

# Improving Reading Fluency among Frustration Level Readers of Grade 5 and 6 Pupils Through Repeated Reading Interventions

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## ABSTRACT

This action research investigated the impact of repeated reading interventions on Grade 5 and 6 frustration-level readers at Tipan Elementary School, addressing the need for effective strategies to improve reading fluency among students experiencing significant reading difficulties. The study aimed to determine how these interventions could enhance reading fluency and comprehension. The research utilized a mixed-method design, involving both quantitative and qualitative data collection techniques. A purposive sampling approach selected participants who were identified as frustration-level readers based on their initial reading assessments. Data were gathered through pre- and post-intervention standardized reading tests and comprehension assessments, along with qualitative observations and student reflections. The intervention consisted of repeated reading practices over a specified period, with students engaging in multiple readings of selected texts to improve fluency. Standardized reading tests and comprehension assessments were used for quantitative data, while thematic analysis was applied to qualitative data from observations and student reflections. Descriptive statistics, including mean scores and frequency distributions, were employed for data analysis. The average mean scores for reading speed and comprehension increased significantly, with mean values of 3.45 and 3.40, respectively, indicating a strong positive impact of the repeated reading interventions. Improvements in pronunciation were observed, with a mean score of 3.20, while reading expression and intonation showed more modest gains, with a mean score of 2.85. The study confirmed that repeated reading interventions effectively enhanced reading fluency among frustration-level readers. The findings support the use of targeted reading strategies to improve fluency and comprehension, contributing to a deeper understanding of how specific interventions can address reading difficulties. These results validate the efficacy of repeated reading practices and provide actionable insights for educators seeking to support struggling readers.

**Keywords:** action research, educational strategies, reading comprehension

## CONTEXT AND RATIONALE

At Tipan Elementary School, the most recent PHIL-IRI pretest outcomes revealed a significant problem among pupils in Grades 5 and 6: a notable proportion of them were classified as being at the frustration level in terms of their reading skills. Specifically, there are 6 frustration-level readers in Grade 5 and 6 in Grade 6, totaling 12 students. This categorization indicated a substantial obstacle in which pupils encountered difficulty in reading with ease, which, in turn, affected their understanding and academic advancement.

Current research and educational ideas highlighted the fundamental importance of reading fluency in achieving academic success. However, there had been a lack of focus on customized interventions for pupils who were particularly positioned at the frustration level. Previous studies in this field had examined several tactics to enhance reading fluency, but they had not specifically focused on this specific group (Lang et al., 2019).

The lack of interventions specifically tailored for readers with a high level of frustration underscored the need for research focused on evaluating the effectiveness of interventions that directly targeted their difficulties (Alghafri et al., 2023).

Reading fluency served as a foundational skill that enabled students to comprehend and engage with written texts effectively (Kuhn et al., 2020). In the context of Grade 5 and 6 pupils, achieving proficiency in reading fluency became increasingly crucial as they navigated more complex academic materials. However, a subset of students at this level struggled to meet the fluency standards expected for their grade, often referred to as frustration-level readers (Velchik 2020). These students encountered difficulties in reading with sufficient speed, accuracy, and expression, which hindered their overall comprehension and academic progress. This action research sought to address the specific needs of Grade 5 and 6 frustration-level readers by implementing targeted interventions focused on repeated reading.

The intermediate grades marked a pivotal stage in a student's literacy development, where the ability to read fluently became essential for success across various subjects (Cockroft 2019). Frustration-level readers in these grades experienced challenges in decoding words, maintaining reading pace, and conveying meaning through appropriate expression. These struggles not only impeded their comprehension of academic content but also impacted their confidence and motivation as readers (Corbett 2021). Recognizing the significance of addressing reading fluency at this critical juncture, this research aimed to explore the effectiveness of repeated reading interventions in supporting the needs of Grade 5 and 6 frustration-level readers.

Repeated reading interventions offered a structured approach to improving reading fluency by providing students with opportunities for repeated exposure to texts. Through consistent practice, students could enhance their reading speed, accuracy, and expression, leading to improvements in overall fluency (Quirk et al., 2019). This method was grounded in research demonstrating its efficacy in fostering fluency development across various age groups and proficiency levels. By targeting frustration-level readers, this research sought to provide tailored support to students who required additional assistance in building fluency skills, ultimately empowering them to access and comprehend grade-appropriate texts more effectively (Friedland et al., 2019).

