



Journal of Education and Learning Research

Journal homepage: <https://jelr.greadc.org/index.php/jelr>



Using Repeated Reading Strategy: Its Effect on Students' Reading Comprehension at SMAN 19 Pekanbaru

Nuzul Izka Nofrisa*, Tri Adinda Novela, Anisa Faizah Avrilia, Imelda Mahera, Awliya Dara Fitriadi, Rizki Amelia

Faculty of Education and Teacher Training, Universitas Islam Negeri Sultan Syarif Kasim Riau, Pekanbaru 28293, Indonesia

ARTICLE INFO

Article history:

Received: 18 April 2026

Accepted: 30 April 2026

Published online: 10 May 2026

Keywords:

Repeated Reading Strategy,
Reading Comprehension,
EFL Students,
Quasi-Experimental Design,
English Learning

* Corresponding author.

E-mail: nuzulizkanofrisa@gmail.com

Article Doi

Doi: <https://doi.org/10.62208/jelr.3.3.p.127-134>

This is an open access article under the [CC BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license.



ABSTRACT

This study investigates the effect of the Repeated Reading Strategy on students' reading comprehension in an EFL context. The study was motivated by students' low reading comprehension ability, particularly in understanding vocabulary and comprehending narrative texts. This research employed a quantitative approach with a quasi-experimental design involving an experimental class and a control class. The participants were 82 eleventh-grade students at SMAN 19 Pekanbaru selected through purposive sampling. Data were collected using a 20-item multiple-choice reading comprehension test based on five indicators: identifying main ideas, finding factual information, understanding vocabulary, recognizing references, and making inferences. The instrument was tested for validity and reliability, with the Cronbach's Alpha coefficient showing a reliability score of 0.744. The data were analyzed using descriptive statistics and an independent sample t-test with SPSS version 25. The findings revealed that the experimental class showed greater improvement than the control class. The mean score of the experimental class increased from 60.73 to 77.32, while the control class obtained a lower post-test mean score of 69.15. In addition, the independent sample t-test showed a significance value of 0.009 (< 0.05), indicating a significant difference between the two groups. The study concludes that the Repeated Reading Strategy is effective in improving students' reading comprehension in the Indonesian EFL context. Unlike previous studies that mainly focused on elementary and junior high school students, this study provides empirical evidence of the effectiveness of repeated reading at the senior high school level, particularly in improving comprehension of narrative texts.

1. Introduction

Reading is a fundamental skill in learning English as a foreign language because it enables students to access

information, construct meaning, and develop critical thinking. In educational contexts, reading is not only a linguistic process but also a cognitive activity involving interpretation and comprehension (Nunan,

2005). Students are expected to understand various types of texts to support academic success. However, reading comprehension remains a challenging skill for many learners, particularly in EFL contexts where exposure to English is limited.

Reading comprehension involves the ability to extract and construct meaning from written texts. It requires the integration of prior knowledge, vocabulary mastery, and cognitive strategies (Snow, 2002). Students are not only required to recognize words but also to interpret ideas, identify main points, and make inferences. Without adequate comprehension skills, students struggle to understand the overall message of a text. Therefore, improving reading comprehension is a central goal in language learning.

In Indonesia, students' reading ability is still relatively low compared to other countries. International assessments such as PISA indicate that Indonesian students rank near the bottom in reading performance (OECD, 2019). Similarly, PIRLS results show that students' reading scores are below the international average (Mullis et al., 2012). These findings highlight a serious concern regarding literacy development. Consequently, there is a need for effective instructional strategies to improve reading skills.

At the school level, similar problems are also found in English classrooms. Many students experience difficulty in understanding English texts due to limited vocabulary. This limitation affects their ability to identify main ideas and comprehend detailed information (Westwood, 2008). In addition, students often feel bored and unmotivated when reading long passages. As a result, their reading comprehension performance remains low.

Reading comprehension becomes more challenging when students are required to understand narrative texts. Narrative texts involve sequences of events, characters, and implicit meanings that require deeper interpretation (Sari et al., 2023). Students must identify story elements such as setting, plot, and resolution. They are also expected to infer meanings and understand moral values. Without proper guidance, students often fail to fully comprehend narrative texts.

