

Implementing the Repeated Reading Method to Improve Reading Fluency among Fourth-Grade Students in an Inclusive Elementary School

Husnul Nisa^{1*}, Fery Muhamad Firdaus²

Corresponding Author's e-mail: husnulnisa.2025@student.uny.ac.id

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Abstract

This study aimed to describe the implementation of the Repeated Reading method in an inclusive Year 4 classroom, examine improvements in reading fluency, and identify changes in the motivation and self-confidence of a student with special educational needs. Classroom Action Research was conducted in two cycles, each comprising three 70-minute sessions. Participants were 26 students, including one student with special educational needs. Quantitative data were collected using curriculum-based oral reading fluency measures to assess words correct per minute (WCPM) and accuracy, alongside a multidimensional scale for prosody. Qualitative data were obtained through classroom observations and reflective records. Implementation fidelity increased from 85.7% in Cycle I to 92.9% in Cycle II. Mean WCPM rose from 79.42 to 99.42, while classical mastery increased from 26.9% to 76.9%. Mean prosody scores improved from 59.94% to 85.26%, with mastery reaching 88.5%, and mean reading accuracy increased from 73.12% to 77.43%. The student with special educational needs also demonstrated greater enthusiasm, confidence, and reading motivation. These findings indicate that Repeated Reading effectively improves reading fluency and supports positive affective development in an authentic inclusive classroom.

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¹ Master's Program in Special Education Faculty of Education Graduate School Yogyakarta State University, Yogyakarta, Indonesia

² Master's Program in Special Education Faculty of Education Graduate School Yogyakarta State University, Yogyakarta, Indonesia

Introduction

Inclusive education represents a global commitment to ensuring every child's right to access education without discrimination. The Salamanca Statement affirms that learners with diverse physical, intellectual, social, and emotional characteristics have the right to receive education in mainstream schools that are capable of accommodating their learning needs (UNESCO, 1994). This commitment was further reinforced through the 2030 Sustainable Development Goals (SDGs), particularly Goal 4, which emphasizes the provision of inclusive, equitable, and quality education for all. UNESCO (2020) further emphasizes that inclusive education is not merely about placing students with special educational needs in mainstream schools, but about transforming education systems to address the diverse learning needs of all learners. Likewise, Booth and Ainscow (2011) argue that the success of inclusive education depends on the integration of inclusive cultures, policies, and practices throughout the educational process.

In Indonesia, the implementation of inclusive education is supported by the Minister of National Education Regulation No. 70 of 2009, Law No. 8 of 2016 concerning Persons with Disabilities, and Government Regulation No. 13 of 2020. The implementation of these policies has contributed to a substantial increase in the number of inclusive schools, reaching 44,477 schools in 2023 (Coordinating Ministry for Human Development and Cultural Affairs, 2023). However, this quantitative expansion has not been accompanied by a comparable improvement in the quality of educational services. Data from the Ministry of Education, Culture, Research, and Technology (2024) indicate that only 14.83% of inclusive schools employ special education teachers (SETs). Consequently, classroom teachers are expected to adopt adaptive instructional strategies to meet the diverse learning needs of students with special educational needs (SEN). One of the most significant challenges in inclusive classrooms is students' low level of reading literacy. Reading proficiency forms the foundation for learning across all subject areas and is therefore considered a key indicator of academic success. Results from the Programme for International Student Assessment (PISA) 2022 revealed that Indonesia achieved a reading literacy score of only 359, substantially below the OECD average of 476, with only approximately 25% of students reaching Level 2 or above (OECD, 2023). These findings are further supported by the 2023 National Assessment, which reported that the majority of Indonesian elementary schools still require considerable improvement in reading literacy.

Reading fluency is a fundamental component of literacy development because it serves as a bridge between word recognition and reading comprehension. The National Reading Panel (2000) identified reading fluency as one of the five essential components of reading instruction. Hudson et al. (2020) define reading fluency as the ability to read accurately, rapidly, and with appropriate prosody. According to the automaticity theory proposed by LaBerge and Samuels (1974), as word decoding becomes increasingly automatic, greater cognitive resources become available for constructing meaning from text. This stage is particularly critical for fourth-grade elementary school students because, according to Chall (1983), learners at this level transition from learning to read to reading to learn. If reading fluency is not adequately developed, students are likely to experience difficulties in comprehending academic texts across a wide range of subject areas.