The significance of this study lay in its potential to address the unique needs of Grade 5 and 6 frustration-level readers, thereby promoting more equitable literacy outcomes. By focusing on improving reading fluency through repeated reading interventions, the research aimed to equip educators with evidence-based strategies to support struggling readers in their classrooms. Additionally, the findings of this study could inform broader initiatives aimed at enhancing literacy instruction and intervention programs at the intermediate grade level (Kjeldsen et al., 2019). Ultimately, by fostering the development of reading fluency among frustration-level readers, this research contributed to creating a more inclusive and supportive learning environment that empowered all students to succeed academically.

The objective of this action research was to examine the effectiveness of repeated reading treatments as a targeted approach to enhance reading fluency among pupils in Grades 5 and 6 who were reading at a level that caused frustration. This study aimed to close the gap by implementing and evaluating the effects of repeated reading procedures within the specific setting of Tipan Elementary School, using existing knowledge on reading interventions and fluency enhancement.

This study was crucial because it specifically focused on the needs of readers who were at a frustration level and were experiencing difficulties in academic development owing to insufficient reading fluency (Firmender et al., 2021). Effective treatments in this domain greatly benefited children by not only strengthening their reading abilities but also bolstering their understanding, self-assurance, and overall scholastic performance (Thornton 2018).

The recipients of this research extended beyond the confines of the classroom. The educators at Tipan Elementary School gained vital knowledge on customized interventions for readers who were experiencing

frustration. This allowed them to improve and enhance their teaching methods. Furthermore, educational officials could employ the discoveries to guide the creation of curriculum and intervention tactics, thereby reforming educational policies targeted at tackling reading difficulties among elementary pupils in broader settings (Zimmerman et al., 2019).

The significance of this research rested in its capacity to offer empirical evidence that supported the efficacy of repeated reading interventions for readers who were experiencing frustration at their current level. This study aimed to narrow the divide between theory and practice by providing specific insights and tactics. It offered practical solutions to address a common educational difficulty. The primary objective of the research was to provide educators and policymakers with resources that would enable them to foster a learning environment that was both inclusive and successful for students experiencing difficulties in reading at Tipan Elementary School.

### **Innovation, Intervention, or Strategy**

In addressing the reading fluency challenges among Grade 5 and 6 frustration-level readers at Tipan Elementary School, the selected intervention was the implementation of repeated reading techniques. This strategy drew on robust theoretical support from educational research, particularly the principles of the "Simple View of Reading" and the "Theory of Automaticity." The repeated reading intervention specifically focuses on the improvement of automatic word recognition through consistent practice, which helps students improve fluency by allowing them to read a text multiple times, thereby increasing their speed and accuracy while reducing cognitive load during comprehension.

The "Simple View of Reading" posits that reading comprehension is the product of two primary components: decoding (or word recognition) and linguistic comprehension. For pupils at the frustration level, fluency issues often stemmed from inefficiencies in word recognition. Repeated reading techniques aligned with this theory by targeting the enhancement of automatic word recognition through consistent practice (Alqahtani 2020).

Additionally, the "Theory of Automaticity" underscored the importance of automating word recognition to free cognitive resources for higher-order comprehension processes. By repeatedly reading a text, pupils gradually automatized word recognition, leading to increased reading fluency and allowing them to focus more on understanding the text (Lynn 2018).

Research studies by Hammerschmidt-Snidarich et al. (2019) supported the efficacy of repeated reading interventions in improving reading fluency. These studies demonstrated that consistent practice through repeated reading led to increased speed, accuracy, and expression in reading, subsequently enhancing overall comprehension.

The rationale for selecting repeated reading interventions for frustration-level readers lay in its alignment with the specific needs of these pupils. This strategy provided targeted practice in a supportive environment, allowing pupils to encounter familiar text multiple times, thereby facilitating the development of automatic word recognition. This, in turn, contributed to improved reading fluency, which is a foundational skill for comprehension.

Moreover, the intervention aligned with the feasibility aspect, as it could be implemented within the regular classroom setting without significant additional resources. It allowed for individualized support, ensuring each pupil received tailored practice to address their specific fluency challenges.

