



IMPROVING STUDENTS ENGLISH READING SKILLS BY USING REPETITION
STRATEGY WITH CANVA AS TEACHING MEDIA TO TEACH READING

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Abstract

This study aimed to explore how repetition strategies supported by Canva as teaching media could improve students' English reading skills, particularly their ability to read aloud. The research applied a qualitative approach using the Interpretative Phenomenological Self-Study (IPSS) method combined with the Classroom Action Research (CAR) model proposed by Kemmis and McTaggart. It was conducted in two action cycles with 23 eighth-grade students of SMP Negeri 3 Pulung. Data were collected through observation sheets, affective questionnaires, assessments, and teacher diaries. The focus was on three learning domains: cognitive (reading comprehension), affective (motivation and interest), and psychomotor (reading aloud performance). In Cycle I, the results had not met the expected criteria: cognitive 50%, psychomotor 56.8%, and affective 76.6%. After revising the learning strategy and optimizing Canva media, Cycle II showed significant improvements: cognitive 94%, psychomotor 80.7%, and affective 87.7%. All students successfully exceeded the Minimum Mastery Criteria (MMC). The findings indicated that the integration of repetition strategies with Canva media was effective in improving students' English reading skills in cognitive, affective, and psychomotor aspects. Moreover, the IPSS approach enabled the researcher to reflect deeply on the teaching experience and adapt the instruction based on students' learning responses.

Keywords: *Canva, classroom action research, interpretative phenomenological self-study, reading skills, repetition strategy.*

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INTRODUCTION

English reading proficiency is a fundamental skill for students learning English as a foreign language (EFL), as it enables access to academic knowledge, digital information, and global

communication. In the Indonesian context, however, students' English reading ability remains a persistent challenge. Despite English being introduced early in the national curriculum, many junior high school students experience difficulties in

understanding texts, recognizing vocabulary, and reading aloud fluently (Rachmayani, 2024; Musnar Indra Daulay & Nurmnalina, 2021). This condition reflects broader literacy challenges faced by Indonesian learners, as indicated by international assessments such as PISA, which consistently report below-average reading performance (OECD, 2023). Such findings suggest an urgent need for more effective and engaging instructional strategies in EFL reading classrooms.

One contributing factor to students' low reading achievement is the dominance of conventional, teacher-centered reading instruction that provides limited opportunities for active practice and repeated exposure to texts. Research has shown that EFL learners benefit significantly from instructional approaches that emphasize repetition and oral reading, as these strategies support vocabulary retention, decoding accuracy, and reading fluency (Bocskor, 2021; Nazarov & Ismatulleva, 2022; Taguchi, Gorsuch, & Sasamoto, 2017). Repetition allows learners to process linguistic input multiple times, gradually strengthening their cognitive processing and automaticity in reading (Nation, 2014).

Reading aloud, in particular, plays a crucial role in developing pronunciation, prosody, and learner confidence. Studies indicate that oral reading activities help students

become more aware of sound–symbol relationships and improve overall comprehension (Ceyhan & Yıldız, 2020; Rasinski, 2012). When students repeatedly read texts aloud, they not only enhance fluency but also gain greater control over meaning construction and expressive reading (Hudson, Lane, & Pullen, 2005).

In addition to instructional strategies, the integration of digital media has become increasingly important in EFL classrooms. Technology-enhanced learning environments can provide multimodal input that supports diverse learning styles and increases learner motivation (Yusuf, 2021; Mayer, 2020). One digital platform that has gained attention in educational contexts is Canva, which enables teachers to design visually rich and interactive learning materials. Canva's combination of text, images, and audio aligns well with multimedia learning principles and has been shown to enhance student engagement and comprehension (Fitria, 2022; Pedroso et al., 2023; Kohnke & Moorhouse, 2022).