One instructional approach that has consistently been shown to improve reading fluency is the Repeated Reading method, which involves repeatedly reading the same text until a predetermined level of fluency is achieved (Samuels, 1979). Numerous studies have demonstrated the effectiveness of this method for students with special educational needs. Romig and Jetton (2024) reported that Repeated Reading significantly improved elementary students' oral reading fluency. Similarly, Şahin

and Özçelik (2025) found improvements in reading rate, reading accuracy, and reading comprehension among students with mild intellectual disabilities. Zourou et al. (2025) likewise reported significant gains in students' reading performance following the implementation of the Repeated Reading method. In Indonesia, Lestari et al. (2025) concluded that Repeated Reading effectively enhanced the reading fluency of students with intellectual disabilities, while Pakpahan et al. (2025) and Li et al. (2025) also provided consistent evidence supporting its effectiveness in improving reading performance.

Despite these encouraging findings, several research gaps remain. Most previous studies have been conducted either in general education classrooms or exclusively with students with special educational needs, whereas research examining the implementation of the Repeated Reading method in inclusive classrooms using a Classroom Action Research (CAR) design remains limited. Furthermore, relatively few studies have investigated the step-by-step implementation of the instructional process, the reflective cycles of action, and their impact on students' learning participation in inclusive classrooms. These limitations highlight the need for more contextually relevant instructional models that reflect the characteristics and practical realities of inclusive elementary schools in Indonesia.

Based on these considerations, this study aims to examine the implementation of the Repeated Reading method in improving the reading fluency of fourth-grade students in an inclusive elementary school. The findings are expected to provide an evidence-based instructional strategy that can be readily implemented by classroom teachers to improve the reading skills of students with special educational needs while simultaneously strengthening inclusive educational practices in Indonesian elementary schools.

Methods

This study employed a Classroom Action Research (CAR) approach based on the model developed by Kemmis and McTaggart, which consists of four cyclical stages: planning, acting, observing, and reflecting (Kemmis & McTaggart, 1988). CAR was selected because it enables teachers to improve instructional practices through systematic reflection at the end of each cycle, allowing continuous monitoring and improvement of students' reading fluency (Arikunto et al., 2021; Mulyatiningsih, 2022). The study was conducted over two action cycles, each consisting of three instructional sessions, during the second semester of the 2025/2026 academic year at SDN 006 Teluk Pandan, East Kutai Regency, East Kalimantan, Indonesia. The participants were 26 fourth-grade students enrolled in an inclusive elementary school, comprising 15 boys and 11 girls. All students participated in the instructional intervention using the Repeated Reading method, with adjustments to text difficulty and performance targets to accommodate both typically developing students and students with special educational needs (SEN).

The instructional intervention was implemented through five sequential activities: Assisted Reading, Choral Reading, Echo Reading, paired Repeated Reading, and Readers' Theater. Through these activities, students repeatedly read the same text until they achieved the predetermined level of reading fluency, following the instructional procedures proposed by Samuels (1979). Data were collected using a mixed-methods approach that integrated quantitative and qualitative data (Creswell & Creswell, 2022). Quantitative data were obtained using the Curriculum-Based Measurement–Oral Reading Fluency (CBM–ORF) assessment to measure Words Correct Per Minute (WCPM) and reading accuracy, while the Multidimensional Fluency Scale (MFS) was employed to assess reading prosody (Zutell & Rasinski, 1991). Qualitative data were collected through classroom observations,

field notes, semi-structured interviews, and documentation to examine students' learning activities, the fidelity of instructional implementation, and the responses of both teachers and students during the implementation of the Repeated Reading method (Miles, Huberman, & Saldaña, 2020; Sugiyono, 2022).

