
Effectiveness of Fluency Oriented Reading Instruction in the Performance of Grade 6 Learners: Basis for Instructional Supervision

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ABSTRACT

Reading fluency is the ability to read rapidly, accurately, and with proper expression, intonation, and pace. Through reading fluency, comprehension of the text is easily achieved and desired learning outcomes are attained. There are factors that hinder the learners in achieving reading performance. One of which is poor reading fluency where learners find difficulty in reading the words, phrases, and sentences correctly. Hence, this study was conducted to evaluate the effectiveness of fluency-oriented reading instruction in the performance of grade 6 learners. A proposed instructional supervision plan was formulated based on the findings of the study to guide and assist the school administrators and mentors in providing technical assistance to make every learner a reader. A quasi-experimental research design employing pre-test and post-test using the researcher-made reading test which focused on fluency and comprehension skills of the learners, and it was administered before and after the integration of fluency-oriented reading instruction. Simple percentage and t-test of mean difference were the statistical tools used to evaluate the result of the study. The study revealed a significant difference in the fluency performance of grade 6 learners before and after the integration of fluency-oriented reading instruction. The repeated reading instructional strategy implemented by the researcher in teaching reading skills during remedial reading period, the varied and differentiated reading materials presented, the readiness of the teacher in providing assistance to the learners and the willingness of the learners to learn to read and understand the meaning of the concepts conveyed in every story read had helped in achieving very good fluency performance of the learners. Hence, fluency-oriented reading instruction is effective in developing fluency performance of the learners.

Keywords — Effectiveness, Fluency-Oriented Reading Instruction, Performance, Grade 6 Learners, Instructional Supervision

I. INTRODUCTION

Reading is a tool for learning all subject areas. It helps pupils to experience life around the globe. It even allows them to travel around the world. That is why it is necessary to teach and master the skills in reading including those of the pre-requisite skills. Reading fluency is one of the skills being developed in learning to read.

Helping pupils to become fluent readers is a central goal of early reading instruction. Pupils who do not develop reading fluency by the middle grades of primary school normally struggle with reading throughout their lives. While

numerous reading theories and a wide range of research have focused on explaining how children learn to read (Kamil, et al., 2011), there is still much debate amongst reading researchers, parents, and teachers over which types of early reading instruction are most effective. In addition to early reading instruction that focuses on phonics, word decoding skills, vocabulary development, and comprehension, reading instruction that builds a child's oral reading fluency is now considered by some reading researchers to be a vital but often neglected element of a balanced reading program.

Reading and making meaning from the print requires the reader to go beyond the process of accurately recognizing words to a proceeding where decoding is almost accurate and automatic. This level of expertise is labeled reading fluency, "the latter is defined as the ability to read with speed, accuracy, and proper expression. This implies that "No fluent reading is complete unless the reader demonstrates an effortless reading where his reading ability goes beyond recognizing words quickly in the text to reading and using expression manifesting an appropriate understanding of what is read" (Bouguebs, 2019). Since the time reading fluency has been regarded as a level of expertise without which comprehension diminishes, developing this reading talent is becoming a prerequisite (Yamashita & Ichikawa, 2010).

Grade 6 learners are supposed to be fluent readers and at the same time have developed reading comprehension skills. Sad to note that the result of the Group Screening Test (GST) conducted during the 1st two months of the opening of classes, there are learners found to be identified as frustration readers. Upon looking and analyzing the result of the test, it was found out that most of them were unable to comprehend the text they are reading because they have difficulty in pronouncing the words correctly. Making them unable to master fluency skills during their early grades had resulted in frustration level of reading comprehension, hence, making this research study was the motivation of the researcher. Because the researcher believed that teaching children to read fluently and comprehends a text most especially that they are already in grade 6, is one of the main goals of early education as the primary aims of reading is to achieve one's goals, develop one's knowledge and potential, and participate in society (OECD, 2013), hence integrated fluency instructional routines have to be developed.

Integrated fluency instructional routines are fluency lessons where multiple numbers of effective fluency instructions such as repeated reading method, partner reading, echo reading, and choral reading are followed daily in a week cycle. Like any fluency developmental lesson, the main target of these routines is to sustain students in developing accurate, automatic word recognition and prosody along with an appropriate understanding of what is read (Stahl & Heubach, 2005; Kuhn et al., 2014).

