



Reading Fluency Through Repeated Reading Techniques Among Grade 6 Learners in Biga Elementary School, Biga, Lobo, Batangas

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Abstract

Reading is a fundamental skill that forms the foundation of all learning and is indispensable to academic success. It is not merely the ability to decode words on a page but also to comprehend, interpret, and analyze increasingly complex texts. Mastery of reading enables learners to access knowledge across all subject areas, making it a core priority in education systems around the world. In the Philippine context, the 1987 Constitution underscores the critical role of education in national development.

This study examined the effectiveness of repeated reading techniques in improving the reading fluency of forty (40) Grade 6 learners from Biga Elementary School, Lobo, Batangas, during the 2025–2026 academic year.

This study uses a quasi-experimental research design, specifically a pre-test and post-test, to examine the effectiveness of repeated reading techniques in improving the reading fluency of Grade 6 learners. This design involves measuring students' reading fluency before and after the intervention without the inclusion of a control group. The purpose is to determine whether repeated reading leads to significant gains in fluency metrics such as reading rate, accuracy, and prosody.

The findings revealed that Repeated Reading Techniques effectively improved the reading fluency of Grade 6 learners in terms of speed, accuracy, and prosody. In reading speed, learners at the Frustration Level decreased from 50% to 12.5%, while those at the Independent Level increased from 12.5% to 42.5%. In reading accuracy, the percentage of students at the Frustration Level dropped from 55% to 15%, while the Independent Level increased from 15% to 45%. For prosody, learners at the Developing Level decreased from 45% to 15%, while both the Proficient and Advanced Levels increased to 42.5%. The findings showed that repeated reading significantly enhanced students' fluency, confidence, and comprehension, making it an effective strategy for improving reading performance among Grade 6 learners.

The study concludes that Repeated Reading is an effective strategy to improve learners' speed, accuracy, and expression, moving them from struggling readers to fluent, independent ones. The strategy helped learners develop better word recognition, faster reading speed, and more expressive reading.

Keywords: *repeated reading technique, speed, accuracy, prosody.*

I. Introduction

Reading is a fundamental skill that forms the foundation of all learning and is indispensable to academic success. It is not merely the ability to decode words on a page but also to comprehend, interpret, and analyze increasingly complex texts. Mastery of reading enables learners to access knowledge across all subject areas, making it a core priority in education systems around the world. In the Philippine context, the 1987 Constitution underscores the critical role of education in national development.

Reading fluency is widely recognized as a vital component of literacy development, serving as the bridge between decoding and comprehension. As one of the “Big 5” pillars of reading instruction (Oakley, 2024), fluency is essential for academic success and lifelong learning. This chapter reviews literature relevant to understanding the level of reading fluency of Grade 6 learners before and after implementing repeated reading techniques, the specific impact of such interventions on accuracy, speed, and prosody, the challenges learners face in engaging with repeated reading, and recommendations for additional instructional materials.

Zimmermann and Reed (2019) stated that effective repeated reading teaching includes correcting mistakes, peer support, and setting goals. These elements help students self-monitor and improve their accuracy and expression during oral readings.

For this reason, this study was conducted to address the persistent problem of limited fluency support for Grade 6 learners, despite the availability of national assessment tools and strong policy mandates. It aims to examine and demonstrate the effectiveness of repeated reading as an accessible, evidence-informed strategy that can be used by teachers and schools to improve students’ reading fluency. Ultimately, the goal is to enable Grade 6 learners to successfully read and understand complex academic texts across subjects, supporting DepEd’s vision that every child can read and learn effectively, and fulfilling the constitutional mandate to deliver quality, inclusive, and equitable education for all Filipino learners.

Research Questions

This study aims to determine the effectiveness of repeated reading techniques in improving the reading fluency of Grade 6 learners in Biga Elementary School.

Specially, it seeks to answer the following questions:

1. What are the distinct features of Repeated Reading Techniques?
2. What is the level of learner's reading fluency as applied to :
 - 2.1 Reading Speed
 - 2.2 Reading Accuracy
 - 2.3 Porsody



3. How effective is repeated reading techniques in teaching reading fluency among grade 6 learners?
4. Based on the findings of the study, what enhancement activities maybe proposed to improve reading fluency among grade 6 learners?