The quantitative data were analyzed descriptively by comparing students' performance across the pre-cycle assessment, Cycle I, and Cycle II in terms of WCPM, reading accuracy, prosody, and the percentage of students achieving mastery. Qualitative data were analyzed using the interactive model proposed by Miles, Huberman, and Saldaña (2020), which includes data condensation, data display, and conclusion drawing and verification. The trustworthiness of the findings was enhanced through methodological triangulation and source triangulation (Sugiyono, 2022). The intervention was considered successful when typically developing students achieved a reading fluency of at least 90 WCPM, students with special educational needs attained at least 50 WCPM, reading accuracy reached a minimum of 85%, and at least 75% of all students met the predetermined performance criteria.

Results and Discussions

1. Research Data Overview

The study involved all 26 fourth-grade students at SDN 006 Teluk Pandan as research participants, consisting of 15 boys (57.7%) and 11 girls (42.3%). The students ranged in age from 9 to 11 years, with the majority being 10 years old (65.4%). Initial screening identified one student (3.8%) with a mild intellectual disability (Student A), confirming that the classroom represented a genuinely inclusive setting in which a student with special educational needs (SEN) learned alongside typically developing peers within the same classroom. Data were collected at three measurement points: the pre-cycle (baseline), the end of Cycle I, and the end of Cycle II, providing a comprehensive profile of each student's reading fluency development throughout the intervention.

Table 1. Descriptive Statistics of Reading Fluency (Words Correct Per Minute [WCPM])

Statistics	Pre-cycle	Cycle I	Cycle II
Number of Students (N)	26	26	26
Mean	79,42	90,15	99,42
Minimum	40	49	57
Maximum	120	125	132
Standard Deviation	19,36	18,16	18,20
Students Meeting the Mastery Criterion (≥ 90 WCPM)	7	12	20
Classical Mastery (%)	26,9%	46,2%	76,9%
Gain from Previous Stage	—	+ 10,73	+ 9,27

As shown in Table 1, students' reading fluency, as measured by Words Correct Per Minute (WCPM), improved consistently across the intervention. During the pre-cycle assessment, the mean reading rate was 79.42 WCPM, with only 7 students (26.9%) meeting the predetermined mastery

criterion of 90 WCPM. Following the implementation of the Repeated Reading intervention in Cycle I, the mean increased to 90.15 WCPM, representing a gain of 10.73 WCPM, while 12 students (46.2%) achieved the mastery criterion. By the end of Cycle II, the mean reading rate further increased to 99.42 WCPM, representing an additional gain of 9.27 WCPM from Cycle I, with 20 students (76.9%) meeting the mastery criterion. Overall, the intervention produced a total gain of 20.00 WCPM (25.2%) from the pre-cycle to Cycle II, indicating a substantial improvement in reading fluency. Moreover, the classical mastery rate of 76.9% exceeded the predetermined success criterion of 75%, indicating that the action hypothesis for the WCPM indicator was successfully achieved.

Table 2. Descriptive Statistics of Reading Accuracy (% Correct Words from a 290-Word Passage)

Statistics	Pre-cycle	Cycle I	Cycle II
Number of Students (N)	26	26	26
Mean Correct Words (out of 290)	212,04	218,85	224,54
Mean Accuracy (%)	73,12%	75,46%	77,43%
Minimum Accuracy (%)	27,6%	30,7%	32,8%
Maximum Accuracy (%)	97,2%	98,3%	100,0%
Standard Deviation (%)	18,69	18,19	18,12
Students Meeting the Mastery Criterion ($\geq 85\%$)	8	8	8
Classical Mastery (%)	30,8%	30,8%	30,8%
Gain in Mean Correct Words	—	+ 6,81 words	+ 5,69 words

As presented in Table 2, reading accuracy also demonstrated a consistent upward trend, although the rate of improvement was more moderate than that observed for WCPM. The mean reading accuracy increased from 73.12% during the pre-cycle to 75.46% in Cycle I and subsequently to 77.43% in Cycle II. In absolute terms, the average number of correctly read words increased by 12.50 words, rising from 212.04 to 224.54 across the two intervention cycles. Although the group mean did not reach the predetermined benchmark of 85% accuracy, the relatively high standard deviation (18.12%) indicates considerable variability in students' reading performance. Reading accuracy ranged from 32.8% for the student with a mild intellectual disability (Student A) to 100% for the highest-performing student. A more detailed examination revealed that students who remained below the 85% criterion were primarily those whose baseline reading accuracy had already fallen within a very low range (27–65%). These students would likely require a longer and more intensive intervention than the two cycles implemented in the present study. This finding is consistent with the heterogeneous nature of inclusive classrooms, where some students with special educational needs require individualized interventions over an extended period to achieve expected literacy outcomes.