To address these challenges, teachers are encouraged to apply innovative and effective teaching strategies. One of the strategies that can be used is repeated reading. This strategy involves reading the same text multiple times to improve understanding and fluency. Through repetition, students become more familiar

with vocabulary and text structure. As a result, their comprehension gradually improves.

Repeated reading has been widely recognized as an effective instructional strategy. It helps students improve reading fluency, accuracy, and comprehension simultaneously (Therrien, 2004). By rereading a text, students can focus more on meaning rather than decoding words. This process also reduces reading anxiety and increases confidence. Therefore, repeated reading is considered beneficial for struggling readers.

Previous studies have shown positive effects of repeated reading on students' reading ability. Research findings indicate that repeated reading can significantly improve comprehension and fluency. It has also been proven effective for students with different learning backgrounds (Hammerschmidt, 2019). In addition, repeated reading enhances students' motivation and engagement in reading activities. These results support the use of repeated reading in language classrooms.

In the Indonesian context, several studies have also reported similar findings. Repeated reading has been shown to improve students' reading comprehension at the junior high school level (Istiqomah et al., 2025). However, most previous studies focus on lower education levels such as elementary and junior high schools. There is still limited research conducted at the senior high school level. This gap indicates the need for further investigation.

Senior high school students are at a critical stage of reading development. They are expected to comprehend more complex texts and engage in higher-order thinking (Brown, 2004). Therefore, effective strategies are needed to support their reading skills. Repeated reading may provide a practical solution to improve comprehension at this level. However, its effectiveness needs to be empirically tested.

Based on the problems identified, this study focuses on the use of repeated reading strategy in teaching reading comprehension. The study aims to examine whether this strategy can significantly improve students' reading comprehension. It also seeks to compare the performance of students taught with and without the strategy. The findings are expected to provide insights for teachers and researchers in EFL contexts.

Finally, this study contributes both theoretically and practically to English language teaching. Theoretically, it enriches the literature on reading

strategies in EFL contexts. Practically, it provides an alternative method for improving students' reading comprehension. The results may help teachers design more effective reading instruction. Therefore, this study is relevant in addressing current literacy challenges.

This study aims to investigate the effect of the Repeated Reading Strategy on students' reading comprehension. Specifically, it examines students' reading comprehension achievement when taught using the Repeated Reading Strategy and when taught without the strategy, based on five indicators: identifying main ideas, finding factual information, understanding vocabulary, identifying references, and making inferences. Furthermore, this study seeks to determine whether there is a statistically significant difference in reading comprehension between students taught using the Repeated Reading Strategy and those taught using conventional methods, as measured by a multiple-choice reading comprehension test.

2. Methodology

The instrument used in this study was a multiple-choice reading comprehension test consisting of 20 items based on narrative texts. Multiple-choice tests were selected because they provide objective scoring and minimize subjectivity in assessment (Haladyna, 2004). The test items were developed based on five indicators of reading comprehension, namely identifying main ideas, finding factual information, understanding vocabulary, recognizing references, and making inferences.

To ensure the quality of the instrument, validity and reliability tests were conducted prior to its use. The validity of the test was established through content validity, in which the test items were developed based on the learning objectives and indicators of reading comprehension. In addition, a try-out test was administered to 40 students outside the research sample to examine the quality of each item. The item validity was analyzed using the Pearson Product-Moment correlation with the help of SPSS 25 software. The r-table value at the 5% significance level with $df = n-2$ ($40-2 = 38$) was 0.312. Items with a correlation coefficient higher than the r-table value were considered valid, while invalid items were excluded from the final test. The results showed that 20 items were valid and 5 items were invalid. The invalid items were numbers 5, 9, 13, 20, and 24. The summary of the validity test is presented in Table 1.

Table 1. The Summary of the Validity Test

Criteria	Number of Items
Total items tested	25
Valid items	20
Invalid items	5
r-table value	0.312
Invalid item numbers	5, 9, 13, 20, 24

Furthermore, the reliability of the instrument was measured using Cronbach's Alpha coefficient with the help of SPSS 25 software. The result of the reliability test showed a coefficient of 0.744, which falls into the "reliable" category (Arikunto, 2006). This indicates that the instrument has a good level of internal consistency and is appropriate for measuring students' reading comprehension. The reliability statistics are presented in Table 2.

