is a problem because many students do not know how to read English words properly.

Reading is a basic skill that every student must have. In addition, reading is a lifelong ability that students can acquire both inside and outside of the classroom (Habok et al. 2024). Every student should master one of these skills because by reading, students can gain new knowledge, solve problems, and do assignments in other subjects. Unfortunately, in the context of English language learners, the students are not given the opportunity to climb every step of the process to become proficient in English. Like a baby, they would know how to say something if they hear someone around them say it. By contrast with written and pronounce, this becomes a problem when a student is asked to master in fluency and comprehension but there is no teacher's role in helping with this. The researcher has seen from several schools that teachers do not provide support for students to read fluently. In fact, from several books developed by the Independent Curriculum, in each task several audios are provided, the teacher can scan the audio directly and then listen to the students in class via speakers. But in reality, students are only asked to answer the questions that are already available and skip the listening session. In fact, by listening students know how to pronounce a sentence in English and by knowing how to read automatically students would not have obstacles in reading. It is

not surprising that students feel that learning English is difficult because it is not supported by several aspects such as making English as LoLT.

In the process of reading English, especially for students in Indonesia who use English as a second or foreign language, the role of audio is very important for them to know how to pronounce it. In many studies, the previous researcher use repeated reading as a treatment for developing reading fluency (Lee and Yoon 2017; Altun 2017; Brown et al., 2021; Serrano and Huang, 2021; Taguchi et al., 2021; Xin and Yunus 2022; Soleimani et al., 2022; Pham et al., 2024). Repeated Reading (RR) is a technique introduced to address these issues by allowing students to read the same text seven times, thereby improving their reading rate, accuracy, and prosody. Repeated reading combine two ways, namely assisted repeated reading and unassisted repeated reading. The assisted repeated reading involves audio support that models correct pronunciation and intonation, while the unassisted repeated reading allows students to apply what they have learned independently. The objective of this study is to explore the effectiveness of repeated reading in improving reading fluency and comprehension among eighth-grade EFL students at Junior High School 1 Loa Janan. It seeks to provide empirical evidence that repeated reading, especially with audio assistance, can significantly enhance students' reading performance in an Indonesian EFL setting and it make easier for students who learn and want to develop reading fluency and reading comprehension because the student can hear the audio in three times. In this study,

According to Lee and Yoon (2017) stated that repeated reading is one of the way to improve reading fluency. Reading fluency has been identified as the capacity to decode and interpret text concurrently (Eun and Mikyung, 2019). A student's inability to decode and interpret a passage is one of the indications that the student has a reading problem. Indeed, reading fluency is one of the reason of a student's success in reading comprehension. Furthermore, Alqahtani (2020) also stated that reading fluency is considered to be closely related to successful reading comprehension. In EFL students context, students can overcome the decoding problem and free up resources for recognizing by reading the same paragraph multiple times. In repeated reading, there are two ways those are unassisted repeated reading and audio repeated reading. At one time students are asked to read without audio, but on the other hand, students are also given the opportunity several times to listen the audio to hear how to read it. Due to this, students can improve their reading fluency which would also lead to reading comprehension.

Based on Taguchi et al. (2020) and Pham et al. (2024) research, these studies showed a significant increase in students' reading rate while re-reading the same passage. In Pham et al. (2024)'s study, showed that both of approaches namely audio-assisted repeated reading and unassisted repeated reading demonstrated significant improvements

in reading rate. In their research, repeated reading is done on students in the university. No one has yet done this with junior high school children in an L2 context, which is important and would have a better impact if the participants were students in junior high school because they would encounter English subjects more often over the next 6 years.