Table 3. Descriptive Statistics of Reading Prosody (Multidimensional Fluency Scale [MFS]; Maximum Score = 12)

Statistics	Pre-cycle	Cycle I	Cycle II
Number of Students	26	26	26
Mean Expression and Volume	2,00	2,62	3,31
Mean Phrasing and Intonation	2,77	3,31	3,54
Mean Smoothness and Punctuation	2,42	3,19	3,38
Mean Total MFS Score (Maximum = 12)	7,19	9,12	10,23
Mean MFS Percentage	59,94%	75,96%	85,26%
Minimum MFS Score	6	6	6
Maximum MFS Score	9	11	12
Students Meeting the Mastery Criterion (MFS $\geq 75\%$)	1	17	23
Classical Mastery (%)	3,8%	65,4%	88,5%
Gain in Total MFS Score	—	+ 1,92	+ 1,12

As shown in Table 3, reading prosody exhibited the greatest improvement among the three dimensions of reading fluency assessed in this study. During the pre-cycle assessment, only one student (3.8%) achieved an MFS score equivalent to 75% or higher of the maximum possible score. Following Cycle I, the number of students meeting the mastery criterion increased dramatically to 17 students (65.4%), and by the end of Cycle II, it reached 23 students (88.5%), substantially exceeding the predetermined success criterion of 75%. The largest improvement occurred in the Expression and Volume dimension, with the mean score increasing from 2.00 during the pre-cycle to 3.31 in Cycle II, representing an increase of 1.31 points (65.5%). This finding suggests that the Choral Reading and Echo Reading activities were particularly effective in promoting more expressive and natural oral reading. The Phrasing and Intonation dimension improved from 2.77 to 3.54 (an increase of 0.77 points), while the Smoothness and Punctuation dimension increased from 2.42 to 3.38 (an increase of 0.96 points), indicating notable improvements in students' ability to read with appropriate phrasing, intonation, and adherence to punctuation cues.

2. Implementation of Cycle I

Cycle I began with the planning stage, which involved conducting a baseline assessment using the Curriculum-Based Measurement-Oral Reading Fluency (CBM-ORF) to obtain data on Words Correct Per Minute (WCPM), reading accuracy, and reading prosody as measured by the Multidimensional Fluency Scale (MFS). Based on the pre-cycle assessment results, the researcher and the classroom teacher collaboratively developed a lesson plan grounded in the Repeated Reading method. They also selected leveled reading passages appropriate for fourth-grade students, prepared adapted reading materials for the student with special educational needs (SEN), and developed

research instruments, including classroom observation sheets, CBM-ORF and MFS assessment forms, and individual WCPM progress charts.

The instructional intervention was implemented over three sessions. During the first session, Assisted Reading and Choral Reading techniques were employed, with the teacher first modeling fluent reading before students read the text aloud together. The second session incorporated Echo Reading and paired Repeated Reading using the Peer-Assisted Learning Strategies (PALS) approach, enabling students to provide constructive feedback on their partners' oral reading performance. In the third session, instruction was conducted through Readers' Theater, which emphasized the development of expressive reading, appropriate intonation, and overall reading fluency. At the conclusion of this session, students' WCPM and reading prosody were assessed as the final evaluation for Cycle I.

Classroom observations indicated that the implementation fidelity of the Repeated Reading method reached 85.7%, exceeding the predetermined minimum criterion. Student engagement also improved, with a mean participation score of 2.8 on a four-point observation scale. Throughout the instructional process, students demonstrated greater confidence in reading aloud, collaborative learning through the PALS strategy was implemented effectively, and the student with special educational needs responded positively to the adapted reading materials, although additional instructional support was still required to further improve reading fluency.

