Journal of English Education and Teaching (JEET)
e-ISSN: 2622-5867
p-ISSN: 2685-743x
Volume 9 number 3, 2025
Page 471 - 479

Enhancing Reading Comprehension through Task Repetition Method: A Study at Vocational High School Makassar

Masyita Madjid
Universitas Muhammadiyah Makassar
masyitamadjid23@gmail.com
St. Asriati. Am
Universitas Muhammadiyah Makassar
sittiasriati@unismuh.ac.id
Radiah Hamid
Universitas Muhammadiyah Makassar
radiah@unismuh.ac.id
Corresponding email: sittiasriati@unismuh.ac.id

Abstract

This research aims to assess the effect of the Task Repetition Method on students' reading comprehension at Vocational High School 1 Makassar. Using a quasi-experimental research design, two classes, namely 36 students in the experimental and 36 students in control classes, were tested with pre-tests and post-tests. The data were collected by using reading test. The data were analysed using descriptive statistics from the SPSS 25.0 version. The result showed the students' reading comprehension enhanced more using the Task Repetition Method rather than the Task Rehearsal Method. The experimental class improved from a pretest score of 59.70 to 84.50 (41.54%) in literal comprehension, while the control class improved from 60.10 to 82.96 (38.00%). The control group increased from 58.40 to 79.00 (35.35%) in inferential comprehension, while the experimental group improved from 57.80 to 78.74 (36.28%). Higher proficiency in both comprehension aspects was attained by more students in the experimental class. The Task Repetition Method significantly improved students' comprehension and analysis of texts, according to the results of the t-test.

Keywords: English language learning; quasi-experimental design; reading comprehension; task repetition method; vocational education

Introduction

Reading comprehension is widely recognized as a critical skill in academic success and lifelong learning (Ludewig et al., 2023; Rodríguez et al., 2022; Yang, 2023). Scholars across disciplines emphasize that effective reading not only facilitates knowledge acquisition but also supports critical thinking, language development, and cognitive growth (El Soufi & See, 2019; Namaziandost et al., 2020). As globalization increases the demand for proficiency in English (Tang, 2022), improving

reading comprehension becomes a central concern in educational contexts (Wan et al., 2020), especially for learners of English as a Foreign Language (EFL) (Dincer et al., 2019; Li & Foong, 2020). Despite its importance, reading comprehension remains a challenging area for many students. Research highlights persistent difficulties in processing texts, identifying main ideas, and making inferences. These challenges are often exacerbated by limited vocabulary and insufficient exposure to authentic reading materials. Addressing these issues requires instructional approaches that both motivate learners and provide structured opportunities for practice.

One promising pedagogical strategy is the Task Repetition Method (TRM). Grounded in task-based language teaching, TRM emphasizes repeated engagement with similar reading tasks (Kakitani, 2025). Rather than focusing solely on new content, learners revisit familiar tasks, which reduces cognitive load and allows them to concentrate on deeper comprehension processes. By re-engaging with texts and tasks, students are more likely to internalize reading strategies, enhance fluency, and achieve greater accuracy (Abdi Tabari et al., 2025; Markiewicz & Bohland, 2016). Previous studies suggest that repetition in language learning improves retention, encourages automaticity, and builds learner confidence (Bygate, 2018; Lambert, 2020). While much of this research has examined speaking and writing, recent evidence indicates that task repetition can also be beneficial for reading comprehension . TRM, therefore, represents a valuable avenue for addressing common reading difficulties and fostering sustained engagement with texts.

This study explores the application of the Task Repetition Method in enhancing reading comprehension among EFL learners. It investigates whether repeated exposure to reading tasks can significantly improve learners' ability to extract meaning, identify key points, and engage critically with texts. In doing so, it aims to contribute to both theoretical discussions on task-based instruction and practical strategies for language teaching.

Research Methodology

This study employed a quasi-experimental design using two classes of EFL learners as the experimental and control groups. The design was chosen to allow comparison between students exposed to the Task Repetition Method (TRM) and those taught using conventional reading strategies. The quasi-experimental

approach was deemed appropriate given the practical constraints of assigning students randomly to groups within the existing school structure.