FORI or Fluency Oriented Reading Instruction is an example of integrated fluency instructional routine that is designed for wide classroom instruction. One of its initial goals is the provision of heavily scaffolded reading instruction to ensure that students have multiple opportunities to read each selection (Bouguebs, 2019). Stahl's and Heubach (2005) assume that by incorporating extensive amounts of support or scaffolding as part of the overall lesson plan, the learners would benefit from instruction within the classroom.

Thus, it is in this premise that the researcher decided to conduct this study to evaluate the effectiveness of fluency-oriented reading instruction in the performance of grade 6 learners. A proposed instructional plan was formulated based on the findings of the study which will assist and guide the school administrators and mentors in monitoring the teachers and in conducting technical assistance.

It is in the rationale that the researcher who is currently a grade 6 teacher in the above mentioned local, would like to delve worthy research undertaking that will benefit herself, the school she is currently teaching and that of her Graduate Program she is enrolled at.

This study evaluates the effectiveness of fluency-oriented reading instruction in the performance of grade 6 learners of Consuegra Elementary School, Leyte 2 District, Leyte Division for School Year 2023-2024. The findings of the study were the basis for the proposed instructional supervision plan.

Specifically, this study sought to answer the following questions:

1. What is the performance of the grade 6 learners before the implementation of fluency-oriented reading instruction?
2. What is the performance of the grade 6 learners after the implementation of fluency-oriented reading instruction?
3. Is there a significant difference in the performance of grade 6 learners before and after the implementation of fluency-oriented reading instruction?
4. What instructional supervision plan can be proposed based on the findings of this study?

II. METHODOLOGY

Design. This study employed quasi-experimental research design utilizing the pre-test and post-test to evaluate the effectiveness of fluency-oriented reading instruction in the performance of grade 6 learners. Consuegra Elementary School, Leyte 2 District, Leyte Division is the main locale of the study. The 37 grade 6 learners enrolled in the said locale for School Year 2023-2024 are the main respondents of the study. This study utilized the researcher-made reading test which focused on fluency and comprehension skills. The competencies in the 2nd quarter Most Essential Learning Competencies (MELCs) were the basis in the formulation of the test. There are 5 reading passages with 6 comprehension questions for each passage which total to a 30-item reading test. The passages were orally read by the learners giving attention to fluency skills. Rubrics was formulated to assess the reading fluency level of the learners. Further, comprehension questions were answered. The test was conducted before and after the implementation of fluency-oriented reading instruction. Moreover, the researcher prepared remedial plans for teaching the reading skills based on the least mastered competencies for the second quarter utilizing fluency-oriented reading instructional strategy as part of the intervention for this study. The researcher formulated varied and differentiated reading passages and stories that were used by the learners during the remedial period. The materials crafted were submitted to the District Coordinator and Quality Assurance Team for evaluation, validation, and adjustments before it was utilized by the learners in the classroom. A matrix of activities was formulated to track the activities posted in this research endeavor. This research focused on evaluating the effectiveness of fluency-oriented reading instruction in the performance of grade 6 learners through the pre-test and post-test and its significant difference. A Proposed Instructional Supervision Plan based on the findings of the study is the output.

Sampling. There are 37 grade 6 learners involved in this study. The research instruments were administered face-to-face with consent from the Local IATF and strictly following the prescribed Health Protocol during the face-to-face classes.

Research Procedure. The researcher prepared the research design and tools utilized in the study. Approval and recommendation from the Panel of Examiner of the Graduate Studies was sought. A letter request to conduct this study was forwarded to the Office of the Schools Division Superintendent. Upon approval, permission from the District Supervisor and School Head was secured before the actual gathering of data. Orientation of the participants and administration of the pre-test was done during the assessment period for the class after the approval of the permit from the parents of the respondents. Data privacy was emphasized also in the meeting. After accomplishing the pre-test,

intervention was given within four weeks. Teaching reading using fluency-oriented reading instructions as strategy highlighted the intervention for this study. Learners were provided varied and differentiated reading materials which were repeatedly read by the learners and comprehension questions were also asked. The reading passages and stories were read orally and correcting the proper intonation, syllabication and pronunciation will be emphasized. After the four-week intervention, the post-test was administered. Results of the tests were collected. Data were tallied and submitted for statistical treatment. Analysis and Interpretation of Data. Making of Proposed Instructional Supervision Plan followed.