The reflective evaluation revealed that the mean reading fluency increased from 79.42 WCPM during the pre-cycle assessment to 90.15 WCPM at the end of Cycle I, while the classical mastery rate improved from 26.9% to 46.2%. Although these findings indicated meaningful progress, the results had not yet met the predetermined success criterion of 75% classical mastery. Consequently, the intervention was continued into Cycle II. Reflection on the implementation also identified several areas for improvement, including allocating additional time for Echo Reading, reorganizing PALS pairs to create more heterogeneous peer groupings, and providing more intensive individualized feedback to students whose reading progress remained limited.

3. Implementation of Cycle II

Cycle II was implemented based on the reflections from Cycle I, with several refinements introduced to enhance the instructional process. These improvements included selecting more challenging reading passages for students who had already achieved the target WCPM, further adapting reading materials for the student with special educational needs (SEN), reorganizing Peer-Assisted Learning Strategies (PALS) pairs according to students' reading abilities, allocating additional time for Echo Reading activities, and providing more specific and individualized feedback to students who continued to experience reading difficulties. All instructional materials and assessment instruments were revised in accordance with the evaluation results from Cycle I to maximize the effectiveness of the Repeated Reading intervention.

The instructional intervention in Cycle II was conducted over three sessions, maintaining the same sequence of learning activities: Assisted Reading, Choral Reading, Echo Reading, paired Repeated Reading, and Readers' Theater. Unlike in Cycle I, the teacher placed greater emphasis on developing appropriate intonation, phrasing, and expressive oral reading, while also providing each student with additional opportunities to practice reading individually before participating in paired reading activities. At the end of the cycle, students' Words Correct Per Minute (WCPM) and reading prosody were reassessed using the Multidimensional Fluency Scale (MFS). In addition, interviews

were conducted with the classroom teacher and several students to obtain further insights into the changes that occurred throughout the instructional process.

Classroom observations indicated that the fidelity of implementation increased to 92.9%, compared with 85.7% in Cycle I. Student engagement also improved, with the mean participation score increasing to 3.4 on a four-point observation scale. Beyond improvements in reading performance, notable positive changes were observed in students' affective development. Students demonstrated greater confidence when reading aloud in front of the class, participated more actively in Readers' Theater activities, and collaborated more effectively with their learning partners. The student with special educational needs also showed meaningful progress by successfully reading an entire passage without interruption, reflecting improvements in both reading fluency and self-confidence.

The reflective evaluation indicated that all predetermined success criteria had been achieved. The mean reading fluency increased to 99.42 WCPM, with the classical mastery rate reaching 76.9%, while prosody mastery based on the Multidimensional Fluency Scale (MFS) reached 88.5%. All of these outcomes exceeded the success criteria established for the study. Furthermore, interviews with the classroom teacher suggested that the Repeated Reading method could be implemented effectively in an inclusive classroom when supported by differentiated instruction. Accordingly, the study was considered successful, and no further action cycle (Cycle III) was deemed necessary.

4. Data Analysis

Table 4. Summary of WCPM Improvement Across Action Cycles

Stage	Mean WCPM	Gain	Mastery Rate (≥ 90 WCPM)	Status
Pre-cycle	79.42	—	26.9% (7/26)	Not achieved
Cycle I	90.15	+10.73 (13.5%)	46.2% (12/26)	Not achieved
Cycle II	99.42	+9.27 (10.3%)	76.9% (20/26)	Achieved ($\geq 75\%$)
Total Gain (Pre-cycle–Cycle II)		+20.00 (25.2%)		

As presented in Table 4, students' reading fluency, measured by Words Correct Per Minute (WCPM), improved consistently across the intervention cycles. The largest gain occurred between the pre-cycle assessment and Cycle I (+10.73 WCPM, or 13.5%), indicating that the initial exposure to the Repeated Reading method substantially accelerated the development of automatic word decoding. Although the gain from Cycle I to Cycle II (+9.27 WCPM, or 10.3%) was slightly smaller, it remained substantial, suggesting that the effectiveness of the intervention did not plateau during the two action cycles. Overall, the intervention produced a cumulative gain of 20.00 WCPM (25.2%) from the pre-cycle to Cycle II. By the end of Cycle II, 20 students (76.9%) had exceeded the mastery criterion of 90 WCPM, indicating that the predetermined success criterion for reading fluency had been achieved.

