

The Role Of Teachers In Improving The Reading Ability Of Grade II Students Using The Repeated Reading Method

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Abstract

This research is motivated by the low reading ability of second-grade students at MI Maraqita'limat Sidutan, as indicated by their difficulties in recognizing words, reading fluently, and understanding simple texts. Reading ability is a fundamental skill that is crucial for supporting the success of students' learning process at the primary education level. Therefore, an optimal teacher role is required to improve students' reading skills through the implementation of appropriate learning methods, one of which is the Repeated Reading method. This study aims to describe the teacher's role in improving the reading ability of second-grade students using the Repeated Reading method at MI Maraqita'limat Sidutan for the academic year 2025/2026. This study employs a qualitative approach with a descriptive research type. The research subjects consist of the second-grade teacher and second-grade students at MI Maraqita'limat Sidutan. Data collection techniques were carried out through observation, interviews, and documentation. Data analysis was conducted through the stages of data reduction, data presentation, and concluding, while data validity was tested using source and technique triangulation. The results show that the teacher acts as a planner, implementer, guide, motivator, and evaluator in the reading learning process. The application of the Repeated Reading method is carried out by providing structured and continuous repeated reading practice on the same text. This method helps students improve reading fluency, pronunciation accuracy, vocabulary recognition, and self-confidence while reading. Supporting factors for implementing this method include teacher competence, availability of reading materials, and school support, while inhibiting factors include internal and external factors. Based on the research results, it can be concluded that the teacher's role in implementing the Repeated Reading method has a positive contribution to improving the reading ability of second-grade students at MI Maraqita'limat Sidutan for the academic year 2025/2026.

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1. INTRODUCTION

Reading ability is a fundamental element in education, particularly at the elementary level. Reading is a fundamental skill that forms the basis for mastering other disciplines (Dalman, 2021). Without adequate reading skills, students will struggle to understand the material presented in text

form, both in Indonesian and other subjects such as science, civics, and so on. Therefore, reading skills need to be introduced and developed from an early age, particularly for students in the lower grades of elementary schools or Islamic elementary schools.

According to Tarigan, reading is a process undertaken and used by readers to obtain the message the author wishes to convey through words or symbols of written language. Thus, reading is not merely pronouncing letters and words, but also involves complex cognitive processes, such as recognizing words, understanding the meaning of sentences, summarizing the content of the reading, and critiquing the text as a whole. This suggests that reading instruction should be designed not only to develop technical skills (such as reading aloud or speed reading), but also to encourage understanding and interpretation of the reading content.

The repeated reading method is a learning technique in which students read the same text repeatedly until they can read it fluently and has been proven effective in improving students' reading fluency (Permatasari et al., 2025). Although numerous studies have demonstrated the success of this method, its application in Indonesian Islamic elementary schools, particularly in areas such as Sidutan, is still very limited. Although the repeated reading method is well known in the world of education, there is an urgent need to explore more deeply its effectiveness in the context of Islamic elementary school students. By providing students with the opportunity to interact repeatedly with the same text, students can not only increase their reading speed but also build confidence and visual memory for word patterns. Through this repetition, it is hoped that strong evidence will be found regarding the extent to which text repetition can transform cognitive load into comprehensive understanding.

Reading ability is a crucial foundation for acquiring knowledge in today's information age. However, in reality, many students still face significant challenges in achieving deep understanding. The main challenge often encountered is not an inability to comprehend content, but rather low reading fluency (Kemendikbudristek, 2022). When a reader is trapped in a slow and disjointed process of decoding words, their cognitive abilities are depleted in technical aspects, preventing them from grasping the essence or meaning of the text.

One of the most influential elements in determining the success of reading learning is the role of the teacher. Teachers function not only as conveyors of information but also as designers and managers of learning experiences for students. Teachers are responsible for creating learning conditions that enable students to learn actively and in the most beneficial ways (Helas & Hendriati, 2022). Choosing monotonous, conventional, and non-contextual methods tends to quickly make students bored, lose interest, and underdeveloped their skills. Conversely, methods that are varied, interactive, and tailored to student needs can significantly improve learning engagement and reading learning outcomes.

Maraqita'limat Sidutan Elementary School (MI), a primary Islamic educational institution in a rural area, faces similar challenges. Observations revealed that some second-grade students were unable to read effectively, either in terms of reading speed or comprehension. This raises concerns because at this level, students should be reading fluently and beginning to understand simple texts. This delay is feared to impact the achievement of other basic competencies and the overall learning process.

