



EFL Students' Perceptions of the Repeated Reading Strategy in Enhancing Reading Fluency (*Persepsi Mahasiswa EFL terhadap Strategi Membaca Berulang dalam Meningkatkan Kefasihan Membaca*)

Alfi Syahrin¹, Moon Hidayati Otoluwa², Fahria Malabar³

^{1,2,3}English Language Education Department, Faculty of Letters and Cultures, Universitas Negeri Gorontalo
aflisyahrin2520@gmail.com¹, moon_hidayati@yahoo.co.id², fahria@ung.ac.id³

Article Info	Abstract
Article history: Received: 4 Agustus 2025 Revised: 20 Agustus 2025 Accepted: 21 Agustus 2025 Keywords: Repeated Reading Students' Perception Reading Fluency EFL Kata Kunci: Membaca Berulang Persepsi Mahasiswa Kelancaran Membaca Pembelajar Bahasa Inggris sebagai Bahasa Asing	This study investigates EFL students' perceptions of the repeated reading strategy as a method for enhancing reading fluency. Conducted within the English Language Education Study Program at Universitas Negeri Gorontalo during the 2024/2025 academic year, this research adopts a descriptive quantitative approach. A total of 60 first-year students participated in the study through an online Likert-scale questionnaire comprising 30 items categorized into knowledge, perception (absorption, understanding, evaluation), and fluency (accuracy, speed, prosody) indicators. The findings reveal that students exhibit a predominantly positive to very positive perception of the repeated reading strategy. The highest mean scores were observed in prosody (86.33), followed by understanding (82.00), evaluation (82.34), and reading speed (81.89). Although accuracy scored slightly lower (74.44), it still fell within the positive range. These results affirm that students not only understand the purpose and benefits of repeated reading but also experience improvements in expression, comprehension, and confidence when reading aloud. This study supports the integration of repeated reading as an effective and well-perceived pedagogical tool in EFL contexts. It further emphasizes the need to consider students' perceptions as an essential component in evaluating instructional strategies for reading fluency development. Abstrak Penelitian ini bertujuan untuk mengkaji persepsi mahasiswa EFL terhadap strategi repeated reading sebagai metode dalam meningkatkan kelancaran membaca. Penelitian ini dilakukan di Program Studi Pendidikan Bahasa Inggris Universitas Negeri Gorontalo pada tahun akademik 2024/2025 dengan menggunakan pendekatan kuantitatif deskriptif. Sebanyak 60 mahasiswa tahun pertama berpartisipasi melalui kuesioner daring berskala Likert yang terdiri dari 30 pernyataan yang dikelompokkan dalam indikator pengetahuan, persepsi (absorpsi, pemahaman, evaluasi), dan kelancaran membaca (akurasi, kecepatan, prosodi). Hasil penelitian menunjukkan bahwa mahasiswa memiliki persepsi yang sebagian besar berada dalam kategori positif hingga sangat positif terhadap strategi repeated reading. Skor rata-rata tertinggi terdapat pada aspek prosodi (86,33), diikuti oleh pemahaman (82,00), evaluasi (82,34), dan kecepatan membaca (81,89). Meskipun skor akurasi sedikit lebih rendah (74,44), namun tetap berada dalam kategori positif. Hasil ini menunjukkan bahwa mahasiswa tidak hanya memahami tujuan dan manfaat dari strategi repeated reading, tetapi juga merasakan peningkatan dalam ekspresi, pemahaman, dan kepercayaan diri saat membaca. Penelitian ini mendukung integrasi strategi repeated reading

sebagai alat pedagogis yang efektif dan diterima dengan baik dalam konteks pembelajaran EFL, serta menekankan pentingnya mempertimbangkan persepsi mahasiswa dalam evaluasi strategi pembelajaran untuk pengembangan kelancaran membaca.

Corresponding Author:

Moh. Alfi Syahrin
Faculty of Letters and Cultures
Universitas Negeri Gorontalo
alfisyahrin2520@gmail.com

1. INTRODUCTION

English has become a global lingua franca, serving as a primary means of communication in academic, professional, and cross-cultural contexts. In Indonesia, English is taught as a foreign language (EFL) from elementary school through university level, with the goal of enabling students to access international knowledge and participate in global discourse. Among the four language skills—listening, speaking, reading, and writing—reading is essential for academic success, as it directly supports the development of language proficiency and comprehension (Friedberg et al., 2017). However, achieving fluency in reading remains a persistent challenge for many EFL learners.