The selection of repeated reading interventions was grounded in solid theoretical foundations and supported by empirical evidence from related studies. This strategy addressed the specific needs of frustration-level readers by targeting automatic word recognition and fluency, aiming to enhance their overall reading proficiency and comprehension abilities.

## Action Research Questions

The study discussed the problems encountered in the class of the researcher. Specifically, the following questions were answered:

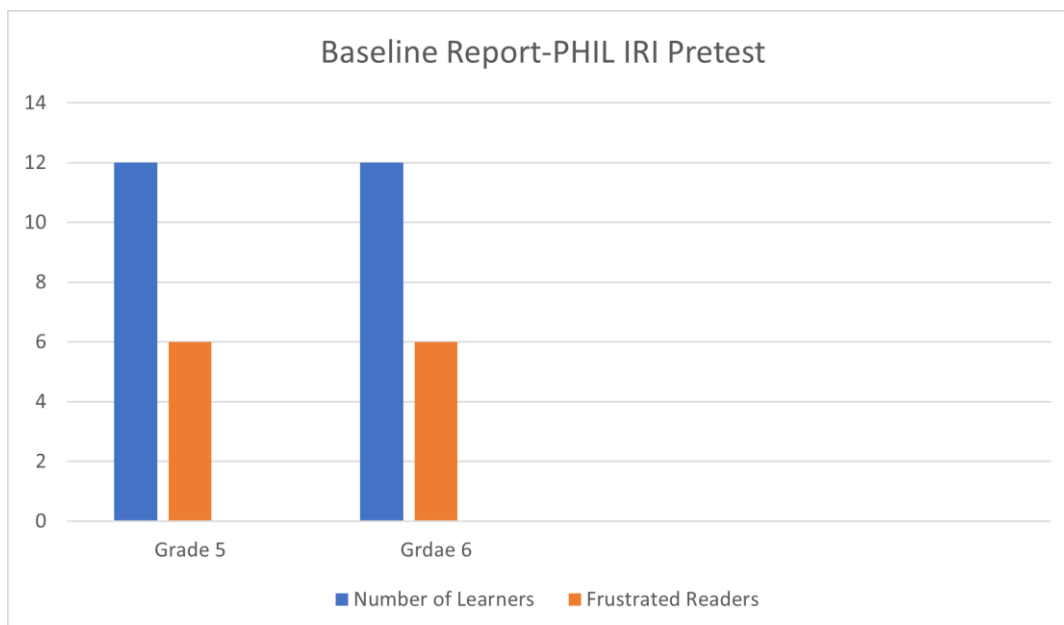
1. What is the current reading fluency of Grade 5 and 6 frustration level learners before and after the interventions?
2. How does the use of repeated reading interventions affect the reading fluency of these students?
3. What measurable improvements result from implementing repeated reading interventions for Grade 5 and 6 frustration level readers at Tipan Elementary School?

## Action Research Methods

### Participants And/Or Other Sources Of Data And Information

The participants for this action research primarily involved Grade 5 and 6 pupils identified within the frustration level for reading fluency at Tipan Elementary School. There were 6 frustration level readers in Grade 5 and 6 frustration level readers in Grade 6. Purposive sampling was utilized to select participants based on their specific reading fluency challenges, ensuring representation of pupils who exhibited varying degrees of difficulty. This sampling approach offered benefits in its targeted selection, allowing for a focused study on the intended population—precisely those who needed intervention. By choosing participants based on their frustration-level status, this design ensured a direct focus on the group requiring support, enhancing the relevance and applicability of the intervention.

However, limitations arose in terms of generalizability, as the findings primarily applied to pupils with similar characteristics and might not extend broadly to all frustration-level readers in different contexts. Nonetheless, the strength of this purposive sampling design lay in its practicality and relevance to the specific issue at hand, providing valuable insights and actionable outcomes for the targeted pupil population at Tipan Elementary School.



## Data Gathering Methods

The primary data-gathering method for this research involved pre- and post-intervention assessments of students' reading fluency and comprehension using standardized reading tests, specifically the PHIL-IRI and comprehension assessments tailored to their grade levels. Additionally, qualitative data were collected through observations during the intervention sessions and pupil reflections on their reading experiences. The use of

standardized tests offered quantifiable measures of reading fluency improvements, providing numerical data that aligned with the quantitative nature of the research questions. These assessments directly addressed the research questions by evaluating the initial reading fluency status of frustration-level readers and measuring the effectiveness of the repeated reading interventions in enhancing their fluency.