Although previous studies have explored repetition strategies, reading aloud techniques, and digital media use independently, empirical research that integrates these elements—particularly Canva-supported repetition strategies—within Indonesian junior high school EFL contexts remains limited. Moreover, few studies have examined such integration

through a reflective qualitative framework that captures both student learning outcomes and teacher pedagogical experiences. Therefore, this study investigates how repetition strategies supported by Canva as teaching media can improve students' English reading skills across cognitive, affective, and psychomotor domains using an Interpretative Phenomenological Self-Study (IPSS) approach combined with Classroom Action Research (CAR).

LITERATURE REVIEW

Reading Skills by Using Repetition Strategy

Reading skills encompass the abilities to decode written language, understand text meaning, and integrate information with prior knowledge (Nation, 2014). For learners of English as a foreign language (EFL), reading proficiency is often hindered by limited vocabulary, lack of automaticity, and low fluency, which in turn slows comprehension and overall academic performance (Husni, Sunggingwati, & Kalukar, 2025). One instructional strategy that has been widely investigated to address these challenges is the repetition strategy, particularly in the form of repeated reading.

Repeated reading (RR) refers to the practice where learners read the same text multiple

times until a degree of fluency in speed, accuracy, and expression is achieved (Samuels, as cited in Taguchi, Gorsuch, & Sasamoto, 2017). Research shows that repeated reading effectively enhances key components of reading proficiency, including reading fluency, comprehension, and word recognition (Husni et al., 2025; see also Building Fluency through the Repeated Reading Method, 2004). For instance, a study with EFL students found that implementing repeated reading significantly improved students' reading fluency and comprehension scores following treatment, as evidenced by increased post-test results compared to pre-test performance. This suggests that repeated exposure to target texts helps learners automate decoding processes and allocate greater cognitive resources to comprehension (Husni et al., 2025).

In addition to its effects on fluency and comprehension, repeated reading has been shown to positively influence pronunciation clarity and phonological competence in EFL contexts. A quasi-experimental study involving eleventh-grade learners demonstrated that RR significantly enhanced pronunciation features such as stress placement, intonation, and phoneme articulation, which are critical components of accurate reading aloud performance (Maulinda et al., 2025). Such findings

highlight how repetition can reinforce both cognitive and psychomotor aspects of reading, bridging the gap between word recognition and expressive language use.

Research on repeated reading also emphasizes its broader role in supporting language acquisition beyond fluency. Studies comparing assisted and unassisted repeated reading, e.g., reading while listening to audio models, indicate that RR can contribute to incidental vocabulary learning and learners' confidence in vocabulary use (Webb & Chang, 2012). These findings suggest that repeated reading not only reinforces lower-level processing (like decoding) but also supports lexical development and learner self-efficacy—the affective dimension of reading skills.

Moreover, teachers' perceptions research reveals that many educators view repeated reading as a useful instructional strategy that enhances students' reading accuracy, expression, and general reading engagement when applied consistently in classroom settings. This highlights RR's practical value in everyday teaching practice, particularly in EFL environments where students often lack sufficient exposure to authentic reading materials.

In summary, empirical evidence consistently supports the effectiveness of repetition strategies, especially repeated reading in strengthening EFL learners'

reading skills. This strategy facilitates fluency development, enhances comprehension, improves pronunciation, and fosters vocabulary gains, making it valuable for holistic reading instruction in both traditional and technology-enhanced learning environments.

METHODS

This research employed a qualitative design integrating the Interpretative Phenomenological Self-Study (IPSS) approach with the procedural framework of Classroom Action Research (CAR) developed by Kemmis and McTaggart (1988), Ummah (2019), and Kemmis et al. (1998). The IPSS approach enabled reflection on the researcher's teaching experience, while CAR provided a systematic process of planning, acting, observing, and reflecting. The study was conducted at SMP Negeri 3 Pulung, Ponorogo, involving 23 eighth-grade students. It consisted of two cycles. Lesson plans were designed using repetition and reading aloud strategies supported by Canva as media. During implementation, activities included teacher modeling, choral reading, pair reading, and individual reading aloud. Observations were conducted to assess students' cognitive, affective, and psychomotor development. Data were collected using observation sheets, questionnaires, tests, and a teacher