Reading fluency, which encompasses speed, accuracy, and prosody, is a fundamental component of effective reading comprehension (Rasinski et al., 2020). Fluent readers can decode texts automatically and read expressively, allowing them to focus on meaning rather than word recognition. At the tertiary level, particularly in English Language Education Study Programs (ELESP), students are expected to possess sufficient fluency to engage with academic texts. However, preliminary observations and interviews with ELESP students at Universitas Negeri Gorontalo, class of 2024, indicate that many learners still struggle with fluency—often due to issues such as poor pronunciation, low confidence, and limited reading experience.

To address these challenges, the Repeated Reading strategy has emerged as a promising pedagogical approach. Originally introduced by Samuels (1979), this strategy involves reading the same passage multiple times to improve accuracy, speed, and expression. Its simplicity, accessibility, and adaptability make it particularly suitable for EFL contexts. Numerous empirical studies, such as those by Susilawati (2022), Soleimani et al. (2022), and Aljabri (2024), have reported positive outcomes of Repeated Reading in terms of comprehension, vocabulary development, and learner confidence. Despite these findings, most studies have focused on measurable performance gains rather than the learners' subjective experiences.

In language education, students' perceptions are a critical affective dimension that influence engagement, motivation, and learning outcomes. As Walgito (2004) notes, perception is a cognitive process shaped by prior experience, motivation, and internal evaluations. Understanding how students perceive instructional strategies like Repeated Reading provides valuable insight into the effectiveness, applicability, and acceptability of those strategies. Teachers who are aware of their students' perceptions can better align their pedagogical practices with learner needs, thereby enhancing the quality of instruction.

Although various studies have confirmed the efficacy of Repeated Reading, few have explored how students evaluate and interpret this strategy as part of their learning process. Therefore, this study aims to investigate EFL students' perceptions of the Repeated Reading strategy and its impact on reading fluency. By focusing on the students' affective responses and cognitive judgments, this research seeks to fill a gap in the literature and offer pedagogical recommendations grounded in learners' voices.

The study is specifically conducted among ELESP students at Universitas Negeri Gorontalo in the 2024 academic year. It addresses the following research question: What are the perceptions of EFL students regarding the usefulness of the Repeated Reading strategy in improving reading fluency? The findings are expected to contribute to the growing body of research on student-centered reading instruction and to provide empirical support for integrating Repeated Reading into EFL pedagogy.

2. METHODOLOGY

This study adopted a quantitative descriptive research design to explore EFL students' perceptions regarding the use of the Repeated Reading strategy in improving reading fluency. The descriptive design was considered appropriate for capturing the attitudes, opinions, and perceptions of students toward a specific instructional technique without manipulating variables. This approach allows the researcher to portray and

interpret the perceptions of participants systematically, thereby providing a comprehensive understanding of how Repeated Reading is received and evaluated by the learners. As noted by Creswell (2014), descriptive research is particularly suitable when the aim is to describe trends and attitudes in a given population.

The research design in this study aimed to collect quantifiable data on student perceptions through structured instruments. By employing descriptive statistics, the researcher was able to determine the degree to which students agreed or disagreed with statements about their knowledge and experiences with Repeated Reading. The use of a quantitative framework also enabled objective analysis and categorization of student responses into meaningful patterns, helping to identify the general perception trends across the sample.

The selection of a quantitative approach was also supported by the structured nature of the research questions and the clear operationalization of perception indicators derived from Walgito's theory (2004), which includes absorption, understanding, and evaluation. Additionally, the study measured indicators of reading fluency such as accuracy, speed, and prosody, which aligned well with numerical data representation and statistical analysis. The research was conducted in the English Language Education Study Program (ELESP) at Universitas Negeri Gorontalo during the academic year 2024/2025. The population consisted of all active first-year students enrolled in the program. Six class groups—A, B, C, D, and E, comprising approximately 20–24 students per class, formed the accessible population.

Using purposive sampling, a non-probability technique in which participants are selected based on specific characteristics, the researcher selected a total of 60 students from Classes A, B, and D. The inclusion criteria for the sample included: (1) students must be actively enrolled in the 2024/2025 academic year, (2) students must have previously been introduced to the Repeated Reading strategy during reading instruction, and (3) students must be willing to voluntarily and honestly respond to the research instrument.