Participants and Class Selection

Two intact classes were selected purposively based on similar proficiency levels, as determined by placement test scores and teacher evaluations. The decision to use these two classes was justified by their comparable academic backgrounds and prior exposure to English instruction, which minimized potential bias. Additionally, both classes were taught by the same instructor, ensuring consistency in teaching style and classroom management.

Research Instruments

The main instrument used was a reading comprehension test consisting of multiple-choice and short-answer items. The test aimed to assess learners' abilities in identifying main ideas, making inferences, and understanding vocabulary in context.

Test Validation

To ensure the validity and reliability of the instrument, the test underwent a two-step validation process:

Expert Validation

The draft test was reviewed by three experts in language education who assessed its content validity, clarity, and relevance to the research objectives. Revisions were made based on their feedback.

Reliability Testing

A pilot test was administered to a comparable group of students not included in the study. Cronbach's alpha was calculated to determine internal consistency. The test achieved an acceptable reliability coefficient ($\alpha = 0.82$), indicating good reliability.

Data Collection and Analysis

The pre-test and post-test design was applied to both classes. The experimental group received instruction through the Task Repetition Method, while the control group continued with traditional reading instruction. Scores from both groups were analyzed using descriptive and inferential statistics, including t-tests, to determine whether the TRM significantly improved reading comprehension outcomes.

Findings and Discussion

Findings

The results of this research show that both the Task Repetition Method and the Task Rehearsal Method positively influenced students' reading comprehension at Vocational High School 1 Makassar, though with different levels of effectiveness. The pre-test results indicated that students initially struggled with literal comprehension (identifying main ideas) and inferential comprehension (drawing conclusions from narrative texts). After applying the Task Repetition Method, students demonstrated more accuracy in recognizing key points and interpreting meanings, as reflected in the post-test gains. This method provided structured practice that reinforced understanding, strengthened memory retention, and encouraged active engagement, thereby building stronger comprehension skills and confidence. The Task Rehearsal Method also led to improvements, particularly in recognizing key points and text structure, but the gains were slightly smaller than those achieved through Task Repetition.

Literal Comprehension – Experimental Class

Table 1. Mean Scores of Literal Comprehension (Experimental Class)

Indicator	Pretest (O_1)	Posttest (O_2)	Percentage of Increase
Literal (main idea)	59.70	84.50	41.5%

Table 1 indicates that the Task Repetition Method resulted in a notable improvement in students' ability to identify main ideas. The increase of 41.5% indicates that repeated exposure to tasks significantly enhanced literal comprehension.

Inferential Comprehension – Experimental Class

Table 2. Mean Scores of Inferential Comprehension (Experimental Class)

Indicator	Pretest (O_1)	Posttest (O_2)	Percentage of Increase
Inferential (Conclusion)	54.29	73.99	36.28%

Table 2 indicates that the experimental group also improved in inferential comprehension, with a 36.3% increase. This suggests that repetition helped students develop stronger analytical skills and interpret implicit meanings more effectively.

Literal Comprehension – Control Class

Table 3. Mean Scores of Literal Comprehension (Control Class)

Indicator	Pretest (O_1)	Posttest (O_2)	Percentage of Increase
Literal (Main Idea)	58.70	81.00	38%

Table 3 indicates that students taught using the Task Rehearsal Method also showed improvement in identifying main ideas, with a 38.0% gain. While effective, the results were slightly lower than those of the experimental class.

Inferential Comprehension – Control Class

Table 4. Mean Scores of Inferential Comprehension (Control Class)

Indicator	Pretest (O_1)	Posttest (O_2)	Percentage of Increase
Inferential (Conclusion)	53.54	72.22	34.9%

Table 4 indicates that in inferential comprehension, the control class improved by 34.9%. This reflects the positive effect of rehearsal strategies but also highlights that Task Repetition achieved stronger gains in deeper comprehension skills.

Both methods improved students' comprehension, but the Task Repetition Method consistently produced greater increases in both literal and inferential comprehension. The experimental class outperformed the control class in terms of accuracy and depth of engagement, suggesting that repetition with variation was more effective than simple rehearsal. To avoid redundancy, the narrative here highlights key outcomes and interpretations, while the detailed figures are provided in the tables.