diary. Qualitative data were analyzed using Miles and Huberman's model data reduction, data display, and conclusion drawing while quantitative data were analyzed by calculating percentages and comparing results across cycles. The success indicators required at least 75% of students to meet the KKM in cognitive performance, over 75% to show positive affective responses, and 75% to demonstrate improved fluency and pronunciation. Ethical considerations included obtaining permission, ensuring voluntary participation, and maintaining confidentiality.

FINDINGS AND DISCUSSION

The research was conducted in two cycles focusing on improving students' English reading skills through the repetition strategy supported by Canva. In Cycle I, only 5 of 23 students met the KKM of 75, with an average cognitive score of 50%. Psychomotor performance averaged 56.8%, while affective engagement reached 76.6%. After revising the strategy in Cycle II by adding motivation, interactive Canva elements, and reinforcement, significant improvement occurred. The cognitive aspect increased to 94%, with all students meeting the KKM; psychomotor performance rose to 80.7%, and affective engagement to 87.7%. Students showed

better comprehension, more expressive pronunciation, and greater confidence in reading aloud. These results indicate that integrating repetition strategy with Canva effectively improved students' English reading skills in all learning domains.

The findings of this study are presented based on two action research cycles, focusing on students' cognitive, affective, and psychomotor development in English reading skills. In addition to quantitative improvements, qualitative observations from classroom activities, teacher diaries, and student responses provide deeper insights into how the repetition strategy supported by Canva influenced students' learning experiences.

Cycle I: Initial Implementation and Challenges

In Cycle I, students were introduced to repetition and reading aloud activities using Canva-based materials. Quantitatively, the results showed that students' cognitive achievement remained low, with an average score of 50% and only 5 out of 23 students meeting the Minimum Mastery Criteria (KKM). Psychomotor performance, particularly in pronunciation, intonation, and fluency, reached 56.8%, indicating that many students still struggled to read aloud confidently. However, the affective aspect reached 76.6%, suggesting that students

demonstrated relatively positive attitudes toward the learning activities.

Qualitative data revealed that although students were interested in the Canva materials, many were still hesitant to participate actively in reading aloud. Observation notes indicated that several students read in very low voices, paused frequently, or avoided eye contact when asked to read individually. Teacher diary reflections also highlighted that students were unfamiliar with repetition-based instruction and required more scaffolding and encouragement. Some students relied heavily on teacher modeling and showed limited independence during reading tasks.

Cycle II: Strategy Revision and Learning Improvement

Based on reflections from Cycle I, instructional improvements were made in Cycle II. These included clearer modeling, increased repetition frequency, motivational reinforcement, and more interactive Canva elements such as highlighted keywords, images, and audio-supported text. As a result, students' performance improved significantly across all domains.

Cognitively, the average score increased to 94%, with all students successfully meeting the KKM. Students demonstrated better comprehension by correctly identifying main ideas, answering questions, and recognizing vocabulary. Psychomotor

performance improved to 80.7%, as students read more fluently with clearer pronunciation and appropriate intonation. Affective engagement also increased to 87.7%, reflecting higher motivation, confidence, and enjoyment.

Qualitative observations showed a noticeable change in classroom atmosphere. Students became more willing to volunteer for reading aloud, showed enthusiasm during choral reading activities, and supported peers during pair reading. Teacher diary entries noted that students appeared more relaxed and confident, often smiling or expressing excitement when interacting with Canva materials. These qualitative findings indicate that the repetition strategy supported by Canva not only improved measurable outcomes but also positively transformed students' emotional and behavioral engagement in English reading lessons.