Table 2. Reliability Statistics of the Instrument

Reliability Test	Score
Cronbach's Alpha	0.744
Number of Items	20
Reliability Level	Reliable

Based on the validity and reliability testing results, the research instrument was considered valid and reliable for measuring students' reading comprehension achievement.

3. Results and Discussion

Implementation of the Research and Learning Proses

Before conducting the post-test, the researcher implemented the Repeated Reading Strategy in the experimental class during several teaching sessions from January to February 2026 at SMAN 19 Pekanbaru. The experimental class was taught by using the Repeated Reading Strategy, while the control class was taught using conventional reading instruction without repeated reading activities. The learning materials focused on narrative texts in accordance with the eleventh-grade curriculum.

During the learning process, students in the experimental class were taught through repeated reading activities adapted from the RAAC (Reread-Adapt and Answer-Comprehend) instructional routine proposed. At the beginning of each session, the teacher introduced the topic and explained the objectives of the lesson. Students were then given a narrative text and instructed to read the text several times.

The implementation of the Repeated Reading Strategy followed several instructional stages. First, students read the narrative text to identify the general content and unfamiliar vocabulary. Second, students reread the same text aloud several times to improve fluency and comprehension. Third, the teacher provided corrective feedback on pronunciation and reading errors. Finally, students answered comprehension questions related to the main idea, factual information, vocabulary meaning, references, and inference. These repeated interactions with the text were intended to help students develop deeper understanding and greater reading automaticity.

The implementation of the Repeated Reading Strategy also involved the use of story structure questions to support students' comprehension. The teacher guided students by asking questions such as "Who is the main character?", "Where did the story take place?", "What problem occurred in the story?", and "How did the story end?". Students reread the same text two to four times during each session to improve both reading fluency and comprehension. Through repeated interaction with the text, students gradually became more confident and engaged during reading activities.

Meanwhile, students in the control class learned reading comprehension through conventional teaching methods. The teacher explained the material, asked students to read the text once, and continued with comprehension exercises without repeated reading activities. As a result, the experimental class showed more active participation and deeper interaction with the reading texts during the learning process. In addition, the reading comprehension test used in this research consisted of valid multiple-choice items representing five indicators of reading comprehension. Examples of the valid test items are presented in Table 3.

Table 3. Examples of Valid Reading Comprehension Test Items

No	Indicator	Example of Test Item
1	Main idea	What is the main idea of the story?
2	Factual information	Where did the story take place?
3	Vocabulary meaning	The word "curse" is closest in meaning to...
4	Reference	The word "she" refers to...
5	Inference	What can be inferred from the story?

The reading comprehension test was designed to measure students' ability in identifying the main idea, finding factual information, understanding vocabulary meaning, identifying references, and making inferences from narrative texts.

Descriptive Statistics of Students' Reading Comprehension

To examine students' reading comprehension taught using the Repeated Reading Strategy at Senior High School 19 Pekanbaru, the researcher analyzed the students' pre-test and post-test scores in the experimental class. The experimental class consisted of 41 students who received treatment through the implementation of the Repeated Reading Strategy. The findings indicated that students' reading comprehension improved after the treatment was conducted.

Table 4. Descriptive Statistics of Pre-test and Post-test in the Experimental Class

Variable	Min	Max	Mean	Std. Deviation
Pre-test	41	35	85	60.73
Post-test	41	50	100	77.32
Valid N (listwise)	41			13.627

Based on Table 4, the experimental class consisted of 41 students. The mean score increased from 60.73 in the pre-test to 77.32 in the post-test, indicating an improvement in students' reading comprehension after the implementation of the Repeated Reading Strategy. In addition, the minimum score improved from 35 in the pre-test to 50 in the post-test, while the maximum score increased from 85 to 100. These findings suggest that the Repeated Reading Strategy contributed positively to students' reading comprehension achievement. To provide a clearer description of students' achievement levels, the post-test scores were classified into several categories, as presented in Table 5.