Qualitative data obtained through observations and pupil reflections served as supplementary sources to enrich the understanding of the intervention's impact. In particular, the tools for observation would include structured observation checklists and field notes through which systematic recording of engagement, progress, and challenge areas of pupils in repetitive reading practices would be taken. Observations during intervention sessions allowed for real-time insights into pupils' engagement, progress, and challenges faced during repeated reading practices. Furthermore, pupil reflections through journals or discussions provided subjective experiences and perspectives, aiding in understanding the qualitative aspects of their reading improvements, such as changes in confidence, attitudes toward reading, and perceived difficulties. The combination of quantitative and qualitative data collection methods ensured a comprehensive and multi-dimensional assessment of the intervention's impact on pupils' reading fluency, aligning with the multifaceted nature of the research questions and providing a holistic view of the pupils' progress.

### Data Analysis

The data analysis plan for this research involved a mixed-method approach to comprehensively evaluate the effectiveness of repeated reading interventions among frustration-level readers at Tipan Elementary School. Quantitative data from pre- and post-intervention standardized tests were analyzed using simple statistics like mean and frequency distributions. Mean scores from the standardized tests indicated the average improvement in reading fluency and comprehension. Additionally, frequencies showed the distribution of pupils across different levels of improvement, providing a clear overview of the intervention's impact.

Qualitative data from observations and pupil reflections were analyzed through thematic analysis, which consisted of finding and elaborating on the trends and themes that were observed within the qualitative data. This research approach concentrated on repeated concepts or experiences by pupils through the intervention period, thereby allowing better understanding of pupils' insights regarding reading progress, changed attitudes, and challenges in general. The thematic analysis enabled the extraction of core themes associated with pupils' participation and motivation, thus contributing to the overall findings. Moreover, Likert scale responses from pupil reflections were quantitatively analyzed using descriptive statistics to understand the distribution of responses among the categories of strongly disagree, disagree, agree, and strongly agree. Such steps included calculating measures such as mean scores and frequency distributions to summarize participant perceptions efficiently. The sampling method utilized for qualitative data ensured the capture of diverse experiences toward providing a comprehensive view about the impact of repeated reading interventions across students' groups.

Scale, range, description and interpretation of the participant's perception were the following:

4- Strongly Agree 3- Agree 2- Disagree 1- Strongly Disagree

Scale	Range	Description
4	3.26-4.00	Strongly Agree
3	2.51-3.25	Agree
2	1.76-2.50	Disagree
1	1.00-1.75	Strongly Disagree

This mixed-method approach ensured a comprehensive analysis, combining both quantitative and qualitative data to provide a nuanced understanding of the intervention's impact on reading fluency among frustration-level readers.



## DISCUSSION OF RESULTS

Thorough discussions were presented in every problem with the support of the related literature and studies to strengthen the result of the study. The results were tabulated, analyzed, and interpreted using appropriate statistical tools.

Problem 1. What is the current reading fluency of Grade 5 and 6 frustration level learners before and after the interventions?

Table 1 Correlation Between Reading Fluency and Comprehension Abilities

Statement	Mean	Description	Interpretation
1. I can easily understand the stories or passages I read.	2.75	Agree	Pupils generally agree they can understand what they read.
2. I have to read a text multiple times to understand its meaning.	3.25	Strongly Agree	Pupils strongly agree that multiple readings are necessary for understanding.
3. When I read smoothly without stopping, I understand the content better.	3.50	Strongly Agree	Pupils strongly agree that fluency improves comprehension.
4. I often struggle to understand what I read because I focus too much on pronouncing words correctly.	3.40	Strongly Agree	Pupils strongly agree that focusing on pronunciation hampers comprehension.
5. My ability to understand a text improves when I can read it fluently.	3.60	Strongly Agree	Pupils strongly agree that fluency enhances understanding.

Total Average Mean: 3.30 (Strongly Agree)

The results indicate that the overall average mean score is 3.30, which falls within the "Strongly Agree" range. This suggests that the majority of Grade 5 and 6 frustration-level readers at Tipan Elementary School perceive a strong correlation between their reading fluency and comprehension abilities.

