Jurnal Studi Guru dan Pembelajaran, Vol. 8, No. 3, September - December 2025

The Impact of Repeated Reading Technique as A Phonological Practice Tool for Enhancing Pronunciation Clarity in EFL Learners at 11th Graders MA Birrul Walidain NW Rensing

Iswari Maulinda [1*], Ari Prasetyaningrum [2], Ahmad Yusri [3], Siti Maysuroh [4]

[1, 2, 3, 4] Universitas Hamzanwadi, Indonesia

* iswarimaulinda0@gmail.com

Abstract

Pronunciation clarity is one of the most crucial aspects in mastering English for EFL learners, yet many students still struggle with phoneme articulation, word stress, and intonation. Preliminary observation at MA Birrul Walidain NW Rensing revealed that 11th-grade students frequently mispronounced phonemes such as /θ/ and /ð/, misplaced stress, and produced monotonous intonation, which hindered their intelligibility and confidence. This highlights the urgency of applying an effective and structured phonological training method to improve students' pronunciation. The present study aimed to examine the impact of the Repeated Reading (RR) technique as a phonological practice tool to enhance pronunciation clarity. This research employed a quantitative approach with a quasi-experimental non-equivalent control group design. The study was conducted at MA Birrul Walidain NW Rensing during the 2025/2026 academic year, involving 26 eleventh-grade students selected randomly into experimental (n=12) and control groups (n=14). Data were collected through pre-test and post-test oral reading tasks, assessed with a pronunciation rubric covering both segmental and suprasegmental features. The instrument was validated by two English teachers, and data were analyzed using SPSS through Shapiro-Wilk test, Levene's test, Paired Sample t-Test, and Independent Sample t-Test. The results showed that the experimental group's mean score increased from 9.00 to 12.58 (SD=2.49 to 2.30), with a mean difference of 3.58 (t=10.62, p=0.000). In contrast, the control group only improved from 9.00 to 9.64 (mean difference=0.64, t=1.64, p=0.125). Independent Sample t-Test confirmed a significant difference in post-test scores between groups (mean diff=2.94, t=2.83, p=0.009). These findings indicate that RR significantly enhances pronunciation clarity, particularly in phoneme accuracy, stress placement, intonation, and rhythm. Thus, repeated reading can be considered an effective strategy for EFL pronunciation instruction.

Keywords: *Pronunciation Clarity, Repeated Reading, Phonological Practice, EFL, Quasi-Experimental Design*

Introduction

Pronunciation clarity is an essential aspect of mastering English, particularly for learners of English as a Foreign Language (EFL). It refers to the speaker's ability to pronounce sounds accurately, intelligibly, and in accordance with phonetic standards. Mmphasized that pronunciation clarity is a critical indicator of successful oral communication in EFL contexts, as it facilitates mutual understanding between speakers and listeners (Nguyen & Hung, 2021). Similarly, argued that pronunciation clarity not only involves correct articulation of sounds but also proper word stress, natural intonation, and appropriate speaking rhythm (Zhang, 2024). Further explained that pronunciation clarity encompasses three dimensions: intelligibility (the degree to which speech can be understood), comprehensibility (the ease of understanding),

https://doi.org/10.30605/jsgp.8.3.2025.6825

and accentedness (the extent of deviation from native-speaker pronunciation) (Derwing & Munro, 2021). Thus, pronunciation clarity can be understood as the ability to speak clearly so that others can easily comprehend the intended message without barriers.

From these perspectives, pronunciation clarity is not a simple skill but a multidimensional competence that requires systematic and repetitive practice (Alamari & Qadha, 2025). It also plays a crucial role in building students' confidence in speaking English. Many EFL learners often feel insecure not because of limited vocabulary or grammatical knowledge, but due to poor pronunciation that hinders communication (Unsiyah et al, 2024). The lack of clear pronunciation not only leads to misunderstanding but also prevents learners from engaging actively in classroom discussions and real-life conversations. This situation indicates the importance of providing learners with effective pronunciation training that addresses both the mechanical and prosodic aspects of speech.

