

Enhancing Reading Skills through YomoTomo: A Peer Reading Approach in Japanese Language Learning

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ABSTRACT

This action research was conducted to address the issue of low reading proficiency among Form 1 and Form 2 students at SMK Iskandar Shah, specifically in reading Japanese text. Initial classroom observations revealed that several students struggled with fluency, pronunciation, and comprehension. In response, an intervention known as YomoTomo was introduced, a peer reading strategy designed to foster collaborative reading, peer support, and learner autonomy. The research spanned over 2 weeks and employed a combination of data collection methods including pre- and post-tests, structured observations, semi-structured interviews, and student work analysis. The findings showed that 18 out of 20 students demonstrated measurable improvement in reading performance based on the post-assessment. In addition, 14 students exhibited increased confidence and engagement during reading activities, as observed through behavioural changes such as improved eye contact, vocal projection, and willingness to read aloud. These findings suggest that the YomoTomo peer reading strategy has a positive impact not only on students' reading fluency and comprehension, but also on their confidence and active participation. The approach is especially beneficial in a language learning context, and supports the integration of peer-based strategies in daily classroom practice.