Table 5. Post-test Score Classification of Students' Reading Comprehension in the Experimental Class

No	Categories	Score	Frequency	Percentage
1	Very Good	80–100	22	53.7%
2	Good	66–79	8	19.5%
3	Enough	56–65	7	17.1%
4	Less	40–55	4	9.8%
5	Fail	0–39	0	0%
	Total		41	100%

As shown in Table 5, the majority of students were categorized in the “Very Good” category, with 22 students (53.7%). Meanwhile, 8 students (19.5%) were categorized as “Good,” 7 students (17.1%) as “Enough,” and only 4 students (9.8%) remained in the “Less” category. No students were categorized as “Fail.” These results indicate that students taught using the Repeated Reading Strategy generally achieved a high level of reading comprehension.

Improvement of Students’ Reading Comprehension

To examine students’ reading comprehension taught without using the Repeated Reading Strategy at Senior High School 19 Pekanbaru, the researcher analyzed the students’ pre-test and post-test scores in the control class. The control class consisted of 41 students who were taught without the implementation of the Repeated Reading Strategy. The findings showed that students’ reading comprehension scores also improved after the learning process, although the improvement was not as high as that of the experimental class.

Table 6. Descriptive Statistics of Pre-test and Post-test in the Control Class

Variable	N	Min	Max	Mean	Std. Deviation
Pre-test	41	35	85	56.95	13.733
Post-test	41	45	95	69.15	14.094
Valid (listwise)	41				

As shown in Table 7, 13 students (31.7%) were categorized in the “Very Good” category, while 8 students (19.5%) were categorized as “Good.” In addition, 11 students (26.8%) were included in the “Enough” category, and 9 students (22.0%) remained in the “Less” category. No students were categorized as “Fail.” These results indicate that students taught without using the Repeated Reading Strategy achieved moderate improvement in reading comprehension, although the distribution of achievement was still lower compared to the experimental class.

Hypothesis Testing

To determine whether there was a significant difference in reading comprehension between students taught using the Repeated Reading Strategy and those taught without using the strategy at Senior High

Based on Table 6, the control class consisted of 41 students. The mean score increased from 56.95 in the pre-test to 69.15 in the post-test. In addition, the minimum score improved from 35 to 45, while the maximum score increased from 85 to 95. The standard deviation scores were 13.733 for the pre-test and 14.094 for the post-test. These findings indicate that students in the control class experienced improvement in reading comprehension achievement after the teaching and learning process. To provide a clearer description of students’ achievement levels, the post-test scores were classified into several categories, as presented in Table 7.

Table 7. Post-test Score Classification of Students’ Reading Comprehension in the Control Class

No	Categories	Score	Freq	Percent
1	Very Good	80–100	13	31.7%
2	Good	66–79	8	19.5%
3	Enough	56–65	11	26.8%
4	Less	40–55	9	22.0%
5	Fail	0–39	0	0%
	Total		41	100%

School 19 Pekanbaru, the researcher conducted an independent sample *t*-test using SPSS version 25. The findings revealed that the experimental class obtained a higher mean score (77.32) than the control class (69.15), indicating better reading comprehension achievement among students who were taught using the Repeated Reading Strategy.

Based on Table 8, the significance value was 0.009, which was lower than 0.05 ($0.009 < 0.05$). Therefore, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. This finding indicates that there was a significant difference in students’ reading comprehension between students taught using the Repeated Reading Strategy and those taught without using the strategy at Senior High School 19 Pekanbaru.

Table 8. Results of Independent Sample t-Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	.072	.789	2.666	80	.009	8.171	3.064	2.072	14.269
Equal variances not assumed			2.666	79.919	.009	8.171	3.064	2.072	14.269

Furthermore, the mean difference between both groups was 8.171, showing that students in the experimental class performed better than those in the control class. These findings suggest that the implementation of the Repeated Reading Strategy contributed significantly to improving students' reading comprehension achievement.

Discussion

The findings of this study demonstrate that the repeated reading strategy has a significant effect on students' reading comprehension, as evidenced by the higher post-test scores achieved by the experimental group compared to the control group. This improvement can be interpreted as the result of increased familiarity with the text, which allows students to process linguistic input more efficiently and focus on meaning rather than decoding. Through repeated exposure, students gradually develop automaticity in word recognition, enabling them to allocate more cognitive resources to comprehension processes such as identifying main ideas, making inferences, and understanding contextual meaning. This mechanism explains why students who engaged in repeated reading were able to achieve better comprehension outcomes.