A preliminary observation conducted at MA Birrul Walidain NW Rensing revealed that eleventh-grade students still struggle with pronunciation clarity. When reading English texts aloud, many of them sounded hesitant, monotonous, and uncertain in pronouncing unfamiliar phonemes such as /θ/, /ð/, or diphthongs like /ɪə/. Mispronunciations, misplaced word stress, and inappropriate intonation were common, which affected their overall comprehensibility and oral performance. In addition, students' low confidence in speaking English became evident when they avoided eye contact, spoke too softly, or hesitated to participate in oral activities (Huang et al, 2024).

These conditions highlight the urgent need for an effective and structured pronunciation training method that directly addresses such phonological challenges in the classroom. The Repeated Reading (RR) technique has emerged as a promising pedagogical approach to tackle these issues. This technique requires students to read the same text aloud multiple times, thereby internalizing correct pronunciation patterns, word stress, and intonation. Previous studies have shown encouraging results. Found that RR not only enhanced students' reading fluency but also improved their articulation of difficult phonemes (Gil et al., 2017). Confirmed that repetition enables learners to develop a stronger sense of prosodic features, including rhythm and intonation, which are essential for effective communication (Sun & Révész, 2021). Likewise, demonstrated that consistent practice through RR significantly contributed to both fluency and pronunciation accuracy among secondary school students (Hidayat, 2020).

However, the majority of these studies primarily emphasized fluency and segmental accuracy rather than suprasegmental aspects in a comprehensive manner. For instance, reported that RR improved reading fluency but did not thoroughly examine word stress or intonation (Barnwal & Tiwary, 2020). Improvements in phoneme accuracy through RR but did not assess rhythm and intonation with standardized instruments (Takahashi, 2020). In Korea, found that RR helped learners achieve better pronunciation clarity, yet the treatment was limited to four weeks, leaving the long-term development of prosodic features unexplored (Lee & Kim, 2022). Similarly, applied RR in an Indonesian context and observed gains in reading and pronunciation, but their focus remained on reading fluency rather than the multidimensional concept of clarity (Sitanggang et al., 2022). These limitations suggest that while RR has proven beneficial, there is still insufficient empirical evidence regarding its impact on pronunciation clarity as a whole, especially when both segmental and suprasegmental aspects are evaluated simultaneously.

Another critical consideration is the context of EFL learning in Indonesia. Unlike learners in English-dominant environments, Indonesian students have limited exposure to authentic English

communication outside the classroom. This lack of immersion further complicates the acquisition of accurate pronunciation and natural prosody. Most classroom practices still prioritize vocabulary, grammar, and reading comprehension, often leaving pronunciation training underemphasized. As a result, students may pass written assessments successfully but continue to struggle in oral communication. Incorporating structured methods such as RR could therefore address this imbalance by integrating reading fluency with pronunciation practice in a way that is feasible for classroom settings.

In addition, the implementation of RR offers psychological benefits that are highly relevant for adolescent learners. Repetition provides a low-stakes environment in which students can practice without the fear of failure. Over time, this helps to reduce anxiety, increase self-confidence, and foster greater willingness to participate in speaking activities. Several studies have highlighted the relationship between improved pronunciation and enhanced learner confidence (Namaziandost et al., 2020). When students realize that their speech becomes clearer and easier to understand, they are more likely to engage in communication, both inside and outside the classroom. Therefore, RR not only supports linguistic development but also contributes to the affective domain of language learning.

Considering these perspectives, the present study seeks to address the existing research gap by focusing on the effectiveness of the Repeated Reading technique in enhancing pronunciation clarity among eleventh-grade EFL learners at MA Birrul Walidain NW Rensing. Unlike many previous studies that concentrated either on reading fluency or isolated phoneme accuracy, this study aims to examine pronunciation clarity more comprehensively, encompassing both segmental features (consonants and vowels) and suprasegmental features (stress, intonation, and rhythm). By doing so, the study is expected to contribute a deeper understanding of how RR can function as a phonological practice tool, while at the same time offering practical implications for English teachers in designing effective classroom strategies that support both clarity and confidence in students' oral performance. In today's globalized world, pronunciation clarity has become even more important as English is used as a lingua franca across diverse cultural and linguistic backgrounds. EFL learners who lack clear pronunciation often face barriers not only in academic settings but also in future professional environments where English communication skills are essential. Miscommunication caused by unclear pronunciation may hinder collaborative work, limit opportunities in higher education, and reduce competitiveness in the job market. Thus, equipping students with clear and confident pronunciation is not only an academic goal but also a life skill that supports their participation in international discourse.