The findings of this study demonstrate that integrating repetition strategies with Canva as teaching media effectively enhanced students' English reading skills across cognitive, affective, and psychomotor domains. The substantial improvement from Cycle I to Cycle II indicates that repeated exposure, when combined with meaningful and visually supported input, facilitates deeper language processing and learning consolidation. This result supports cognitive theories of second language

acquisition that emphasize frequency, practice, and automatization in developing reading proficiency (Nazarov & Ismatullewa, 2022; Ellis, 2015).

From a cognitive perspective, repetition enabled students to internalize vocabulary and sentence structures through sustained exposure, leading to significant gains in reading comprehension. This finding aligns with prior research suggesting that repeated reading enhances word recognition and comprehension by reducing cognitive load during reading (Grabe & Stoller, 2019; Nation, 2014). The integration of Canva further supported comprehension by providing visual cues and structured text presentation, which aligns with multimedia learning theory (Mayer, 2020) and previous studies on digital-assisted reading instruction (Fenanlampir et al., 2019; Chen & Wu, 2021).

In the affective domain, the increased levels of student motivation, interest, and confidence observed in Cycle II highlight the importance of emotionally supportive learning environments. Canva's visually appealing and interactive design helped reduce reading anxiety and encouraged student participation, supporting findings that digital media can positively influence learners' emotional engagement and attitudes toward reading (Pedroso et al., 2023; Shifa, 2024; Dörnyei & Ryan, 2015).

Positive affective responses are particularly important in EFL contexts, as motivation and confidence are closely linked to sustained language practice and achievement (Teimouri, Plonsky, & Tabandeh, 2019).

Regarding the psychomotor aspect, repetition combined with reading aloud activities significantly improved students' pronunciation, fluency, and intonation. This improvement supports earlier findings that repeated oral reading contributes to better control of phonological and prosodic features in EFL learners (Ceyhan & Yıldız, 2020; Taguchi et al., 2017). Canva's multimodal features, including visual emphasis and audio modeling, further enhanced students' awareness of rhythm and stress patterns, reinforcing effective oral reading development (Rasinski, 2012). Furthermore, the use of the IPSS framework allowed the teacher-researcher to engage in systematic reflection and instructional adjustment, which played a critical role in improving learning outcomes. Reflective teaching practices have been widely recognized as essential for responsive and student-centered instruction (Farrell, 2015). This reflective process aligns with Vygotsky's (2009) sociocultural perspective, emphasizing guided support and emotional scaffolding as key components of effective learning.

Overall, this study strengthens existing evidence that technology-assisted repetition strategies can create engaging, effective, and emotionally supportive learning

CONCLUSION

This study demonstrated that the integration of a repetition strategy supported by Canva as teaching media effectively improved students' English reading skills across cognitive, affective, and psychomotor domains. Repeated reading and reading aloud activities enabled students to internalize vocabulary and sentence structures more efficiently, resulting in significant gains in reading comprehension and fluency. At the same time, the use of Canva provided multimodal input through visual, textual, and audio elements that enhanced students' understanding and reduced anxiety during reading activities. The interactive and visually appealing nature of Canva also contributed to increased motivation, confidence, and positive attitudes toward English reading, creating a more engaging and student-centered learning environment.

In addition, the combination of Classroom Action Research (CAR) and the Interpretative Phenomenological Self-Study (IPSS) approach allowed for continuous instructional improvement through systematic reflection and adaptation. The reflective process enabled

environments in EFL reading classrooms, particularly at the junior high school level in Indonesia.

the teacher-researcher to respond effectively to students' learning needs and classroom dynamics, thereby enhancing instructional quality and learning outcomes. The findings suggest that repetition-based reading strategies integrated with digital media are particularly suitable for EFL contexts where students have limited exposure to English. Although this study was conducted in a single classroom and focused primarily on reading skills, it provides valuable pedagogical implications for English teachers and future researchers. Further studies are encouraged to explore the application of this approach in other language skills, educational levels, and research designs to strengthen its generalizability and long-term impact.

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