Ethical Issues. The researcher properly secured the permission to conduct the study from the authorities through written communication. In the formulation of the intervention materials that was used in the study, the use of offensive, discriminatory, or other unacceptable language was avoided. The respondents' names and other personal data were not included in this study to protect their privacy. Participation of the respondents was also voluntary. Orientation was conducted for the respondents with their parents. In the orientation, issues and concerns were addressed and consent to be included in the study were signed. The researcher-maintained objectivity in analyzing and discussing the results. All authors whose works were mentioned in this study were properly quoted and were acknowledged in the reference. Hence, this study focused on the welfare of the learners.

Treatment of Data. Simple Percentage was employed to evaluate the performances of the grade 6 learners in reading before and after the implementation of fluency-oriented reading instruction. **t-Test of Mean Difference** was used to determine the significant difference in the performances of the grade 6 learners in reading before and after the implementation of fluency-oriented reading instruction.

III. RESULTS AND DISCUSSION

TABLE 1

PERFORMANCE OF GRADE 6 LEARNERS IN FLUENCY BEFORE THE INTERVENTION

Score Range	Description	PRETEST	
		Frequency	%
21-25	Excellent	0	0
16-20	Very Good	0	0
11-15	Good	0	0
6-10	Fair	25	68
0-5	Poor	12	32
Total		37	100
Weighted Mean		6.76	Fair

Table 1 presents the performance of the grade 6 learners in fluency skills before the integration of fluency-oriented reading instruction. It was revealed on the table that among the 37 grade 6 learners included in the study achieved a weighted mean of 6.76 which is interpreted as fair before the integration of fluency-oriented reading instruction. The fair performance is the result from the researcher-made reading test administered before the fluency-oriented reading instruction of which 12 or 32% got a score of 0-5 which is poor and 25 or 68% got a score of 6-10 which is fair. The fair fluency performance before the integration of fluency-oriented reading instruction means that grade 6 learners have

adequate level of fluency. This implies support and guidance by the teacher so that high fluency performance will be achieved. The integration of fluency-oriented reading instruction is an example of interventions which will help address the issues on fluency. It is believed that once fluency is achieved, comprehension flows. Through proper articulation of words, reading intonation and accuracy influence comprehension on the text read. Oral reading fluency is a key skill, which is a prerequisite for comprehension as emphasized by Tindal et al. (2016) and Rasinski (2014). They believe that fluency as a skill feed into comprehension, which is the goal of reading. According to DiSalle and Rasinski (2017), 90% of comprehension problems are due to the deficiency in oral fluency. Thus, students who have poor reading fluency in their early stage of academic life will likely have problems in later academic stages. For this reason, it is essential to build and develop literacy skills in the early learning stage (Rasinski 2014).

TABLE 2

PERFORMANCE OF GRADE 6 LEARNERS IN FLUENCY AFTER THE INTERVENTION

Score Range	Description	POST TEST	
		Frequency	%
21-25	Excellent	14	37
16-20	Very Good	11	30
11-15	Good	4	11
6-10	Fair	8	22
1-5	Poor	0	0
Total		37	100
Weighted Mean		18.11	Very Good