Moreover, from a pedagogical perspective, investigating the effectiveness of the Repeated Reading technique in the Indonesian EFL context contributes significantly to the development of localized teaching strategies. Many instructional approaches in pronunciation are often adapted from Western contexts where learners are exposed to English daily. However, Indonesian learners, who encounter English primarily in formal education, require methods that are practical, accessible, and adaptable to limited classroom time. By evaluating RR as a structured yet simple technique, this study aims to provide empirical evidence that can guide teachers in integrating pronunciation practice into regular lessons without requiring additional resources or extensive training. This strengthens the relevance of the study not only for theoretical advancement but also for practical classroom application.

Research on repeated reading techniques has so far focused on improving reading fluency and comprehension, but few have specifically examined their impact on pronunciation clarity,

especially in high school EFL learners such as the 11th grade students of MA Birrul Walidain NW Rensing. Furthermore, many previous studies have focused on elementary school students or children with special needs, resulting in a lack of in-depth studies on the application of repeated reading techniques in the context of teaching English pronunciation at the high school level and in Islamic boarding school environments or MA.

This study presents a novelty by applying repeated reading techniques as a phonological practice tool specifically aimed at improving pronunciation clarity in EFL learners in grade 11 of MA Birrul Walidain NW Rensing. This study not only assesses the aspect of reading fluency, but also focuses more on improving the quality of students' pronunciation through structured reading repetition exercises, providing a new contribution to the development of English pronunciation learning methods, especially among upper secondary learners in Indonesia, which has not been widely explored. This study also combines aspects of phonological practice that focus on aspects of sound and articulation through this technique, resulting in a more measurable effect on pronunciation clarity.

Method

This study used a quantitative approach with a quasi-experimental method. The quantitative approach was selected because it allows researchers to conduct objective, systematic, and numerical measurements of research variables. Such an approach enables the identification of measurable cause-and-effect relationships between the treatment and the observed outcomes (Creswell & Creswell, 2023). The quasi-experimental design was considered appropriate because it provides practical flexibility for classroom-based research where complete randomization is often difficult to achieve. Specifically, this study employed the non-equivalent control group design, which compares two groups that are not randomly assigned but still share relatively similar characteristics, thus allowing for meaningful comparisons of treatment effects (Uysal & Duman, 2020).

The population of the study consisted of all eleventh-grade students at MA Birrul Walidain NW Rensing in the even semester of the 2025/2026 academic year. A total of 26 students were enrolled across two classes: XI Science and XI Social. The research sample was determined using a random selection process through a lottery system, ensuring equal chances for every student to be placed in either the experimental or control group, thereby minimizing selection bias (Harris et al., 2020). Class XI Science was designated as the experimental group that received the Repeated Reading (RR) treatment, while Class XI Social served as the control group, continuing with conventional learning without special intervention. The instruments used in this study were oral reading tests administered as both pre-tests and post-tests. The tests required students to read aloud a standardized English passage that contained a variety of phonemes and prosodic features. Their performances were evaluated using a pronunciation rubric that covered both segmental aspects (consonants and vowels) and suprasegmental aspects (word stress, intonation, and rhythm). To strengthen the reliability of assessment, two English teachers acted as independent raters, and their scores were cross-checked using inter-rater reliability analysis. This ensured that the evaluation of students' pronunciation clarity was both valid and consistent.