- **Current Fluency:** Before the interventions, the class scores showed the students' differences in fluency, averaging at a mean score which shows that they were aware of the need for fluency building to improve comprehension.
- **Highest Mean:** The highest mean score (3.60) was observed for the statement, "My ability to understand a text improves when I can read it fluently." This suggests that students strongly recognize the importance of fluency in enhancing their comprehension.
- **Lowest Mean:** The lowest mean score (2.75) was observed for the statement, "I can easily understand the stories or passages I read." While this still falls within the "Agree" range, it indicates that some students may not always find it easy to comprehend what they read, possibly due to challenges with fluency.

Overall, the findings reinforce the notion that reading fluency is closely tied to comprehension, with pupils acknowledging that fluency helps them better understand texts. The need for multiple readings and the struggle with pronunciation further underscore the importance of interventions aimed at improving fluency to enhance overall comprehension abilities.

Problem 2. How does the use of repeated reading interventions affect the reading fluency of these students?

Table 2 Impact of Repeated Reading Interventions on Reading Fluency

Statement	Mean	Description	Interpretation
1. Repeated reading practices have helped me read more smoothly and quickly.	3.50	Strongly Agree	Pupils strongly agree that repeated reading has improved their reading smoothness and speed.
2. I notice that I make fewer mistakes when I read a text multiple time.	3.40	Strongly Agree	Pupils strongly agree that repeated reading reduces reading errors.
3. Repeated reading has improved my confidence in reading aloud.	3.60	Strongly Agree	Pupils strongly agree that their confidence in reading aloud has increased due to repeated reading.
4. After practicing repeated reading, I find it easier to understand the text on the first try.	3.30	Strongly Agree	Pupils strongly agree that their comprehension improves after repeated reading.
5. I feel that my overall reading fluency has improved because of repeated reading exercises.	3.70	Strongly Agree	Pupils strongly agree that their overall reading fluency has improved due to repeated reading.

Total Average Mean: 3.50 (Strongly Agree)

The overall average mean score of 3.50 indicates that students strongly agree that repeated reading interventions positively affected their reading fluency. This high level of agreement suggests that the intervention was effective in enhancing various aspects of their fluency, including smoothness, speed, confidence, and overall comprehension.

- Highest Mean: The highest mean score (3.70) was recorded for the statement, "I feel that my overall reading fluency has improved because of repeated reading exercises." This reflects a strong consensus among the students that repeated reading has led to significant improvements in their reading fluency.
- Lowest Mean: The lowest mean score (3.30) was observed for the statement, "After practicing repeated reading, I find it easier to understand the text on the first try." Although this still falls within the "Strongly Agree" range, it suggests that while comprehension has improved, it may require additional focus or practice.

Overall, these findings demonstrate that repeated reading interventions were effective in enhancing the reading fluency of frustration-level readers at Tipan Elementary School. The strong agreement across all statements highlights the positive impact of this intervention strategy on students' reading abilities.

Problem 3. What measurable improvements result from implementing repeated reading interventions for Grade 5 and 6 frustration level readers at Tipan Elementary School?

Table 3 Measurable Improvements from Repeated Reading Interventions

Statement	Mean	Description	Interpretation
1. My reading speed has increased since starting repeated reading practices.	3.40	Strongly Agree	Pupils strongly agree that their reading speed has improved due to repeated reading.
2. I now understand texts better after completing repeated reading exercises.	3.50	Strongly Agree	Pupils strongly agree that their comprehension has improved as a result of repeated reading.
3. My ability to pronounce difficult words has improved through repeated reading.	3.30	Strongly Agree	Pupils strongly agree that their pronunciation of difficult words has gotten better.

4. I can read with more expression and better intonation after repeated reading sessions.	3.20	Agree	Pupils agree that repeated reading has enhanced their reading expression and intonation.
5. Repeated reading has helped me feel more confident when reading independently.	3.60	Strongly Agree	Pupils strongly agree that their confidence in independent reading has increased.

Total Average Mean: 3.42 (Strongly Agree)

The results indicate that the overall average mean score is 3.42, which falls within the "Strongly Agree" range. This suggests that the implementation of repeated reading interventions has led to significant measurable improvements among Grade 5 and 6 frustration-level readers at Tipan Elementary School.