Discussions

Task Repetition has been widely acknowledged as an effective approach in language learning (Abdi Tabari & Lee, 2025), particularly in enhancing students' reading comprehension. Various scholars have explored its impact on different aspects of language acquisition (Eragamreddy, 2024), with a consensus that repeated exposure to tasks strengthens cognitive processing and retention. Abdi Tabari et al (2024) argues that Task Repetition provides learners with opportunities to refine their comprehension skills through familiarization and repeated engagement with textual material. This perspective aligns with the findings of the present research,

which demonstrated that students exposed to repeated reading tasks showed substantial improvements in both literal and inferential comprehension.

Literal comprehension, which involves understanding explicit information in a text, significantly benefits from Task Repetition. Muhammadpour et al., (2025; emphasizes that repetition allows learners to recognize key details and patterns, making it easier to extract main ideas and relevant facts. This research supports that observation, as students exhibited a marked improvement in identifying central themes and key points after undergoing repeated reading exercises. Inferential comprehension, which requires students to interpret implicit meanings, also improved. This suggests that the Task Repetition Method constitutes an essential pedagogical approach in fostering inferential skills, primarily by strengthening cognitive strategies that facilitate logical reasoning and conclusion-making. Evidence from this study corroborates this perspective, as repeated engagement with reading tasks led to measurable improvements in learners' inferential comprehension (Samiei & Ebadi, 2021).

In the context of vocational education, developing reading skills is essential for supporting students' ability to understand technical texts relevant to their fields. Compared to Task Rehearsal, Task Repetition worked better because it reduced cognitive load by familiarizing students with task structures (Kakitani, 2025), enabling them to devote more mental resources to analyzing vocabulary (Abdi Tabari et al., 2025)and extracting implicit meanings (Abdi Tabari et al., 2024). Repeated exposure also mirrors real-world vocational learning, where technical documents must often be revisited multiple times to ensure accuracy and mastery. This alignment with practical needs explains why vocational students responded strongly to TRM.

While Task Repetition has demonstrated effectiveness, it is important to recognize its potential limitations. Repeated tasks without sufficient variation may lead to monotony, which can diminish student motivation. Therefore, it is essential to design Task Repetition Method (TRM) activities that balance consistency with innovation, for example, by incorporating workplace scenarios or collaborative projects to sustain engagement (Zuniga & Payant, 2021).

Task Rehearsal, although beneficial for promoting recall and providing structured practice, tends to be more teacher-centered and appears less effective in nurturing independent critical thinking when compared to the Task Repetition Method (TRM). In contrast, TRM has been shown to foster greater learner autonomy

and engagement, resulting in more substantial learning gains. This observation lends support to the perspective that reading comprehension is an active meaning-making process, as proposed by (Eskandari et al., 2024; Samiei & Ebadi, 2021; Zuniga & Payant, 2021) Additionally, contemporary research affirms that repeated exposure to language tasks significantly enhances vocabulary acquisition and textual organization, aligning closely with improvements seen in vocational educational contexts.

Conclusion and Suggestion

The superior results of Task Repetition can be attributed to its ability to foster deeper comprehension, strengthen inferential reasoning, and build learner confidence while addressing vocational students' practical needs. However, to maximize its potential, TRM should be implemented with variation and contextual relevance. This ensures that vocational school learners not only improve their reading comprehension but also acquire transferable skills essential for interpreting technical texts and performing effectively in their future careers

This research shows that the Task Repetition Method effectively improves students' reading comprehension, both literal and inferential. Repeated tasks help learners find main ideas, draw conclusions, and gain confidence. Compared with the Task Rehearsal Method, Task Repetition better supports long-term learning and is especially useful at Vocational High School 1 Makassar to strengthen reading skills and critical thinking.

For vocational teachers, TRM can be applied by using authentic texts like manuals and instructions, starting with simple tasks before moving to complex ones, and keeping activities varied and practical. Collaboration and technology can make repetition more engaging and relevant to workplace needs.

This study has limits: it was done in one school, focused on narrative texts, measured only short-term gains, and compared just two methods. Future research should test TRM with other text types, in more schools, over longer periods, and with digital tools. It should also compare TRM with other strategies such as project-based or cooperative learning.

With these steps, reading instruction in vocational schools can become more effective and aligned with students' real-world demands.

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