Data collection was conducted in three structured stages to ensure systematic measurement of students' pronunciation clarity. The first stage was the administration of a pre-test, which was carried out before the intervention to establish students' baseline performance levels (Fraenkel et al., 2020). This step was essential for identifying initial differences between groups and for providing a reference point against which improvements could be measured.

The second stage consisted of the treatment phase, where the experimental group participated in five sessions of Repeated Reading (RR) practice over the course of one week. Each session lasted 45 minutes, during which students read aloud the same passage multiple times. The teacher provided corrective feedback after the first reading to address pronunciation errors, and the subsequent repetitions were intended to reinforce accurate pronunciation, stress, and intonation patterns. In contrast, the control group engaged in conventional oral reading activities that reflected typical classroom practices. During these sessions, the teacher corrected pronunciation errors as they occurred but did not employ repetitive reading of the same text, thereby differentiating the instructional approach from the experimental group. The third and final stage was the post-test, administered after the completion of all treatment sessions. This assessment used the same instruments and procedures as the pre-test, allowing for direct comparison of results. By comparing pre-test and post-test scores, the study aimed to evaluate the extent of improvement in pronunciation clarity and to determine the effectiveness of the RR technique in enhancing learners' oral proficiency.

The collected data were analyzed using IBM SPSS Statistics through a series of systematic procedures designed to ensure the robustness and accuracy of the results. The analysis began with the Shapiro Wilk test to examine the normality of the data distribution, as normality is a key assumption for applying parametric statistical tests (Ghasemi & Zahediasl, 2020). This was followed by Levene's test, which was conducted to verify the homogeneity of variances between the experimental and control groups, thereby confirming that the assumptions required for parametric testing were met (Field, 2020). Once these assumptions had been satisfied, the study proceeded to hypothesis testing using paired-sample t-tests. This test was applied to identify whether significant differences existed between the pre-test and post-test scores within each group, thus allowing the researcher to evaluate improvements attributable to the learning process itself (Pallant, 2020).

To further strengthen the analysis, independent-sample t-tests were employed to compare the post-test scores between the experimental and control groups. This step provided direct evidence of whether the observed differences were the result of the treatment intervention rather than external variables or random chance (Pallant, 2020). The integration of assumption testing, within-group and between-group comparisons, and parametric statistical techniques enhanced the validity of the findings. Supported by controlled treatment conditions, reliable instruments, and rigorous data analysis, the study generated credible evidence regarding the effectiveness of the Repeated Reading technique in improving pronunciation clarity among EFL learners. This methodological framework not only ensured statistical accuracy but also reinforced the study's contribution to the field of language learning and pedagogy.

Results

Descriptive Statistics

This section presented descriptive statistics of the research data, which were collected through pre- and post-tests administered to the experimental and control groups. The purpose of this analysis was to describe the general trends and variability in students' pronunciation intelligibility before and after the implementation of the Repeated Reading Technique. The participants in this study were 26 11th-grade students at MA Birrul Walidain NW Rensing. They were divided into two groups: 12 students in the experimental group and 14 students in the control group. The experimental group was taught using the Repeated Reading Technique, while the control group received conventional pronunciation instruction, such as reading aloud with

teacher correction. To assess students' pronunciation intelligibility, a set of pre- and post-tests was administered. Each test required students to read a standardized English passage aloud. Their pronunciation was evaluated using a pronunciation rubric covering both segmental features (consonants and vowels) and suprasegmental features (stress, intonation, and rhythm). Each student was assessed by two English teachers to ensure scoring reliability. The descriptive statistics provided an overview of the pre- and post-test data in both the experimental and control groups.

Table 1. *Descriptive Statistics*

Class	N	Mean Pre-Test	Mean Post-Test	Std. Dev Pre	Std. Dev Post
Experiment	12	9.00	12.58	2.49	**2.30**
Control	14	9.00	9.64	2.87	**2.63**

The experimental class showed an increase in the average score from 9.00 to 12.58, while the control class only increased from 9.00 to 9.64. This indicated a difference in the effectiveness of the methods used.