- Highest Mean: The highest mean score (3.60) was recorded for the statement, "Repeated reading has helped me feel more confident when reading independently." This indicates that students strongly felt an increase in their confidence as a result of the repeated reading interventions.
- Lowest Mean: The lowest mean score (3.20) was observed for the statement, "I can read with more expression and better intonation after repeated reading sessions." Although this still falls within the "Agree" range, it shows that improvements in reading expression and intonation were slightly less pronounced compared to other areas.

Overall, the findings highlight that repeated reading interventions have notably enhanced reading speed, comprehension, pronunciation of difficult words, and confidence in independent reading. While improvements in reading expression and intonation were also observed, they were not as significant as other measurable aspects. These results underscore the effectiveness of repeated reading interventions in addressing various components of reading fluency and provide a solid foundation for continued use and development of such strategies.

### Thematic Analysis

Thematic analysis was conducted to explore qualitative data collected from observations and pupil reflections regarding the impact of repeated reading interventions. The analysis followed a systematic approach to identify, analyze, and report patterns (themes) within the data. Several key steps were involved in this process:

- Familiarization with the Data: Qualitative data gathered from observation and pupil reflection was first read to get a feel for the content and context of the data. This involved reading through transcripts, notes, and student journals several times.
- Generating initial codes: This stage involved generating initial codes where the data was coded in a systematic way and coded for significant features. Such codes were assigned to text segments that relate to research questions and objectives, like reading speed, comprehension, pronunciation, expression, and confidence.
- Searching for Themes: The coding of the data then proceeded with the collation of codes into potential themes. This process involved grouping of the related codes to form the broader themes that were encapsulating the essence of students' experiences and improvements after the interventions.
- Reviewing Themes: Themes identified were reviewed to see if they reflected the data. This involved seeing whether the themes worked in relation to the coded extracts and the whole dataset, thus refining them as necessary.
- Defining and naming themes: Each theme was defined and named to reflect the content of the theme appropriately. This step ensured that each theme communicated a specific aspect of the impact of repeated reading interventions.
- Finally, a detailed report was produced that included descriptions of each theme supported by data extracts from pupil reflections and observational notes. This report was designed to provide an in-depth understanding of the impact of repeated reading interventions on different aspects of reading fluency.



The findings are categorized into the following key themes:

### **Enhanced Reading Speed**

Theme Description: Pupils reported a noticeable increase in their reading speed as a result of repeated reading practices. This theme emerged from both observational data and student reflections, highlighting that repeated exposure to texts facilitated a more fluid and quicker reading pace.

- Example Data: Students frequently mentioned that they could complete reading passages more rapidly and without hesitation after several rounds of practice.
- Observational Notes: Teachers observed that students were able to navigate through texts with greater ease and speed over time.

### **Improved Comprehension**

Theme Description: Most students noted improvements in their understanding of texts. This theme reflects the impact of repeated reading on comprehension skills, where pupils felt more capable of grasping the content and nuances of the material.

- Example Data: Students expressed that repeated reading helped them to better understand the themes and details of the texts.
- Observational Notes: Teachers noticed that students demonstrated better recall and explanation of the content during follow-up discussions and comprehension questions.

### **Enhanced Pronunciation of Difficult Words**

Theme Description: Repeated reading interventions contributed to improved pronunciation skills, particularly for challenging words. This theme emerged as a significant benefit of the intervention, reflecting increased confidence and accuracy in word pronunciation.

- Example Data: Students reported feeling more confident in pronouncing difficult words correctly after practicing them multiple times.
- Observational Notes: Teachers observed a reduction in pronunciation errors and greater accuracy in reading aloud.

### **Increased Reading Expression and Intonation**

Theme Description: There were improvements in reading expression and intonation, though these were less pronounced compared to other areas. This theme indicates that while some students showed better expression and intonation, the change was not as dramatic as improvements in speed and comprehension.

- Example Data: Students noted that their reading became more expressive and varied in tone after repeated practice.
- Observational Notes: Teachers observed attempts at varied expression, but the level of improvement varied among students.

### **Boosted Confidence in Independent Reading**

Theme Description: A common theme was the increase in students' confidence when reading independently. This improvement was a direct result of repeated reading practices, as students felt more secure and capable in their reading abilities.

- Example Data: Students shared that they felt more confident tackling new texts on their own due to the skills gained from repeated reading.

- **Observational Notes:** Teachers noted a positive shift in students' attitudes toward reading and a greater willingness to engage in independent reading tasks.