2. Literature Review

a) Reading Comprehension in L2

Reading is one of the skills that are students learn in school as part of the English language curriculum. Reading involves constructing meaning by identifying words, sentences, and morphemes (Firman et al., 2021). The students must be able to read in a second language (L2) or foreign language for educational purpose. Reading comprehension refers to the capacity to understand, interpret, and analyze written texts, requiring the activation of prior knowledge, vocabulary, and cognitive strategies (Grabe and Stoller, 2022). Reading comprehension have an impact in complex cognitive and metacognitive processes. Improving student's understanding of English is essential since it provides many advantages (Spark, 2019). Reading comprehension allows students to improve their academic performance, develop critical think, enhances communication skills, provides access to knowledge and information, boost professional development, and improve decision-making. In other words, the students highly expected to master reading comprehension. Reading comprehension also can gain additional knowledge and data gathered from newspapers, periodicals, textbooks, and other sources. Reading also allows students to better their experiences, get new ideas, solve difficulties, and build critical thinking skills. Reading comprehension allows students to increase their vocabulary in English and understand the structure of the text, which improves their vocabulary and grammar (Kho et al. 2021).

In contrast with the advantages to master reading comprehension in L2 context, there were many students not master in reading comprehension, it causes many internal factors and external factors. According to Wigfield and Guthrie (2020) stated the reason students not master in reading comprehension was lack of motivation. This motivation can come from the student their selves or even from the surrounding environment, including parents. This is also supported by the previous generation (parents) who lacked knowledge of the importance of a child having the ability to master reading comprehension, because this will be a provision for their child to be able to keep up with developments in increasingly modern times (Kintsch and Rawson, 2023). It was support that the students have limited vocabulary (Nation and Newton, 2021). The students that have limited vocabulary will difficult to understand the entire passage and also when the teacher asked to answer the question according to the passage that had been they read.

This is also supported by external factors such as a school environment that is less supportive, a home environment that is not conducive, a lack of effective learning strategies and creative learning methods (Hart and Risley, 2022; Gambrell, 2020; Tomlinson, 2022).

In the context of learning English as a second language, especially in Indonesia, reading comprehension is usually taught through a text, then students have to answer questions based on the text, whether in the form of multiple choice, essay, or true or false. The students are have to read material and answer question or recount facts, they are considered to be competent readers (Schmidtke and Moro, 2021). Unfortunately, students would not be able to answer questions from a text if students do not understand correctly what the content of the text is. However, as English learners, it is highly expected that they would be able to understand the language. At a minimum, they can understand a short sentence in English. Considering that in this modern era, English has become a language used by many groups, especially on social media, on the street, or just as invitation pamphlets in English.

According to Haerazi et al. (2019) as EFL, understanding is not only about understanding the words or phrases of each sentence, but understanding the content of the entire text presented by the writer. In fact, students may not understand all of the words in the text. Yet, they would be able to understand the writer's message and answer questions based on the text. Dewle's (2018) research mentioned comprehension activities divided into three, the first is literal understanding is the most fundamental type of understanding that can be achieved by studying the text in its entirety. The second is interpretive understanding which is a step that involves understanding concepts that are not explicitly stated in the text. Third, the ability to compare information is referred to as critical thinking. Creative learning improves critical thinking in order to understand what is being stated. Increased participation in learning significantly improves each individual's ability to comprehend a topic. Study skills are necessary for good communication with all people. Developing learning skills is critical for Indonesians, particularly students, and teachers who encounter everyday obstacles from varied learning resources.

b) Repeated Reading in L2

Repeated reading (RR) is one of way to improve fluency. This method has been developed by Samuel (1979) in L1 context. Despite this approach being first carried out in L1, several years later there were studies using the repeated reading method in L2/FL, and the result showed significant results (Xin and Yunus, 2022; Altun, 2017; Soleimani et al., 2022). Repeated reading refers to technique in which students read a text repeatedly, with the goal of improving their reading accuracy, fluency, and comprehension (Kuhn

and Stahl, 2022). According to Rasinski (2020) and Samuels (2020) stated that repeated reading is a reading method where students read passage several times, with the aim of improving their reading fluency, accuracy and comprehension. Repeated reading is not a new instruction tool for those in the field of language education. Originally, for those working in the field of language education, repeated reading is not a new method for developing fluency and comprehension. In order to achieve sufficient speed and accuracy, the students were needed to read a 50-200-word passage quietly and loudly several times (Frey and Fisher, 2017).