Testing Hypothesis

This section presented the results of hypothesis testing that aimed to examine the effect of the Repeated Reading technique on the pronunciation clarity of EFL learners. The hypotheses tested were:

1. Null Hypothesis (H_0): There was no significant difference in pronunciation clarity between students who were taught using the Repeated Reading technique and those who were taught using conventional methods.
2. Alternative Hypothesis (H_1): There was a significant difference in pronunciation clarity between students who were taught using the Repeated Reading technique and those who were taught using conventional methods.

This hypothesis testing was conducted through several statistical tests as follows:

Normality Test

The normality test was conducted using the Shapiro-Wilk method. The decision criteria were:

Sig. > 0.05: the data were normally distributed
Sig. $\leq$ 0.05: the data were not normally distributed

Table 2. *Normality Test*

Group	Test Type	Sig. (Shapiro-Wilk)
Experimental	Pre-Test	0.252
Experimental	Post-Test	0.193
Control	Pre-Test	0.219
Control	Post-Test	0.166

Based on the results of the normality test using Shapiro-Wilk shown in Table 2, it can be seen that the significance (Sig.) values for all data, both in the experimental and control groups, are greater than 0.05. The significance values in the experimental group were 0.252 for the pre-test and 0.193 for the post-test, while in the control group they were 0.219 for the pre-test and 0.166 for the post-test. Therefore, it can be concluded that the data from both groups are normally distributed, thus meeting one of the assumptions required for parametric statistical analysis.

Test of Homogeneity of Variance

Levene's Test was used to determine whether the variances of the two groups were homogeneous.

Table 3. *Test of Homogeneity of Variance*

		Levene Statistic	df1	df2	Sig.
Score	Based on Mean	1.093	1	24	0.306
	Based on Median	1.184	1	24	0.287
	Based on Median and with adjusted df	1.184	1	21.331	0.287
	Based on trimmed mean	1.109	1	24	0.304

The data shows a Levene's Test value for the post-test of F = 1.093 and Sig. = 0.306, which means the result is not statistically significant (p > 0.05). This indicates that the assumption of equal variances (homogeneity of variance) has not been violated. Therefore, based on all statistical approaches (Mean, Median, Adjusted df, and Trimmed Mean), it can be concluded that the variance between the experimental and control groups is homogeneous. This result allows us to proceed with parametric tests such as the Independent Samples t-test without any adjustments.

Paired Sample T-Test

Experimental Class

Table 4. *Experimental Class*

Mean Difference	t	Sig. (2-tailed)
3.58	10.62	0.000

The experimental class showed a statistically significant improvement (p < 0.05), indicating that the intervention or method applied had a measurable and reliable positive effect on the participants' performance or outcomes

Control Class

Table 5. *Control Class*

Mean Difference	t	Sig. (2-tailed)
0.64	1.64	0.125

While the control class did not show a significant improvement (p > 0.05), this indicates that the conditions or teaching methods used in this group did not lead to a meaningful change in the participants' performance or outcomes.

Independent Sample T-Test (Post-Test)

This test was conducted to examine whether there was a significant difference in post-test scores between the experimental and control groups.

Table 7. *Independent Sample T-Test (Post-Test)*

Group Compared	Mean Difference	t	Sig. (2-tailed)
Experimental vs Control	2.94	2.83	0.009

There was a significant difference between the experimental and control groups in the post-test results (p < 0.05), indicating the effectiveness of the Repeated Reading technique.

Discussion

The main purpose of this study was to examine whether the implementation of the Repeated Reading (RR) technique could significantly improve the pronunciation clarity of eleventh-grade EFL learners at MA Birrul Walidain NW Rensing. The results showed that the experimental group, which received RR treatment, demonstrated a significant increase in post-test scores compared to the control group. This indicates that repetitive oral reading practice can foster better articulation of English sounds, improve stress and intonation, and ultimately enhance overall

speech intelligibility. The findings of this study support that RR enhances learners' phonological and prosodic skills by providing repeated exposure to authentic texts (Rasinski, 2020). Students in the experimental group showed marked improvement in pronouncing difficult English phonemes, such as /θ/, /ð/, and diphthongs, which had been problematic during the pre-test. This result aligns with (Takahashi, 2020), who found that consistent exposure through RR helped learners reduce substitution errors and improve segmental accuracy. Similarly, Reported that RR not only increased reading fluency but also facilitated more accurate pronunciation of English vowels and consonants (Git et al., 2017).