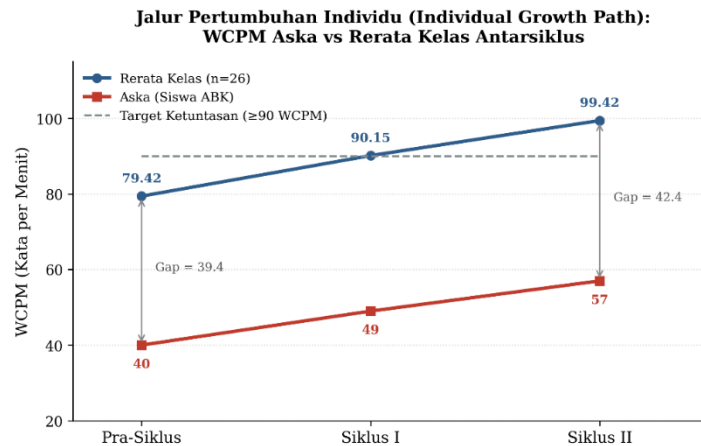


Figure 1. Individual Growth Trajectory of Student A's WCPM Compared with the Class Mean from the Pre-cycle to Cycle II

As illustrated in Figure 1, the gap between Student A (the student with special educational needs) and the class mean was 39.42 WCPM at the pre-cycle assessment (Student A = 40 WCPM; class mean = 79.42 WCPM). Following two cycles of intervention, Student A's reading rate increased to 57 WCPM, while the class mean reached 99.42 WCPM. Consequently, the absolute difference between Student A and the class mean remained relatively stable because the overall class also experienced substantial improvement. However, from a proportional perspective, Student A's WCPM increased by 42.5%, exceeding the overall class growth rate of 25.2%. These findings suggest that although the Repeated Reading intervention did not fully close the absolute performance gap between the student with special educational needs and typically developing peers within two cycles, it produced a proportionally greater rate of improvement for the student with the lowest initial reading performance. This pattern indicates that sustained implementation of the intervention may gradually narrow the achievement gap over subsequent instructional cycles.

Table 5. Summary of Improvements in Reading Prosody (Multidimensional Fluency Scale) Across Action Cycles

MFS Dimension	Pre-cycle	Cycle I	Cycle II	Total Gain
Expression and Volume	2.00	2.62	3.31	+1.31 (65.5%)
Phrasing and Intonation	2.77	3.31	3.54	+0.77 (27.8%)
Smoothness and Punctuation	2.42	3.19	3.38	+0.96 (39.7%)
Total MFS Score (Maximum = 12)	7.19	9.12	10.23	+3.04 (42.3%)
MFS Percentage	59.94%	75.96%	85.26%	+25.32%

Students Meeting the Mastery Criterion ($\geq 75\%$)	3.8% (1/26)	65.4% (17/26)	88.5% (23/26)	Achieved
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The results presented in Table 5 reveal substantial improvements in students' reading prosody across all assessed dimensions. The greatest proportional improvement occurred in Expression and Volume, which increased by 65.5%, from a mean score of 2.00 during the pre-cycle to 3.31 in Cycle II. This remarkable improvement can be attributed to the cumulative effects of Choral Reading and Echo Reading, both of which explicitly modeled expressive oral reading. The Smoothness and Punctuation dimension improved by 39.7%, increasing from 2.42 to 3.38, reflecting students' enhanced ability to interpret punctuation cues and regulate the rhythm of oral reading appropriately. By the end of Cycle II, the classical mastery rate for reading prosody had reached 88.5%, substantially exceeding the predetermined success criterion of 75%.

Qualitative data were analyzed using the interactive model proposed by Miles, Huberman, and Saldaña (2020), consisting of data condensation, data display, and conclusion drawing and verification. The analysis identified five major themes: increased enthusiasm for reading, enhanced self-confidence among the student with special educational needs, greater learning motivation through visualization of individual WCPM progress, more inclusive social interactions, and increased teacher satisfaction with the implementation of the Repeated Reading method.