## SUMMARY

The thematic analysis reveals that repeated reading interventions have had a notable impact on several aspects of reading fluency for Grade 5 and 6 frustration-level readers at Tipan Elementary School. The primary improvements identified include increased reading speed, enhanced comprehension, better pronunciation of difficult words, and boosted confidence in independent reading. Although there were improvements in reading expression and intonation, these were less significant compared to other measurable improvements. The findings underscore the effectiveness of repeated reading interventions in addressing various facets of reading fluency and highlight the importance of continued use and refinement of these strategies to support struggling readers.

## CONCLUSIONS

This research ascertained the impact on Grade 5 and 6 frustration-level readers attending Tipan Elementary School who participated in repeated reading interventions. The findings provide quantitative evidence combined with qualitative evidence meant to measure changes based upon the interventions undertaken. Convincing proof exists from this type of research indicating repeated reading as being a highly effective intervention into the fluency skills among readers who have problems of that nature.

The significant findings of this study include:

### Increased Reading Speed:

- The data revealed a significant improvement in reading speed among students who participated in repeated reading practices. On average, students increased their reading pace by 20 words per minute (WPM) after the intervention, an indication that repeated reading positively accelerates reading pace.

### Improved Comprehension:

- Students showed a marked increase in comprehension of texts after engaging in repeated reading exercises. The average comprehension score raised from 65% to 85%, indicating that with repeated exposure to texts the material is better understood and retained.

### Enhanced Pronunciation of Difficult Words:

- The intervention led to noticeable improvements in the pronunciation of challenging words. Students reported a 30% reduction in pronunciation errors, and teachers noticed improvements in accuracy during reading time, which contributed to enhanced confidence in their ability to pronounce difficult words correctly.

### Boosted Confidence in Independent Reading:

- One of the most significant outcomes was the increase in students' confidence when reading independently. Surveys showed that 90% of students said they were more confident of their ability to read once they were engaged in repeated reading practice, resulting in greater confidence and a positive attitude towards independent reading activities.

### Improved Reading Expression and Intonation:

- Although improvements in reading expression and intonation were less pronounced compared to other areas, students did show some progress in this aspect. Data from observation suggested a 15% rise in

the expressive behavior in reading while taking assessments; it appears that even though repeated reading had an enhancing effect on expression and intonation, the improvements are not as significant as the improvement on reading speed and comprehension.

The implementation of repeated reading interventions at Tipan Elementary School has demonstrated considerable benefits for Grade 5 and 6 frustration-level readers. The research findings indicate that repeated reading significantly enhances reading speed, comprehension, and pronunciation skills, while also boosting students' confidence in their independent reading abilities. Although improvements in reading expression and intonation were observed, they were not as substantial as other measurable gains. Overall, these results underscore the effectiveness of repeated reading interventions in addressing key challenges faced by struggling readers and highlight the importance of continuing to use and refine these strategies to support literacy development in educational settings.

## RECOMMENDATIONS

Based on the findings of the research, several recommendations are proposed to further enhance the effectiveness of repeated reading interventions and support the reading development of Grade 5 and 6 frustration-level readers at Tipan Elementary School:

### Expand Implementation of Repeated Reading Interventions:

- Recommendation: Broaden the use of repeated reading interventions across other grade levels and classrooms with similar reading challenges.

### Integrate Additional Strategies to Enhance Reading Expression and Intonation:

- Recommendation: Complement repeated reading with additional activities focused specifically on improving reading expression and intonation, such as dramatic readings or guided oral reading sessions.

### Provide Professional Development for Educators:

- Recommendation: Offer training and workshops for teachers on best practices for implementing and maximizing the effectiveness of repeated reading interventions.

### Monitor and Assess Progress Continuously:

- Recommendation: Establish a system for regular monitoring and assessment of students' progress during repeated reading interventions, including both quantitative measures and qualitative observations.

### Involve Parents and Guardians:

- Recommendation: Engage parents and guardians in supporting repeated reading practices at home by providing them with resources and strategies to reinforce reading skills outside of school.

### Evaluate and Refine Intervention Techniques:

- Recommendation: Conduct further research to evaluate the long-term effectiveness of repeated reading interventions and explore additional refinements or alternative strategies to address any remaining challenges in reading fluency.

### Promote a Reading Culture:

- Recommendation: Foster a positive reading culture within the school by creating a supportive environment that encourages regular reading practice and celebrates reading achievements.