The primary instrument used in this study was a Likert-scale questionnaire, developed to capture students' perceptions and knowledge regarding the Repeated Reading strategy. The questionnaire consisted of 30 items, divided into two major sections: Section A: Knowledge about Repeated Reading (10 items) and Section B: Perception of Repeated Reading and Reading Fluency (20 items).

Section B was further categorized based on six indicators—three from Walgito's perception theory: absorption, understanding, and evaluation; and three from Rasinski's fluency components: accuracy, speed, and prosody. Each item in the questionnaire was rated on a five-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). The statements were designed to be clear, direct, and unambiguous, allowing students to express their level of agreement easily. To maintain consistency and improve reliability, the negative statements were reverse-coded during the analysis process.

The questionnaire was administered online via Google Forms, a platform chosen for its accessibility and efficiency in collecting data from a geographically dispersed population. The use of an online format also ensured that students could respond at their convenience, increasing response rates and minimizing logistical barriers. The data obtained from the questionnaire were analyzed using descriptive statistics, specifically percentage analysis and mean score calculations. Each student's response to each item was quantified, and the frequencies were tabulated. The average scores for each indicator were calculated using the formula:

$$P = (F/N) \times 100\%$$

Where P represents the percentage, F is the frequency, and N is the total number of respondents. The results were interpreted using percentage intervals: 81–100% (very positive), 61–80% (positive), 41–60% (neutral), 21–40% (negative), and 0–20% (very negative), as suggested by Sudjono (2008). By utilizing a structured instrument, theory-based indicators, and appropriate analysis techniques, this research method is considered valid and reliable for presenting representative and academically accountable findings.

3. RESULTS AND DISCUSSIONS

The results of this study provide insights into how students perceive the Repeated Reading (RR) strategy as a tool to enhance reading fluency in an English as a Foreign Language (EFL) context. Perceptions were measured through a Likert-scale questionnaire consisting of 30 items, analyzed using descriptive statistical techniques. The six main indicators of perception included three from the perception framework—Absorption, Understanding, and Evaluation (Walgito, 1990)—and three from the fluency framework—Accuracy, Reading Speed, and Prosody (Rasinski et al., 2020). Table 1 provides a summary of the students' perception scores.

Table 1. Summary of Students' Perception on the Repeated Reading Strategy

No	Indicator	Total Average Score	Category
1	Absorption	80.00	Positive
2	Understanding	82.00	Very Positive
3	Evaluation	81.11	Very Positive
4	Accuracy	74.44	Positive

5	Reading Speed	81.89	Very Positive
6	Prosody	86.33	Very Positive

3.1 Absorption

The absorption indicator scored an average of 80.00, which falls into the positive category. This suggests that most students perceived the Repeated Reading strategy as effective in helping them concentrate, absorb essential details, and retain textual information. The relatively high score indicates that students were able to focus their attention more fully during the reading process, minimizing distractions and improving their comprehension of the material. Although one of the questionnaire items scored slightly lower, the overall perception remained consistently positive, highlighting the general usefulness of the strategy.

This finding is consistent with Walgito's (1990) framework of perception, which emphasizes that the process of perception begins with the absorption of stimuli. Individuals must first direct their attention toward incoming stimuli in order to register and process meaning. In the context of reading, repeated exposure to the same text facilitates this absorption process by reinforcing familiarity, reducing cognitive load, and enabling learners to pay greater attention to important ideas and textual structures.

Moreover, from the perspective of cognitive psychology, repeated reading enhances both short-term and long-term memory functions. Each successive reading allows students to notice new details that may have been overlooked during the initial reading, leading to deeper engagement with the material. This cumulative effect not only strengthens students' understanding of the text but also supports their development of automaticity in reading, which is essential for EFL learners who may struggle with vocabulary recognition and sentence parsing.

In addition, the positive perception of absorption through Repeated Reading also reflects students' growing confidence in handling texts. By repeatedly encountering the same passage, they gradually shift from decoding words to focusing on meaning, which is a crucial step in fostering reading fluency. Thus, absorption here does not merely indicate attention but also a transition toward a more meaningful and efficient reading process.

3.2 Understanding

Understanding received a total average score of 82.00, placing it in the *very positive* category. Students reported that reading the same text multiple times allowed them to understand complex words more effectively, summarize passages with greater ease, and comprehend the overall content deeply.