Across Cycles I and II, students demonstrated progressively higher levels of engagement during Choral Reading, Repeated Reading, and Readers' Theater activities. The student with special educational needs also exhibited meaningful progress by successfully completing entire reading passages and participating more confidently in shared reading activities. Furthermore, visualizing individual WCPM growth through progress charts served as a powerful motivational tool, enabling students to observe their own reading development over time.

The trustworthiness of the findings was strengthened through methodological triangulation and source triangulation. Methodological triangulation involved comparing quantitative WCPM assessment data with classroom observation records and interview findings, while source triangulation was achieved by comparing information obtained from the researcher, the classroom teacher, and the students. Across all data sources, the findings consistently indicated that improvements in reading fluency were accompanied by increased classroom participation, stronger learning motivation, and greater self-confidence throughout the intervention. The credibility of the findings was further enhanced through member checking with the classroom teacher and independent classroom observations conducted by two observers, whose records were reviewed collaboratively during each reflection session. These procedures ensured a high level of trustworthiness and credibility of the study findings.

5. Discussion

The findings of this study demonstrate that the Repeated Reading method can be effectively implemented in reading instruction within an inclusive classroom setting. The increase in instructional implementation fidelity from 85.7% in Cycle I to 92.9% in Cycle II indicates that the classroom teacher was able to implement the intervention independently and with a high degree of consistency. This finding is particularly significant in the context of inclusive education in Indonesia, where only 14.83% of inclusive schools employ special education teachers (SETs) (Ministry of Education, Culture, Research, and Technology, 2024). The successful implementation of the intervention was further supported by the application of differentiated instruction, in which reading materials of varying

levels of difficulty were provided to accommodate students' diverse reading abilities, including those of the student with special educational needs (SEN). These findings are consistent with the principles of Universal Design for Learning (UDL), which advocate multiple means of representation to address learner diversity (Meyer et al., 2014). They also support the findings of Anggreani et al. (2024) and Mauliddiyah and Permata (2025), who argued that inclusive education requires flexible instructional strategies capable of accommodating learners with diverse abilities. Furthermore, the effectiveness of the intervention was enhanced by the use of Peer-Assisted Learning Strategies (PALS), which distributed instructional scaffolding among peers and enabled effective classroom instruction despite the absence of a special education teacher.

The improvement in reading fluency, reflected by an increase of 20 WCPM (25.2%) from the pre-cycle assessment to Cycle II, provides empirical support for the Automaticity Theory proposed by LaBerge and Samuels (1974). According to this theory, repeated reading promotes the automaticity of word decoding, thereby freeing cognitive resources for reading comprehension. The present findings are consistent with those of Rupley et al. (2020), who identified repeated reading as an effective approach for improving reading fluency. They also corroborate the findings of Romig and Jetton (2024), who reported significant improvements in Words Correct Per Minute (WCPM) following a Repeated Reading intervention, as well as those of Şahin and Özçelik (2025), who found improvements in reading rate and reading accuracy among students with mild intellectual disabilities. A distinctive contribution of the present study lies in its implementation of the Repeated Reading method within a single inclusive classroom involving all students through a Classroom Action Research (CAR) design, allowing continuous refinement of instructional practices across successive action cycles.

An analysis of students' reading errors revealed that improvements in reading accuracy occurred more gradually than improvements in reading rate and prosody. Most reading errors involved multisyllabic words with complex morphological structures, particularly words containing common Indonesian affixes (e.g., *meng-*, *ber-*, and *ke-...-an*) as well as loanwords. This pattern suggests that many students continued to experience difficulty processing morphologically complex words. These challenges were particularly evident for the student with special educational needs (Student A), who demonstrated difficulties not only with morphologically complex words but also with relatively simple root words. These findings suggest that while the Repeated Reading method effectively promotes automatic word recognition—thereby enhancing reading speed and prosody—students with more fundamental decoding deficits may require additional interventions targeting systematic phonics instruction. This interpretation remains consistent with Automaticity Theory (LaBerge & Samuels, 1974), which conceptualizes repeated reading as a mechanism for developing automatic word recognition before higher-order reading comprehension can be fully achieved.