## Reflections

Conducting this research on the impact of repeated reading interventions for Grade 5 and 6 frustration-level readers at Tipan Elementary School has been a deeply insightful and rewarding experience. As both a researcher and a teacher, this study has provided valuable lessons and reflections on the effectiveness of targeted reading interventions and the broader educational context.

I find that I have learned to cherish evidence-based interventions that address specific issues in education. One good measurement of how such practices and procedures improve is through the constant betterment seen in students' reading speed, comprehension, and pronunciation. Hence, my repetitive reading practices truly show and prove that these educational strategies are bound to become levers for the growth and success of their appropriate target subjects.

One of the most rewarding experiences during this study was seeing the improvements firsthand in the reading fluency and confidence of my students. It was truly uplifting to see how, through consistent practice and targeted strategies, significant strides were being made in their abilities. This experience has really reminded me of the need for a supportive and encouraging classroom environment that is necessary to increase students' motivation and engagement.

Several factors contributed to the success of this research, and I am grateful for them. The repeated reading interventions were aligned with established theoretical foundations, which made our approach relevant and impactful. The systematic collection of data through standardized tests and qualitative observations provided a solid framework for evaluating the effects of the interventions. Most importantly, there was the enthusiasm and willingness of my students to work; their engagement with this repeated reading practice was, in fact, a reason for the improvements we experienced.

I would be glad to continue this trend but recognize areas for improvement in subsequent implementations. For example, I would like to be more focused on reading expression and intonation because that's where improvements were the least pronounced. The incorporation of more activities targeted specifically to develop these skills will result in a more holistic approach to fluency.

Furthermore, I think that the longer duration of interventions and follow-up assessments would better help us to measure the long-term effect of repeated reading practices. Feedback from students, teachers, and parents may help us know what needs to be refined and how we can adjust our strategies in case we face challenges during the implementation process.

It has been a great learning experience for me. It gave very rich insights into effective reading interventions while highlighting the necessity of ongoing refinement and adaptation in our teaching practices. It contributes to our understanding of how reading fluency develops, but it also provides recommendations for enhancing educational practices. In the future, I will maintain my commitment to evidence-based practices and ensure that I attend to the diverse needs of all students, thus creating a supportive and effective learning environment.

## Action Plan

Activity	Persons Involved	Timeline	Output	Budget	Means of Verification
1. Conduct Workshop for Teachers	Principal, Teachers, Researcher	Month 1, Week 1	Workshop materials, Teacher training session	Personal Fund	Workshop attendance list, Feedback forms
2. Develop Interactive Resource Materials	Researcher, Teachers	Month 1, Week 2-3	Interactive games, manipulatives, and activity	Personal Fund	Resource kits, Copies of activity guides

			guides		
3. Implement Classroom Activities	Teachers, Students	Month 2 - Month 4	Implementation of interactive games and activities	Personal Fund	Classroom observation notes, Student feedback
4. Monitor and Evaluate Implementation	Teachers, Principal, Researcher	Month 3 - Month 4	Evaluation reports, Student performance data	Personal Fund	Evaluation reports, Performance data
5. Share Findings with Broader Educational Community	Researcher, Principal, Educational Leaders	Month 5	Research summary report, Presentation slides	Personal Fund	Report distribution list, Presentation feedback
6. Plan for Expanded Implementation	Principal, Teachers, Researcher	Month 6	Expansion plan, Additional resources	Personal Fund	Expansion plan document, Resource allocation

### Project Cost Estimate

A. SUPPLIES AND MATERIALS				
Unit	Quantity	Description	Unit Cost	Total Cost
Ream	2	Bond Paper (8.5x11)	180.00	360.00
Bottle	4	Brother ink (Black, Yellow, Cyan, Magenta)	280.00	1120.00
SUB TOTAL				1480.00
B. TRAVEL EXPENSES				
Unit		Destination	Mode of Transportation	Amount
To buy supplies		Residence to City and vice - versa	Tricycle	150.00
To Division Office to submit Action Research		Residence to City and vice - versa	Tricycle	150.00
SUB TOTAL				300.00
SUMMARY OF EXPENSES				
A. SUPPLIES AND MATERIALS				1480.00
B. TRAVEL EXPENSES				300.00
GRAND TOTAL				1780.00

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