Regarding suprasegmental aspects, students in the experimental group also displayed clearer stress placement and more natural intonation patterns. This finding is in line with, who observed that repetition allows learners to internalize rhythmic patterns and develop prosodic features essential for intelligible speech (Shin & Park, 2023). Before the treatment, many students read with a flat and monotonous tone; however, after several sessions of RR, their oral reading became more expressive and rhythmical. This reflects the role of RR in fostering prosodic fluency, a feature strongly related to pronunciation clarity. Nevertheless, some limitations were noted. Although students improved significantly in segmental and suprasegmental features, certain connected speech phenomena, such as linking and assimilation, remained challenging. For example, learners often pronounced words in isolation without blending sounds naturally, which affected their fluency in continuous speech. This finding resonates with, who emphasized that while RR improves accuracy in individual phonemes and prosody, connected speech features may require explicit instruction and targeted phonological training (Chen, et al., 2022).

Interestingly, this study also found that students' pronunciation improvement extended beyond controlled reading tasks to spontaneous oral production during the post-test. Learners not only reduced mispronunciations but also gained confidence when speaking. This result supports, who argue that intelligibility and comprehensibility are influenced more by meaningful, repetitive practice than by isolated drilling (Derwing & Munro, 2021). Likewise, highlighted that RR improves learners' accuracy and confidence, which is consistent with the observations in this study (Namaziandost et al., 2020). Another noteworthy aspect is the effectiveness of RR for adolescent learners. While earlier research suggested that younger learners acquire phonological features more easily (Gil et.al, 2017), the present study demonstrates that even senior high school students can make substantial progress when given structured and repetitive input. Similarly found that secondary school students benefited greatly from RR in improving pronunciation and intonation, indicating that age should not be seen as a limiting factor in pronunciation development (Fatimah & Suryani, 2021).

In conclusion, the discussion of these findings shows that RR is a powerful tool for improving EFL learners' pronunciation clarity. The students not only enhanced their accuracy in producing vowels and consonants but also demonstrated better control of stress, intonation, and rhythm. However, connected speech features remain a challenge, suggesting that RR should be combined with explicit instruction on linking and assimilation for more comprehensive improvement. Future research could extend this study by investigating long-term effects, testing larger populations, or integrating RR with multimedia pronunciation tools. In addition to these results, several important classroom phenomena were observed throughout the implementation of the RR technique at MA Birrul Walidain NW Rensing. At the beginning of the treatment, students often read haltingly and relied heavily on spelling, which caused their reading to sound unnatural and fragmented. During the first pre-test, it was common to hear mispronunciations of basic words and a lack of rhythm in sentences. However, as the sessions continued, the

learners began to read with greater ease and consistency. By the final treatment sessions, they were able to sustain their reading with fewer pauses, clearer articulation, and a more natural rhythm, showing that repeated exposure allowed them to internalize the sounds and flow of English more effectively.

Another notable development was the visible increase in students' confidence. Initially, many learners were hesitant to read aloud, avoiding eye contact or lowering their voices when asked to participate. Some appeared nervous and unsure, fearing mistakes in front of their peers. As the sessions progressed, the atmosphere of repetition and practice gradually reduced this anxiety. Learners became more willing to take risks in pronouncing new words, and by the last meetings, several students voluntarily read passages aloud without teacher prompting. This growth in confidence not only supported their pronunciation improvement but also fostered a more active classroom dynamic. The treatment also revealed patterns in error reduction. During the pre-test, common issues included vowel substitution (e.g., saying "ship" instead of "sheep"), omission of consonants in clusters (e.g., pronouncing "spring" as "sipring"), and misplaced stress on multisyllabic words. These mistakes often made their speech unclear. After repeated practice, however, such errors gradually diminished. Students started to distinguish between short and long vowels more accurately, maintained the consonant clusters with better clarity, and applied stress more consistently. The progression was clearly observable when comparing their hesitant early readings with their smoother post-test performance.