This finding is in line with recent studies which state that repeated reading enhances both reading fluency and comprehension by strengthening word recognition and reducing cognitive load (Hammerschmidt, 2019). In addition, repeated reading provides structured opportunities for deeper interaction with texts, which supports comprehension development through repeated cognitive engagement. Therefore, the effectiveness of the repeated reading strategy in this study can be understood as a combination of improved fluency, increased familiarity, and enhanced cognitive processing during reading activities.

The improvement in students' reading comprehension can also be observed more specifically across several key reading skills, including identifying main ideas, understanding vocabulary, and making inferences. Through repeated reading, students are exposed to the same text multiple times, which allows them to gradually grasp the central idea of each paragraph more effectively. This process also enhances vocabulary acquisition, since repeated encounters with lexical items help students recognize meanings in context and strengthen word retention. In addition, the strategy supports the development of inferential skills, as students are given more opportunities to connect ideas within the text. This finding is consistent with recent research which highlights that repeated exposure to texts promotes automaticity and improves comprehension performance in EFL learners (Rasinski, 2020). Therefore, repeated reading not only improves overall comprehension scores but also strengthens specific reading sub-skills that are essential for understanding texts.

Importantly, the findings of this study not only confirm previous research but also extend existing knowledge by providing evidence at the senior high school level, which has received less attention in prior studies. Previous studies conducted Nasir et al., (2022) primarily focused on junior high school students. In contrast, the present study demonstrates that the effectiveness of repeated reading is also evident among senior high school students, who are required to comprehend more complex texts and engage in higher-order thinking skills.

This difference is important because senior high school students generally face more cognitively demanding reading tasks than junior high school students. The effectiveness of repeated reading at this level suggests that the strategy remains relevant not only for beginner readers but also for learners who need to process more complex information and interpret textual meaning critically.

Furthermore, recent studies emphasize that repeated reading is not only a fluency-based strategy but also contributes significantly to deeper comprehension processes, including vocabulary development and inferential thinking (Hammerschmidt, 2019);(Rasinski, 2020). In addition, this study provides empirical evidence in an Indonesian EFL context, where students have limited exposure to English. This contextual contribution is important, as repeated reading can function as an effective strategy to support vocabulary acquisition and reading comprehension in low-input environments. Therefore, this study reinforces and extends the applicability of repeated reading across different educational levels and learning contexts.

The findings of this study are also consistent with previous research that highlights the effectiveness of repeated reading in improving students' reading comprehension. Milenia et al., (2022) found that students who were taught using repeated reading demonstrated better comprehension of narrative texts. Similarly, Nasir et al., (2022) reported a positive and significant effect of repeated reading on students' reading comprehension. These findings suggest that repeated reading is effective across different educational settings and student levels. Therefore, this study strengthens the existing literature by confirming that repeated reading is a reliable and practical instructional strategy in EFL classrooms.

However, the effectiveness of repeated reading in this study may not solely result from repeated exposure to the text itself. The strategy may also encourage greater student engagement and confidence during reading activities, particularly among EFL learners who often experience difficulties in processing unfamiliar vocabulary and sentence structures. In this sense, repeated reading functions not only as a fluency-building activity but also as a supportive learning process that reduces students' cognitive burden and increases their interaction with the text. This finding indicates that the success of repeated reading is closely related to both cognitive and affective aspects of language learning.

Despite these findings, this study has several limitations that need to be acknowledged. First, the sample of this study was limited to one school, which may affect the generalizability of the findings to broader educational contexts. Second, the duration of the treatment was relatively short, which may not fully capture the long-term impact of the repeated reading strategy on students' reading comprehension. Third, this study focused only on narrative texts, so the effectiveness of the strategy for other text types

remains uncertain. In addition, external factors such as students' motivation, prior knowledge, and teacher interaction were not controlled in detail, which may have influenced the results. Therefore, future research is recommended to involve a larger and more diverse sample, apply longer treatment periods, and explore the use of repeated reading across different text types and learning conditions to obtain more comprehensive findings.