In addition to improving reading rate, the Repeated Reading method also had a substantial positive effect on students' reading prosody. The mean prosody score increased from 59.94% during the pre-cycle assessment to 85.26% at the end of Cycle II, with the greatest improvement occurring in the Expression and Volume dimension. This finding can be explained by Schema Theory (Bartlett, 1932; Rumelhart, 1980), which proposes that repeated exposure to the same text strengthens mental representations in long-term memory. As decoding becomes increasingly automatic, readers are able to devote greater attention to constructing meaning and expressing it through appropriate intonation, phrasing, pauses, and expressive oral reading. These findings are consistent with Downs et al. (2025), who reported a strong relationship between reading prosody, reading fluency, and reading comprehension. They are further supported by Ehlert et al. (2025), who demonstrated that repeated

reading using connected texts produces greater gains in reading fluency than practice based solely on isolated word lists.

The qualitative findings indicate that the benefits of the Repeated Reading method extended beyond students' academic performance to encompass important affective outcomes, particularly for the student with special educational needs. Across the two action cycles, students demonstrated increased enthusiasm for reading, enhanced self-confidence, stronger learning motivation, more inclusive social interactions, and greater teacher satisfaction with the instructional approach. The most notable transformation was observed in Student A, who was initially reluctant to read aloud but, by the end of Cycle II, successfully completed an entire performance during the Readers' Theater activity and received spontaneous recognition and encouragement from classmates. This experience reflects the development of a supportive and psychologically safe learning environment in which students felt accepted as valued members of the classroom community. These findings can be interpreted through Self-Determination Theory (Deci & Ryan, 2000), which posits that repeated experiences of successful performance satisfy learners' need for competence, thereby strengthening intrinsic motivation and self-confidence. The findings are also consistent with those of Lestari et al. (2025), who reported increased self-confidence among students with intellectual disabilities following a Repeated Reading intervention. Furthermore, the collaborative learning activities implemented through Peer-Assisted Learning Strategies (PALS) exemplify Vygotsky's Zone of Proximal Development (ZPD) by enabling students to construct reading competence through structured peer support (Vygotsky, 1978). Finally, the present study reinforces the findings of Yunita and Subagya (2025), who identified low self-confidence as a major barrier to inclusive education and argued that differentiated reading instruction providing repeated opportunities for successful learning experiences can effectively address this challenge.

Conclusion

The findings of this Classroom Action Research demonstrate that the Repeated Reading method is an effective instructional approach for improving the reading fluency of fourth-grade students in an inclusive elementary school. Across two action cycles, the intervention successfully enhanced instructional implementation, reading rate (Words Correct Per Minute [WCPM]), reading accuracy, and reading prosody, while increasing the proportion of students achieving the predetermined mastery criteria beyond the established success threshold. Beyond its positive impact on cognitive aspects of reading, the Repeated Reading method also fostered students' learning motivation, self-confidence, and classroom participation, particularly among the student with special educational needs. These improvements contributed to the development of a more inclusive, supportive, and collaborative learning environment. Overall, the findings indicate that Repeated Reading is an evidence-based instructional strategy that can be implemented effectively by general classroom teachers and has considerable potential to strengthen reading literacy instruction in inclusive elementary classrooms.

Based on these findings, the Repeated Reading method is recommended for sustained implementation in reading instruction within inclusive elementary schools. Its application should be accompanied by differentiated reading materials that accommodate students' diverse reading abilities, together with systematic progress monitoring through structured reading assessments. For students who continue to experience persistent reading difficulties, the intervention should be complemented by individualized instructional support targeting their specific learning needs. At the school level, successful implementation requires institutional support through ongoing professional development

for teachers and the establishment of sustainable school-wide literacy programs. Future research should involve larger and more diverse samples across different inclusive school settings, extend the duration of the intervention, and investigate the effectiveness of combining Repeated Reading with other evidence-based literacy interventions. Such studies would provide stronger empirical evidence regarding the effectiveness and generalizability of the Repeated Reading method across diverse inclusive educational contexts.

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