These findings resonate with Therrien and Kubina (2006), who emphasized that repeated reading not only enhances fluency but also contributes to deeper comprehension by reinforcing vocabulary recognition and text familiarity. Thus, in this study, the RR strategy functioned as a scaffolding tool that bridged surface-level decoding with higher-order comprehension.

3.3 Evaluation

The evaluation indicator obtained a score of 81.11, categorized as *very positive*. This suggests that students were not only able to perform the RR activities but also critically reflect on their reading performance. They acknowledged that repeated reading improved their behavior as readers and helped them recognize its instructional value.

Schunk and DiBenedetto (2021) argue that evaluative perception fosters *metacognitive reading processes*, which enable learners to monitor and assess their progress. In this study, students' reflective awareness illustrates how RR encouraged them to take ownership of their learning process rather than simply following instructions passively.

3.4 Accuracy

The accuracy indicator had the lowest score at 74.44, categorized as *positive*. While students recognized that repeated reading helped them reduce mispronunciations, some responses indicated hesitation about their overall accuracy improvements. This may suggest that RR, when implemented without teacher modeling or peer correction, might be insufficient to fully enhance pronunciation accuracy.

This finding is consistent with Susilawati's (2022) study, which reported that Indonesian EFL learners benefited from RR in terms of fluency, but accuracy improvements required additional teacher scaffolding and corrective feedback. Thus, while RR supports automaticity, it may need to be combined with explicit pronunciation instruction to optimize accuracy outcomes.

3.5 Reading Speed

Reading speed achieved an average score of 81.89, categorized as *very positive*. Students reported that through RR, they could read texts more quickly and required less time to complete passages. This reflects an increase in automaticity, where familiarity with words and sentence patterns reduces cognitive load and enables faster processing.

These results strongly align with Rasinski et al. (2020), who argued that fluency is not merely about decoding words but also about reading with efficiency. By fostering automatic recognition of words, RR allows learners to allocate more cognitive resources toward comprehension rather than decoding.

3.6 Prosody

Prosody received the highest score of 86.33, falling into the *very positive* category. Students reported that RR improved their expression, intonation, and pauses, helping them sound more natural and expressive in reading.

This echoes Taguchi et al. (2006), who highlighted that repeated reading enhances prosodic features in EFL learners by encouraging them to focus on rhythm, tone, and phrasing. The strong result in this indicator suggests that RR does not only improve speed and comprehension but also deepens learners' engagement with the emotional and structural aspects of texts.

3.7 Overall Analysis and Theoretical Implications

From Table 1, it is evident that the strongest perception lies in *prosody* (86.33), followed by *reading speed* and *understanding*. Most indicators fell into the *very positive* category, suggesting that RR is perceived not only as a technical aid but also as a strategy that fosters engagement, confidence, and enjoyment in reading. The indicators of *absorption* and *accuracy*, although slightly lower, still showed *positive* results, indicating general acceptance and effectiveness of the method.

These results align with Rasinski et al. (2020), who emphasized that fluency includes both speed and expression, not merely accuracy. Furthermore, the findings reinforce Walgito's (1990) theory of perception, where interpretation, comprehension, and evaluation are central to meaningful engagement with stimuli. Students' high evaluation scores demonstrate that they internalized RR not just as a task but as a valuable learning process.

However, consistent with Dornyei and Ryan's (2015) findings, some students reported mild fatigue and a sense of monotony when reading the same text repeatedly. This highlights a potential limitation of RR: its repetitive nature may reduce intrinsic motivation over time. To counteract this, Taguchi et al. (2006) suggest incorporating varied genres or embedding RR within cooperative learning tasks to maintain novelty and engagement.

The findings of this study also extend previous work by Luis (2023), who demonstrated that RR improves speed and prosody among Indonesian EFL learners. Unlike earlier studies that focused mainly on test outcomes, this research contributes a learner-centered perspective by emphasizing students' *perceptions*. This aligns with Deci et al.'s (2017) Self-Determination Theory, which argues that learners' sense of competence, autonomy, and intrinsic motivation significantly shapes language development.

3.8 Contributions and Future Directions

While this study does not propose a new theoretical framework, it provides empirical evidence for refining the application of RR in EFL contexts. The results emphasize the importance of integrating student agency, metacognitive reflection, and affective responses into instructional strategies. The positive perceptions suggest that RR can be a valuable strategy for EFL learners, particularly in improving prosody and reading speed.