Repeated reading it was really recommended to do according to the previous research that showed the significant results after doing repeated reading (Xin and Yunus, 2022; Altun, 2017; Soleimani et al., 2022). The results showed that repeated reading can improve reading fluency, accuracy and reading comprehension. It was accordance with the aims of repeated reading itself, such as helping students improve their ability to read fluently, helping students understand the text better, because they have the opportunity to read the text several times. Apart from that, repeated reading can also improve the ability to remember information, increase motivation and interest in reading, and help students who have difficulty reading (Rasinski, 2020; Kuhn and Stahl, 2022; Samuels, 2020).

By contrast with the aim and the benefit of repeated reading, it also has shortcoming because the process to get good results took around 12 weeks (Kuhn and Stahl, 2022). For students, repeated reading may cause boredom if the text they read is too long and difficult. This should be a note for someone wishing to conduct similar research to select a suitable text for their students. This will be even more boring if students do not have adequate reading skills. Reading a text just once takes a long time, especially if the student read the text repeatedly seventh times. Apart from that, repeated reading requires quite a lot of time and participants. Research on repeated reading is about looking at effectiveness, and the method used is experimental so at least 2 groups are needed to see maximum results.

Kuhn and Stahl (2022) described three steps of automaticity development. The first level is the "non-accurate" in which students can recognize words but only with extreme challenges. The second level is the "accurate stage" in which students may correctly identify words while still requiring some cognitive work or attention. The final stage is the "automatic stage" which occurs when students can identify the majority of words with little cognitive effort. In practice, repeated reading takes time to increase reading fluency and reading comprehension. There are several levels that must be passed, starting from recognizing words and then identifying words with accuracy to the stage of recognizing many words and then it can be said that students can read fluently and will reach reading comprehension.

According to Xin and Yunus (2022), there are two methods for repeated reading. The

first is unassisted repeated reading, in which a child rereads a specific story or selection of stories to himself without the assistance of another person, and assisted repeated reading is a variation of the Samuels' procedure in which the student reads silently while listening to an audio-taped. In foreign or second language condition, the student reads a same passage seven times to improve the student's recognize words and phrases which can enhance comprehension and fluency (Altun, 2017). In practice, the student would accept pretest and posttest to know their ability in reading fluency and reading comprehension results before and after treatments. Students are required to read a section aloud while the teacher records the time and reading errors. A graph demonstrating the gains in reading rates and errors compares each student's reading performance between their first and last readings.

According to Taguchi et al., (2021) stated that repeated reading has step to do. The students read the passage silently from the previous session. Then student read the new passage silently while timed their reading (first reading). Next, learners read the passage twice more while listening to the audio model and their reading was not timed because the audio model was used to pace it (second, third and fourth readings). After the students listen the audio for the second, third and fourth readings, the students are asked to read silently three times and for the last reading they must timing their reading (fifth, sixth, and seventh reading).

According to the finding from Pham et al. (2024) entitled Comparing the Effects of Two Repeated Reading Methods on EFL Learners' Reading Rate: the result showed that audio-assisted repeated reading greatly influences students' increases in reading rates. Repeated reading while listening is still a proven way to improve reading fluency, and this fluency can lead students to understand the content of the text they are reading. Therefore, in practice, students are asked to do repeated reading seven times per session. A tape recorder and headphones would be provided for each student to use while doing repeated reading. In this way, students would learn how to read each word by listening to the audio. For each session of repeated reading the students are required to follow the subsequent procedure exactly: first to help them remember what they have read, the students must read the text that came before, second the students write the time on paper sheet to know the time for read the entire passage. Third, the students listened to the same taped version of the text through headphones as they read it three times. The last the students read the passage quietly three times and have to write the time on paper sheet again like the first reading.

The other finding from Taguchi et al. (2021) entitled using repeated reading for reading fluency development in a small Japanese foreign language program. The study showed a reading rates increased because when students read the same material, it brings the students to enhance their reading skills. The study focused on 27 college-level

Japanese learners in the United States. Additionally, the questionnaire responses from learners demonstrated that learners thought that repeated reading had a positive impact.

c) Repeated Reading and Reading Fluency

Repeated reading is a reading instruction way that require reading a text seven times to improve reading fluency and comprehension (Rasinski, 2020). This method has been demonstrated to enhanced reading fluency or the capacity to read accurately, quickly, and appropriately (Lee and Yoon, 2017; Kuhn and Stahl, 2022). Research has shown that repeated reading can improve reading speed, accuracy, and comprehension (Samuels, 2020). Additionally, repeated reading can also increase motivation and interest in reading among students, as they have the opportunity to read engaging texts and understand the content (Rasinski, 2020).