Despite this progress, challenges remained, particularly in producing connected speech. Many students continued to read words individually, with clear separations, rather than blending sounds naturally within sentences. For instance, short phrases such as "go on" or "take it" were still pronounced word by word. This suggests that while RR strengthened their articulation and intonation, it did not fully address features of connected speech. Teachers may need to supplement RR with targeted drills focusing on linking and assimilation to overcome this limitation. Finally, the general classroom atmosphere during the RR sessions contributed positively to the outcomes. What initially seemed like a repetitive and possibly boring activity was perceived by students as enjoyable because it allowed them to track their own progress. Learners expressed a sense of accomplishment when they noticed that words which once felt difficult became easier to pronounce after several repetitions. This motivation was reinforced by peer interactions, as students often listened carefully to one another and provided supportive feedback. Such collaborative engagement created a learning environment that encouraged persistence, reduced fear of mistakes, and promoted steady improvement in pronunciation clarity.

Conclusion

The purpose of this study was to examine the effectiveness of the Repeated Reading (RR) technique in enhancing the pronunciation clarity of eleventh-grade students at MA Birrul Walidain NW Rensing. The findings indicate that learners who engaged in systematic RR practice demonstrated notable improvements in articulating challenging phonemes and exhibited greater mastery of prosodic features such as stress and intonation compared to those taught through conventional reading activities. This suggests that structured repetition can provide an effective means of addressing persistent pronunciation difficulties commonly faced by EFL learners. The improvements observed underscore the pedagogical value of incorporating pronunciation-focused strategies into daily classroom routines. When students repeatedly practice oral reading with corrective feedback, they not only internalize phonological patterns but also gain confidence in their spoken English. Such confidence may encourage more active participation in classroom

communication, thereby supporting broader language development. For teachers and curriculum designers, these findings highlight the practicality of adopting relatively simple yet impactful strategies that can be seamlessly integrated into existing instructional practices.

Despite these promising results, the study has limitations that warrant caution in interpretation. The research was conducted with a limited sample size and within a short intervention period, which restricts the generalizability of the findings. Moreover, long-term effects of RR on sustained oral competence were not explored. Future studies should involve larger and more diverse populations, extend the treatment duration, and consider additional variables such as learners' motivation and background knowledge. Such investigations would provide a more comprehensive understanding of the potential of RR in fostering pronunciation development. In conclusion, the present study reinforces the importance of practical, adaptable techniques in EFL classrooms. By integrating RR into regular practice, educators can provide learners with a supportive pathway to clearer pronunciation, improved oral fluency, and greater confidence in communication.

Aknowledgment

-

References

Alamri, M. A., & Qadha, A. M. (2025). The Impact of Pronunciation Clarity on the Accuracy and Speed of Simultaneous Interpretation: Challenges and Strategies. *Egyptian Journal of Linguistics and Translation*, *15*(1), 382-413. https://doi.org/10.21608/ejlt.2025.390842.1111

Barnwal, S., & Tiwary, A. (2020). The effect of repeated reading technique on fluency and pronunciation in EFL learners. *Journal of Language Education and Teaching, 8*(2), 56–63. https://doi.org/10.30872/e3l.v7i2.5108

Chen, M., Xie, X., & Zhang, W. (2022). Phonological awareness training in EFL contexts: Effects on pronunciation and listening comprehension. *Journal of Language Teaching and Research, 13*(2), 275–283. http://dx.doi.org/10.1515/cjal-2015-0021

Creswell, J. W., & Creswell, J. D. (2023). *Research design: Qualitative, quantitative, and mixed methods approaches* (6th ed.). SAGE Publications.