Previous research by Cahya-en et al. (2023) showed that implementing repeated reading with picture books can improve reading fluency among elementary school students. Another study by Sari (2025) also found that the repeated reading method is more efficient than other teaching methods in improving students' reading fluency and comprehension. Similarly, research by Lestari et al. (2025) examined the effectiveness of this method for children with special needs. Hidayat (2021) further confirmed that repeated reading techniques significantly improve students' automaticity in word recognition, while Zahra (2025) demonstrated that the application of the repeated reading method effectively increased the reading ability of third-grade elementary school students. In addition, Nisa (2024) reported that reading learning problems among lower-grade students have become increasingly serious in the post-pandemic period, indicating that the issue remains highly relevant and demands continued attention. However, focusing on the role of

teachers in implementing this method at the Madrasah Ibtidaiyah level with rural facilities still requires further in-depth study, since most of the aforementioned studies were conducted in general public elementary schools and have not specifically examined the teacher's role within an Islamic elementary school setting in a rural context such as Sidutan.

Therefore, this research is crucial to conduct. The reading ability of second-grade students must be the main focus, because failure at this early stage will have long-term impacts on their future academic development. The role of teachers in designing and implementing effective learning strategies that are appropriate to student characteristics is a key factor in efforts to improve basic literacy skills. This study aims to identify the role of teachers in improving the reading ability of second-grade students through the repeated reading method at MI Maraqlita'limat Sidutan, as well as to identify the factors that hinder and support it.

2. METHOD

This study uses a qualitative research approach, also known as an interpretive method, because the data obtained is more related to the interpretation of data found in the field (Sugiyono, 2024). This research aims to obtain objective, factual, accurate, and systematic data or descriptions of the problem being studied. Qualitative research does not begin with a pre-formed theory but rather begins in the field, based on the natural environment, with an emphasis on the process of events occurring within a natural context.

This study employs a qualitative descriptive approach, analyzing social action events, with an emphasis on how people interpret and understand their experiences to understand social reality. The research location was MI Maraqlita'limat Sidutan, specifically focusing on class II. This comprehensive research was conducted in 2026, with a primary focus on field data collection and in-depth information processing to support the validation of the findings.

The data sources in this study are divided into two: primary and secondary data. Primary data were obtained directly from the research subjects, namely the second-grade homeroom teacher and the principal of MI Maraqlita'limat Sidutan, selected using a purposive sampling technique based on the consideration that both informants are the parties most directly involved in and most knowledgeable about the implementation of the repeated reading method at the school. The second-grade homeroom teacher, a female teacher with more than five years of teaching experience at the elementary level, served as the key informant, while the principal acted as a supporting informant who provided information related to school policy and facility support. In addition to these two key informants, the study also directly involved the eight second-grade students of MI Maraqlita'limat Sidutan as informants regarding their experience of undergoing the repeated reading practice. Meanwhile, secondary data were collected through documentation such as school profiles, student attendance, lesson plans, and school facilities. Data collection techniques used included participatory and unstructured observation methods, in-depth semi-structured interviews with key informants, and documentation studies. Observations of the second-grade homeroom teacher and the eight second-grade students were conducted repeatedly during reading learning sessions over a period of one month, while interviews with the homeroom teacher and the principal were carried out to obtain a more comprehensive picture of the planning, implementation, and evaluation of the repeated reading method.

Data analysis was conducted using the interactive model of Miles, Huberman, and Saldana (2024), which consists of three main stages: data condensation to sort and simplify field findings, data display in narrative text, and continuous conclusion drawing (verification). To ensure data validity, researchers used source triangulation and technical triangulation techniques. Source triangulation compared information from the principal, class teachers, and documents, while technical triangulation verified data obtained from interviews with the results of direct observations in the classroom.

3. RESULTS AND DISCUSSION

Research result

A. The Role of Teachers in Improving the Reading Skills of Grade II Students Through the Method of *Repeated Reading* in Mi Maraqita'limat Sidutan Year 2025/2026

MI Maraqita'limat Sidutan is an educational institution located in Sidutan hamlet, Kayangan Village, Kayangan District, North Lombok Regency. The school is located close to residential areas and enjoys a strategic location. Field research has identified second-grade teachers as having a comprehensive role in improving students' reading skills through repeated reading.

1. The Role of the Teacher as a Demonstrator

In delivering learning materials, teachers at MI Maraqita'limat Sidutan strive to adopt an optimal approach. Teachers act as demonstrators, demonstrating how to read correctly by repeating the same reading passage two to three times. Teachers help students understand the content of the reading and identify difficult vocabulary. Afterward, students are directed to follow, imitate, and repeat what the teacher has said to further hone their reading skills. This aligns with the principal's directive, which emphasizes the importance of teacher role models in the classroom.

2. The Role of Teachers as Motivators

In an effort to increase students' enthusiasm for learning, teachers actively provide encouragement and positive stimuli. One approach is to offer appreciation in the form of praise to students who appear less enthusiastic. This persuasive approach is combined with the repeated reading method to prevent students from getting bored with repeated readings and improve their reading fluency. Teachers also employ a differentiated approach to ensure that motivation is appropriately targeted and tailored to each child's individual abilities.