In its implementation, repeated reading can be done in various ways, such as reading aloud, reading silently, or reading with the help of technology (Kuhn and Stahl, 2020). Therefore, repeated reading can be an efficient reading instruction strategy to develop reading fluency and comprehension. The benefits of repeated reading are not restricted to improving reading fluency and comprehension. This strategy can also help students develop a positive attitude towards reading, increase their confidence in reading, and improve their overall academic performance.

In reading fluency, the students can said as fluent reader if they meet three component of fluency. According to Kuhn et al. (2010) most agree that fluency is made up of at least three main elements: oral reading prosody, word recognition speed, and correctness.

3. Methods

This study used a quantitative research method and it was implemented in the eighth grade of SMP Negeri 1 Loa Janan with a sample of 23 students. This study conducted for 1 month from November to December 2025. The independent variable in this study was repeated reading and the dependent variable were reading fluency and reading comprehension. The instrument of this study was a pretest and posttest where each of the tests consists of 25 multiple choice questions and it was adapted from the English exam text in the independent curriculum. This instrument was first tested for validity and reliability before being given to students who are homogeneous with the research subjects. The instrument was to test reading fluency and reading comprehension after repeated reading implementation. After the values or data are obtained, a normality test is carried out as a prerequisite to be able to continue data analysis using a paired sample t test to test the hypothesis H_0 "there is no effect of repeated reading on increasing reading fluency and reading comprehension" while H_a "there is an effect

of repeated reading on increasing reading fluency and reading comprehension". The analysis was carried out on all data obtained with the help of the SPSS Statistics 25.0 program.

4. Result

The results of the analysis of the time that are needed by students to read the entire text can be seen in first reading and seventh readings. Students need more time on the first reading and less time on the seventh reading. This indicates that audio-assisted repeated reading and unassisted repeated reading have an effect on students' reading fluency. The following was the time that students needed to read the three passages from British Council during six meetings:

Table 1. Reading fluency result

Students' Name	Frida Kahlo passage		Super Heroes passage		Stop Wasting Food Passage	
	1 st reading	7 th reading	1 st reading	7 th reading	1 st reading	7 th reading
S1	03.53	02.06	02.12	01.18	02.12	01.25
S2	04.10	02.26	02.34	01.27	01.54	01.20
S3	05.02	01.56	02.10	01.40	01.35	01.20
S4	02.50	01.20	02.40	01.05	01.20	01.00
S5	03.37	01.27	01.07	57 sec	01.16	59 sec
S6	03.37	02.31	02.36	01.32	02.09	01.20
S7	02.31	02.04	02.08	01.27	02.11	01.30
S8	04.17	01.48	01.47	01.29	01.57	01.39
S9	02.54	01.46	01.43	01.16	01.42	01.32
S10	03.23	01.55	01.32	01.12	01.44	01.29
S11	01.58	01.35	01.25	01.14	01.20	01.15
S12	02.09	01.14	58 sec	34 sec	59 sec	45 sec
S13	05.01	01.50	02.00	01.40	02.00	01.30
S14	02.16	01.25	01.09	57 sec	01.01	58 sec
S15	01.18	01.05	01.09	01.03	01.07	01.06
S16	01.26	01.03	41 sec	37 sec	52 sec	48 sec
S17	02.54	01.54	01.23	01.20	01.37	01.21
S18	03.38	01.43	02.29	01.27	01.54	01.37
S19	03.59	02.20	03.09	01.58	02.36	01.37
S20	03.53	02.15	02.05	02.03	02.33	01.38

S21	02.30	01.13	53 sec	51 sec	55 sec	49 sec
S22	04.04	02.11	02.16	01.33	01.51	01.22
S23	03.39	02.14	02.15	01.28	01.24	01.15

From all the students, it does not seem to take longer to read from the first reading and the seventh reading. This also certainly has an impact on the reading comprehension tested through the test and the results of the analysis of the pretest and posttest scores of the total number of students showed that they were valid, reliable and normally distributed. Here the average results students' pretest and posttest data:

Table 2. Pre-test and post-test scores

Mean			N	Std. Deviation	Std. Error Mean
Pair 1	Pretest Reading Comprehension	68.17	23	13.563	2.828
	Posttest Reading Comprehension	76.52	23	9.821	2.048

The descriptive results of the pretest and posttest data in this study explained that the average pretest value was 68.17 and the posttest value was 78.56, these values showed an increase of 8.35 points. While the std. deviation of the pretest was 13,563 and the posttest was 9,821. In std. error the mean pretest was 2,828 while in the posttest it was as free as 2,048. This showed significant results based on the following paired sample t-test results:

Table 3. Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviat ion	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
F									
Pair 1	Pretest- Posttest	-8.348	7.023	1.464	-11.385	-5.311	-5.700	22	.000

From the paired sample test above, it can be seen that the significance value is 0.000, where the value is smaller than ($p < 0.05$), so it can be said that repeated reading has an influence on increasing reading fluency and reading comprehension because it is stated that the value is significant.

5. Discussion

According to aforementioned data analysis, this repeated reading strategy for developing reading fluency and reading comprehension in EFL students would discuss based on the research of the problem in this study. It contains whether repeated reading develop reading fluency and reading comprehension and is there significant improvement in reading fluency and reading comprehension among EFL students after implementing repeated reading.

In the first problem, the researcher asked question about whether repeated reading develop reading fluency and reading comprehension. In the results of this research question, the time needed for the first reading and the seventh reading shows that students need more time to read the first reading than to read the seventh. When students are fluent in reading, a number of studies say that reading fluency is a bridge to reading comprehension. This is also proven by the average pretest and posttest scores showing an increase in points of 8.35 points. The researcher concluded that repeated reading has an effect on improving students' reading abilities, especially in reading fluency and reading comprehension. In second problem, the researcher asked question about is there significant improvement in reading fluency and reading comprehension among EFL students after implementing repeated reading. This is proven by the 2sig-tailed results which show results smaller than 0.05, so it can be said that the results are significant.

Based on the explanation of the research question above, it can be concluded that repeated reading can improve reading fluency and reading comprehension. This result is in line with previous studies showing that repeated reading can improve reading fluency and reading comprehension (Xin and Yunusu, 2022; Altun, 2017; Soleimani et al., 2022). This study has implications for implementing repeated reading as one of the teacher's strategies to improve reading fluency and reading comprehension, especially for students who are learning English as a foreign language. This is certainly useful for students who have difficulty reading and understanding texts in English and makes it easier for teachers to find the right method to improve the quality of learning English for students in Indonesia.

However, this study has limitations including the number of samples, research methods, time constraints, and also the stages that should be carried out at each meeting. Therefore, this study is expected to be further developed using an approach that can explore information and data in a larger scope. Further research is also expected to involve a larger sample and provide a comparison group between students who are given repeated reading treatment and students who are not given reading treatment.

6. Conclusion

Based on the explanation that has been described above regarding the influence of repeated reading to improve reading fluency and reading comprehension in EFL students, the researcher put forward several crucial things that can be concluded. Starting from two questions presented in the problem formulation, related to whether repeated reading has an effect on reading fluency and reading comprehension and also whether there is a significant increase after being given repeated reading treatment.

First, repeated reading has an effect on increasing reading fluency. This is based on data that researchers have collected from eighth grade students of SMP Negeri 1 Loa Janan. When reading for the first time, students need a little longer than reading the seventh time. This continues to be practiced up to six meetings. These results are also seen in the reading comprehension scores which increase after being given treatment. The researcher concludes that repeated reading has an effect on reading fluency, and reading fluency is a bridge to being able to reach reading comprehension. Students who are fluent in reading have great potential to understand a text in English.

Second, repeated reading shows significant results on reading comprehension results. This is evidenced by the results of the sig value below 0.05. Based on these results, referring to the hypothesis H_a which claims that there is a significant difference in reading comprehension results before and after treatment. Referring to this, H_0 is also rejected because the results show a difference before and after repeated reading.

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