Derwing, T. M., & Munro, M. J. (2021). *Pronunciation fundamentals: Evidence-based perspectives for EFL teachers*. Routledge. http://dx.doi.org/10.1075/lllt.42

Fatimah, I., & Suryani, E. (2021). The role of repeated reading technique in improving students' pronunciation and intonation. *Journal of Language Education, 16*(4), 142–155. https://doi.org/10.1016/j.jle.2021.04.009

Field, A. (2020). *Discovering statistics using IBM SPSS Statistics* (5th ed.). SAGE Publications.

Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2020). *How to design and evaluate research in education* (10th ed.). McGraw-Hill Education.

Ghasemi, A., & Zahediasl, S. (2020). Normality tests for statistical analysis: A guide for non-statisticians. *International Journal of Endocrinology and Metabolism, 18*(1), e91720. https://doi.org/10.5812/ijem.3505

Gil, I. R., De Larios, J. R., & Coyle, Y. (2017). The effect of repeated reading on the pronunciation of young EFL learners. *Porta Linguarum, 27*, 7–19. http://dx.doi.org/10.30827/Digibug.53948

Gil, I. R., De Larios, J. R., & Coyle, Y. (2017). The effect of repeated reading on the pronunciation of young EFL learners. *Porta Linguarum: revista internacional de didáctica de las lenguas extranjeras*, (27), 7-19.

Harris, A. D., McGregor, J. C., Perencevich, E. N., Furuno, J. P., Zhu, J., Peterson, D. E., & Finkelstein, J. (2006). The use and interpretation of quasi-experimental studies in medical informatics. *Journal of the American Medical Informatics Association*, *13*(1), 16-23. https://doi.org/10.1197/jamia.M1749

Huang, H. Y. C., Barrett, N. E., Lo, M. F., & Tseng, C. J. (2024). The effectiveness of shadowing practice with web-based apps: towards promoting the comprehensibility and lexical-level intelligibility of EFL students' presentations. *English Teaching & Learning*, *48*(4), 505-524. https://doi.org/10.1007/s42321-023-00145-w

Lee, J., & Kim, S. (2022). Repeated reading and its impact on pronunciation clarity and fluency in Korean EFL learners. *TESOL Journal, 13*(2), 33–41.

Namaziandost, E., Homayouni, M., & Rahmani, P. (2020). The impact of cooperative learning approach on the development of EFL learners' speaking fluency. *Cogent Arts & Humanities*, *7*(1), 1780811. https://doi.org/10.1080/23311983.2020.1780811

Nguyen, L. T., & Hung, B. P. (2021). Communicative pronunciation teaching: Insights from the Vietnamese tertiary EFL classroom. *System*, *101*, 102573. https://doi.org/10.1016/j.system.2021.102573

Pallant, J. (2020). *SPSS survival manual* (7th ed.). McGraw-Hill Education.

Rasinski, T. (2020). *The fluent reader: Oral reading strategies for building word recognition, fluency, and comprehension* (2nd ed.). Scholastic.

Sugiyono. (2021). *Metode penelitian kuantitatif, kualitatif, dan R&D*. Alfabeta.

Sun, B., & Révész, A. (2021). The effects of task repetition on child EFL learners' oral performance. *Canadian Journal of Applied Linguistics*, *24*(2), 30-47. https://doi.org/10.37213/cjal.2021.31382

Takahashi, M. (2020). Using repeated reading to improve EFL students' fluency and pronunciation: An exploratory study. *Journal of Asia TEFL, 17*(4), 1277–1284. https://doi.org/10.18823/asiatefl.2020.17.4.13.1277

Unsiyah, S. I. U., Amrizah, S., & Qolbi, A. N. (2024,). The Use of English Pronunciation Application as a Supporting Media in Enhancing Students' Pronunciation. In *Conference on English Language Teaching* (pp. 223-236).

Uysal, P. K., & Duman, A. (2020). The effects of fluency-oriented reading instruction on reading skills. *Pegem Journal of Education and Instruction*, *10*(4), 1111-1146. https://doi.org/10.14527/pegegog.2020.034

Zhang, X. (2024). Explicit Rules or Implicit Imitation: A Comparative Study of Two Approaches to Teaching English Prosody to Chinese Adult EFL Learners.