3. The Role of Teachers as Class Managers

As classroom managers, teachers recognize and adapt to students' learning styles. They strive for conducive classroom management by encouraging students to organize the classroom and decorate it with educational images. The teacher's discipline and strategies (such as shared reading, rotating reading, and library visits) have been proven to engage students. During shared reading, teachers use a loud voice while demonstrating word by word, which students follow along verbally.

4. The Role of the Teacher as a Facilitator

To support the success of the repeated reading method, teachers creatively present visual media in the form of illustrated storybooks and educational videos to help students repeat reading in a focused manner. The school also facilitates this need by providing supporting infrastructure, such as literacy books and basic digital devices (Chromebooks), to provide a varied learning experience.

5. The Role of Teachers as Evaluators

In relation to learning implementation, teachers function as evaluators by identifying student achievement. They map students' level of reading comprehension, from fluency and articulation accuracy to comprehension. Evaluations are conducted periodically and integrated with direct observation as students interact with storybooks.

Supporting and Inhibiting Factors for Teachers in Improving the Reading Ability of Grade II Students at MI Maraqita'limat Sidutan in 2025/2026

Based on field findings, supporting factors for the successful implementation of this method include: teacher competence and creativity, the availability of a wide variety of reading materials, and active support from the principal. The repeated reading method itself is inherently helpful in developing students' cognitive fluency.

Conversely, inhibiting factors include internal challenges such as limited time to manage individual classes and student boredom if the material isn't varied enough. The most dominant external factors are a lack of parental attention and guidance at home, as well as the

influence of a social environment where children spend more time playing with gadgets than reading outside of school hours.

Discussion

The implementation of the repeated reading method at MI Mara qitta'limat Sidutan demonstrated significant effectiveness in addressing the literacy gap of lower-grade students. Based on observation and interview data, the teacher's initial steps in conditioning the class and providing apperception (icebreakers) were proven to build students' psychological readiness. The use of picture storybooks is highly relevant because visual illustrations help synchronize the written text with the meaning of words, making it easier for students who are still in the concrete operational stage.

This aligns with Skinner's theory, which states that behavior is learned through stimulus, response, and reinforcement. Repeated reading is seen as practice reinforced by feedback, so students' reading skills improve with repetition (Stahl, 2023). Furthermore, the teacher's approach of modeling the reading first strongly reflects Bandura's social learning theory, where students learn optimally through direct observation, imitation, and modeling from their teacher.

In their capacity as classroom managers, dividing students into small groups or classes to repeat readings have solved the problem of learning time efficiency. A conducive classroom situation is strongly correlated with learning outcomes, as stated by Helas & Hendriati (2022), that a supportive physical environment will automatically increase students' desire to focus on the material. Likewise, the teacher's role as a facilitator who bridges student difficulties with a variety of literacy media reinforces Brown's (2022) opinion regarding the responsibility of modern educators in providing a comprehensive interactive learning environment.

The biggest obstacle identified, namely the lack of parental support for repetition at home, highlights the importance of a holistic literacy ecosystem. Vygotsky's Zone of Proximal Development (ZPD) concept implies that scaffolding or mentoring should not stop at the school gate. Fitriani (2023) also emphasized that parental involvement is crucial in this digital era, as exposure to gadgets often disrupts children's attention. As a solution, teachers at the school continue to intensify communication with parents and implement peer tutoring to minimize student lag in class.

4. CONCLUSION

Based on the results of research regarding the role of teachers in improving the reading ability of class II students using the method of *repeated reading* at MI Mara qitta'limat Sidutan, it can be concluded that teachers have carried out an integrative and comprehensive role that encompasses five main dimensions, namely as a demonstrator, motivator, class manager, facilitator, and evaluator. Teachers model appropriate reading, encourage students through praise, create a child-friendly classroom environment, provide engaging literacy media, and conduct regular assessments of students' reading fluency.

Within the specific context of MI Mara qita'limat Sidutan, the key factors contributing to the success of the repeated reading program include the pedagogical competence of the second-grade homeroom teacher, the school's facility support, and the effectiveness of the method itself as applied to the second-grade students observed in this study. Significant inhibiting factors identified at this school, however, include limited parental reading support at home, limited learning time, and external environmental distractions (e.g., gadgets). As a solution applied at MI Mara qita'limat Sidutan, the teacher and school continue to innovate literacy media, implement peer tutoring methods, provide specialized guidance outside of class hours, and strive to improve synergy and proactive communication with parents to ensure a climate of literacy is fostered within the family. These findings, however, are limited to the context of MI Mara qita'limat Sidutan and cannot yet be generalized to other schools with different characteristics of teachers, students, and facilities; further studies involving a wider range of schools are needed to test the transferability of these findings.

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6. BIBLIOGRAPHY

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