4. Conclusion

This study concludes that the Repeated Reading Strategy has a significant positive effect on students' reading comprehension at Senior High School 19 Pekanbaru. Students who were taught using repeated reading achieved better reading comprehension performance than those who were taught without the strategy. The findings indicate that repeated reading supports students' comprehension development by increasing familiarity with texts, strengthening word recognition, and reducing cognitive burden during reading activities. As a result, students are able to focus more effectively on higher-level comprehension processes such as identifying main ideas, understanding vocabulary in context, and making inferences.

More importantly, this study demonstrates that repeated reading should not merely be viewed as a fluency-based activity, but also as a supportive learning strategy that facilitates deeper cognitive engagement with texts. Through repeated exposure, students gradually develop greater reading automaticity and confidence, which contribute to both cognitive and affective aspects of language learning. This finding highlights the importance of providing EFL learners with structured and repeated interaction with texts, particularly in learning environments where exposure to English is limited.

In addition, this study extends previous research by showing that repeated reading remains effective at the senior high school level, where students are required to comprehend more complex texts and apply higher-order thinking skills. Therefore, the findings of this study reinforce the relevance of repeated reading as a practical and meaningful instructional strategy for improving reading comprehension in EFL classrooms.

References

- Arikunto, S. (2006). *Prosedur Penelitian: Suatu Pendekatan Praktik*.
Brown, H. D. (2004). *Language Assessment:*

- Principles and Classroom Practices*. Pearson Education.
- Haladyna, T. M. (2004). *Developing and Validating Multiple-Choice Test Items*. Lawrence Erlbaum.
- Hammerschmidt, S. L. (2019). The Effects of Repeated Reading on Reading Fluency and Comprehension. *Reading Improvement*, 56(2), 85–92.
- Istiqomah, F., Hasani, A., & Rosidin, O. (2025). Development of Teaching Materials Based on Local Wisdom Using the PQ4R Method to Improve Reading Comprehension in Grade 5 Students at SDN Panyirapan. *Journal of Education and Learning Research*, 3(1), 20–28.
- Milenia, K., Kurnia, R., & Finza, A. (2022). The Effect of Repeated Reading Method on Students' Reading Comprehension. *Journal of English Education*, 10(2), 123–130.
- Mullis, I. V. S., Martin, M. O., Foy, P., & Drucker, K. T. (2012). *PIRLS 2011 International Results in Reading*. TIMSS & PIRLS International Study Center.
- Nasir, A., Syafitri, W., & Loli, A. (2022). The Effect of Using Repeated Reading Strategy Toward Students' Reading Comprehension. *Journal of English Teaching*, 8(1), 45–52.
- Nunan, D. (2005). *Practical English Language Teaching*. McGraw-Hill.
- OECD. (2019). *PISA 2018 Results (Volume I): What Students Know and Can Do*. OECD Publishing.
- Rasinski, T. (2020). *The Fluent Reader: Oral and Silent Reading Strategies for Building Fluency, Word Recognition, and Comprehension*. Scholastic.
- Sari, I. P., Sormin, R. K., Purba, A., Rahayu, A. P., & Khairas, E. E. (2023). Effectiveness of Flash Card Media to Improve Early Childhood English Letter and Vocabulary Recognition in Reading. *Journal of Education and Learning Research*, 1(1), 1–7.
- Snow, C. E. (2002). *Reading for Understanding: Toward an R&D Program in Reading Comprehension*. RAND Corporation.
- Therrien, W. J. (2004). Fluency and Comprehension Gains as a Result of Repeated Reading. *Remedial and Special Education*, 25(4), 252–261.
- Westwood, P. (2008). *What Teachers Need to Know About Reading and Writing Difficulties*. ACER Press.

How to cite this article:

Nofrisa, N. I., Novela, T. I., Avrilia, A. F., Mahera, I., Fitriadi, A. D., & Amelia, R. (2026). Using Repeated Reading Strategy: Its Effect on Students' Reading Comprehension at SMAN 19 Pekanbaru. *Journal of Education and Learning Research*, 3(3), 127-134.