Table 2 presents the performance of the grade 6 learners in fluency skills after the integration of fluency-oriented reading instruction. It was revealed on the table that among the 37 grade 6 learners included in the study achieved a weighted mean of 18.11 which is interpreted as very good after the integration of fluency-oriented reading instruction. The very good performance is the result from the researcher-made reading test administered after the integration of fluency-oriented reading instruction of which 8 or 22% got a score of 6-10 which is fair, 4 or 11% got a score of 11-15 which is good, 11 or 30% got a score of 16-20 which is very good and 14 or 37% got a score of 21-25 which is excellent. This means that after the integration of fluency-oriented reading instruction in teaching reading, the performance of the grade 6 learners increases. The very good fluency performance after the integration of fluency-oriented reading performance suggests significant improvement in the fluency skills of the grade 6 learners. Learners read at a faster pace, with greater accuracy, and with more expression than before the instruction. They demonstrate a deeper understanding of the text they are reading through the correct articulation of words. The differentiated, varied, and repeated reading influenced the increase on their performance because the learners able to understand the text through accuracy of reading text. Reading fluency and comprehension are strictly interrelated, and correlated with important aspects of academic life, such as school outcomes (Álvarez-Cañizo et al., 2015), or training success (Krumm et al., 2008) The relationship between reading fluency and comprehension is complex, and it is difficult to determine whether the former is a cause or a consequence of the latter, although several studies suggest that reading fluency influences the reading comprehension process (Nese et al., 2013).

TABLE 3
TEST OF DIFFERENCE IN THE PERFORMANCE OF GRADE 6 LEARNERS IN FLUENCY BEFORE AND AFTER THE INTERVENTION

Aspects	Test Scores		Computed T	Critical T	Decision	Interpretation
Grade 6 Learners in Fluency Skills	Pre	6.76	1.324	0.552	Reject H_0	Significant
	Post	18.11				

Table 3 presents the test of difference in the fluency performances of the grade 6 learners before and after the integration of fluency-oriented reading instruction. It was revealed in the study that the grade 6 learners achieved an average weighted mean of 6.76 in fluency before the integration of fluency-oriented reading instruction and it increases to 18.11 in the post-test. Based on the results of the pre and posttest, the study revealed the computed value of t of 1.324 which is greater than the critical value of t of 0.552 at 0.05 level of significance, so null hypothesis is rejected. This means that there is a significant difference in the fluency performance of grade 6 learners before and after the integration of fluency-oriented reading instruction. The repeated reading instructional strategy implemented by the researcher in teaching reading skills during remedial reading period, the varied and differentiated reading materials presented, the readiness of the teacher in providing assistance to the learners and the willingness of the learners to learn to read and understand the meaning of the concepts conveyed in every story read had helped in achieving very good fluency performance of the learners. Oral reading fluency is a key skill, which is a prerequisite for comprehension as emphasized by Tindal et al. (2016) and Rasinski (2014). They believe that fluency as a skill feed into comprehension, which is the goal of reading. According to DiSalle and Rasinski (2017), 90% of comprehension problems are due to the deficiency in oral fluency. Thus, students who have poor reading fluency in their early stage of academic life will likely have problems in later academic stages. For this reason, it is essential to build and develop literacy skills in the early learning stage (Rasinski 2014).

IV. CONCLUSIONS

The study revealed a significant difference in the fluency performance of grade 6 learners before and after the integration of fluency-oriented reading instruction. The repeated reading instructional strategy implemented by the researcher in teaching reading skills during remedial reading period, the varied and differentiated reading materials presented, the readiness of the teacher in providing assistance to the learners and the willingness of the learners to learn to read and understand the meaning of the concepts conveyed in every story read had helped in achieving very good fluency performance of the learners. Hence, fluency-oriented reading instruction is effective in developing fluency performance of the learners.

V. RECOMMENDATIONS

1. Utilize the proposed instructional supervision plan formulated.
2. In teaching reading fluency skills, teachers are encouraged to be innovative and take the chance to make use of the potential of the learners to achieve the desired learning outcomes.
3. Teachers must start in an early grade in allowing the learners to explore and develop their confidence through the giving of the role of a teacher where they are encouraged to read in front of the class to develop fluency skills.
4. Teachers must be trained on the proper utilization of fluency-oriented reading instruction in teaching fluency skills.
5. School heads must provide support to the teachers through the provision of materials to produce reading activities to be used by the teacher in teaching the subject.
6. School heads must conduct monitoring through instructional supervision and provide technical assistance based on the needs of the teachers and learners.
7. Stakeholders must assist the teachers through the provision of reading materials and articles which help the learners to develop a love for reading.
8. Teachers and school administrators must conduct monitoring and regular assessment to track the progress of the learners and provide utmost support to learners with difficulty in doing the task given, and
9. Future researchers should replicate this study to include different locales and include different variables aside from the mentioned in this study.

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