However, to address issues of monotony and limited accuracy improvement, future instructional models should combine RR with interactive scaffolding, pronunciation support, and genre variation. Such enhancements could make RR more dynamic and effective in EFL classrooms where learners often have limited exposure to English texts.

4. CONCLUSION/SUGGESTIONS AND RECOMMENDATIONS

4.1 Conclusion

Based on the findings of this study, it can be concluded that students of the English Language Education Study Program, Class of 2024, generally hold a positive perception of the use of the Repeated Reading (RR) strategy in enhancing reading fluency. This conclusion is supported by the overall average score of 81.17, which falls into the "very positive" category. The six measured indicators—Absorption, Understanding, Evaluation, Accuracy, Reading Speed, and Prosody—reflect a consistent pattern of acceptance and approval of the strategy's perceived usefulness among EFL learners at Universitas Negeri Gorontalo.

The perception-based indicators show that students not only engaged cognitively with the repeated reading texts, but also responded affectively. For instance, the Absorption aspect scored 80.00, suggesting that repeated exposure helps students better focus on main ideas and retain detailed information. The Understanding indicator scored 82.00, indicating that students felt they could comprehend complex vocabulary and content more thoroughly. The Evaluation indicator also achieved a high score of 81.11, suggesting that students critically considered the value of the strategy and recognized its instructional relevance.

In the reading fluency dimensions, Accuracy received the lowest score at 74.44, but still fell within the "positive" category. This reflects an area of potential instructional focus, where additional support may be needed to help students fully develop precision in pronunciation and word recognition. Meanwhile, Reading

Speed (81.89) and especially Prosody (86.33) received the highest ratings, indicating students' increasing confidence and expressive capability during oral reading. These findings align with Rasinski's model of fluency, which emphasizes prosody as a key indicator of fluency and comprehension.

The results affirm the theoretical framework proposed by Walgito (1990), which explains perception as a process involving absorption of stimuli, internal understanding, and evaluative judgment. The students' responses demonstrated that they passed through each stage and formed meaningful conclusions about the RR strategy. In addition, the study supports Rasinski et al. (2020), who argue that effective fluency instruction includes not only speed and accuracy but also expression and engagement.

Despite the overall positive responses, a minority of students reported experiencing fatigue and boredom when exposed to the same texts repeatedly, which echoes concerns found in prior studies (e.g., Dornyei & Ryan, 2015). These limitations suggest that RR should be implemented with pedagogical creativity, including variations in text genres, peer collaboration, and integration with other reading strategies to maintain motivation and avoid redundancy.

Looking ahead, the findings offer several directions for future research. First, a mixed-methods approach could enrich the current quantitative insights by exploring individual student experiences, affective responses, and classroom dynamics in more depth. Second, longitudinal studies could examine how repeated reading impacts students' fluency, comprehension, and reading habits over time. Third, this study supports the refinement of RR within EFL curricula by positioning it not only as a technical skill-builder but also as a cognitively and emotionally engaging strategy. Its adaptability to self-practice and collaborative learning contexts suggests broader relevance for learner autonomy and holistic language development.

4.2 Suggestions/Recommendations

Based on the results and conclusions of this study, several recommendations can be proposed to enhance the implementation and further exploration of the Repeated Reading (RR) strategy in EFL contexts. First, for English lecturers and educators, it is suggested that the RR strategy be integrated into reading instruction to support the development of students' reading fluency. To maintain engagement, the use of varied and contextually relevant texts, combined with interactive approaches such as pair reading or guided group sessions, is highly recommended. Second, for curriculum developers and educational policy makers, RR should be considered as a supplemental method in reading skill modules, particularly given its demonstrated impact on prosody and reading speed—two aspects often underrepresented in formal EFL curricula. Third, for future researchers, it is recommended to extend this study by employing mixed-methods research to investigate not only the perceived benefits but also the long-term effects of RR on comprehension and vocabulary development. Qualitative inquiries such as interviews and classroom observations could further enrich the understanding of students' emotional and motivational engagement with RR. Lastly, for students, it is advisable to apply RR independently as a self-directed learning strategy to build fluency and confidence in reading, especially through repeated exposure to varied texts.

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