



Republic of the Philippines
Department of Education
National Capital Region
Schools Division Office of Navotas City

Project IMReady (I Am Now Reading Fluently): Its Effect in Improving Oral Reading Fluency in English of Selected Grade Five Pupils of Tangos I Elementary School

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ABSTRACT

The purpose of this action research project was to determine if **Project IMReady (I Am Now Reading Fluently)** is effective in helping selected Grade Five Pupils of Tangos I Elementary School increase their oral reading fluency skills. Before the interventions began, the pupils completed Phil IRI Oral Reading Test. This score was used as a baseline for the data.

A post-test was then given to determine how the pupils' fluency skills were affected by the intervention. The data collected was used to determine how many words per minute a pupil read on the pre-test versus the post-test. The findings indicated that the pupils improved their fluency scores.

Keywords: intervention, oral reading fluency, skills

INTRODUCTION

Reading is probably the most important academic skill because it is the basis on which many other academic activities are built (Gibson et al. 2014). It is particularly important to help young readers acquire critical reading skills such as reading fluency. Gibson agrees (2014) reading fluency is defined as the ability to read connected text with speed, accuracy, and proper expression. A way to assess a pupil's proficiency in reading fluency is by measuring the rate at which they read connected text passages out loud.

Fluency can be taught using many different strategies; the use of technology can be used to help motivate pupils to become more fluent in reading.

The purpose of this action research paper is to look at how Project IMReady (I Am Now Reading Fluently) will improve reading fluency for selected Grade Five pupils. They completed twenty-minute sessions each week for four consecutive weeks. The intervention was used to help motivate and potentially improve their oral reading fluency skills.

CONCLUSION

There are many different types of oral reading fluency skills enhancers which can be used to improve the pupils' oral reading skills. This study was designed to improve pupils' oral reading fluency skills in English using Project IM Ready interventions. This action research has helped to provide useful information and feedback needed for teachers to better their strategies to teach oral reading fluency despite the present learning modality brought about by the pandemic. The findings of the study indicate that fluency interventions done with the teacher are effective at improving oral reading fluency skills in English.

RECOMMENDATION

Further study should be conducted with a larger sample group to determine the outcomes of more pupils in Grade Five. A larger sampling may show that the Project IMReady may be sufficient for teachers in other grade levels to use when it comes to improving oral reading fluency skills in English of their pupils.

STATEMENT OF THE PROBLEM

The problems found among selected Grade Five pupils motivated the proponent to conduct research to improve the pupils' oral reading fluency skills in English.

The research question is the following: How does Project IMReady (I Am Now Reading Fluently) affect selected Grade Five pupils' oral reading fluency skills?

REFLECTION

This action research reinforces the belief in the power of targeted interventions, technology integration, and collaborative efforts between teachers, students, and parents to foster a conducive learning environment, even in the face of unprecedented challenges. The journey of Project IMReady stands as a testament to the resilience of education and its capacity to adapt and evolve for the benefit of student learning outcomes.

METHODOLOGY

Participants are selected ten (10) Grade Five Pupils who need reading interventions as deemed appropriate by their respective advisers based on observable oral reading difficulties manifested by the pupils while reading lesson prompts.

The researcher will meet the selected pupils (with Parents' Permission) every Friday. Teacher modeling, repeated reading, and progress monitoring were applied to implement the project. The goal was to prove that implementing targeted fluency instruction had substantial benefits on pupils' word recognition automaticity and accuracy. Oral reading pre-test and post-test in English were administered.

RESULTS AND DISCUSSION

The results of the intervention showed statistically that eight (8) out ten (10) selected Grade Five pupils made improvements in their oral reading fluency skills based on the post-oral reading test result.

The higher scores indicate that these pupils have shown improvements in their fluency skills by committing lesser mistakes such as repetition, mispronunciation, and omission of words as well as showing improved comprehension.

REFERENCE

<http://www-proquest-com.ezproxy.nwciowa.edu/scholarlyjournals/>



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The pupils have also manifested confidence in their oral reading fluency skills in English based on their performance.

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