Methodology

Research Design

This study uses a quasi-experimental research design, specifically a pre-test and post-test, to examine the effectiveness of repeated reading techniques in improving the reading fluency of Grade 6 learners. This design involves measuring students' reading fluency before and after the intervention without the inclusion of a control group. The purpose is to determine whether repeated reading leads to significant gains in fluency metrics such as reading rate, accuracy, and prosody.

Participants

The respondents were forty (40) Grade 6 learners, composed of 23 boys and 17 girls, enrolled during the school year 2025–2026 at Biga Elementary School. Before data collection, permission was obtained from the school head and parents or guardians, ensuring confidentiality and voluntary participation.

Research Instruments

The main instruments to be used in gathering data for this study were the test constructed by the teacher to assess the students' level of reading fluency and their perceptions toward repeated reading techniques. In this study, the pre-test and post-test were the primary tool used to collect the necessary data from both students and teachers.

Data Collection Procedure

In gathering the information, the researcher will write a communication letter addressed to the principal, informing the participation of the Grade 6 learners. This aims to formally inform them regarding the proposed activity and the possible participation of Grade 6 learners. Consent from parents or guardians and assent from the learners were also secured. Moreover, the researcher discuss in the letter the benefits of the study to the student's learning, skills and self-growth.

The researcher distributed with attached letter explaining the purpose of the study, after the pre-test and post-test have been answered, the researcher retrieve and gather it all together. The data that will be gathered are tallied, encoded, analyzed, and interpreted using data analysis plan.



Data Analysis

To achieve the objectives of the study, the researcher will make use of the following data analysis plan. The following analysis plan will be used to answer the research question of the study.

Frequency count. This will be used to determine the responses of the students in the teacher's made test.

Percentage. This will be used to determine the magnitude of the frequency in relation to score of teachers made test.

Ranking. This will be used to determine the positional importance of the response.

Weighted Mean. This table will be used to determine the feedback and assessment by the participants.

Results

1. Distinct features of Repeated Reading Techniques

Repeated Reading is a strategy for building fluency because learners reread the same text multiple times to develop accuracy, speed, and expression. This repeated practice enables the development of word recognition and decoding skills so that when reading, they recognize the words automatically. By reading the same words and phrases repeatedly, students are able to decrease cognitive load, which allows them to concentrate more on comprehension and prosody.

Emphasizes Accuracy, Rate, and Prosody. A core feature of RR is its targeted focus on the three essential dimensions of fluency: accuracy (correct word reading), rate (appropriate speed), and prosody (expressive and meaningful intonation). Unlike simple silent reading, RR requires students to read aloud, paying attention to how their reading sounds. Teachers or peers can model fluent reading before students practice, providing a clear standard to emulate. The deliberate attention to these elements ensures that students are not merely reading quickly but are also developing the skills necessary for effective oral reading and comprehension (Hudson et al., 2020).

Provides Immediate and Corrective Feedback. Repeated Reading sessions often include real-time feedback from teachers, tutors, or peers. When students make mistakes, they receive immediate corrections, helping them avoid internalizing errors. Immediate, targeted correction also builds students' awareness of their own reading patterns, encouraging self-monitoring and self-correction over time. Such responsive instruction helps tailor learning to individual needs, promoting mastery in a supportive context (Kuhn & Stahl, 2021).

Supports Goal Setting and Motivation. Repeated Reading is also distinguished by its emphasis on goal setting and measurable progress. Students often aim to increase their words



correct per minute (WCPM) or reduce errors with each repetition. Teachers may chart students' progress, making growth visible and concrete. This tracking not only informs instruction but also enhances student motivation by providing clear evidence of improvement. By turning fluency development into a personal challenge or friendly competition, RR engages learners in their own progress and encourages sustained effort. As students achieve their goals, they experience a sense of accomplishment that builds confidence and motivates further learning (Rasinski et al., 2023).

Incorporates Scaffolding and Supportive Structures. Repeated Reading is designed with strong scaffolding features to support learners at varying levels. Teachers often model fluent reading before students practice on their own, demonstrating proper pronunciation, pacing, and expression. Paired or choral reading offers additional support, allowing students to practice in low-risk, collaborative settings. Gradual release of responsibility from teacher modeling to independent practice ensures that students build the necessary skills with appropriate support. This structured approach makes RR adaptable for diverse learners, including English language learners and those with reading difficulties (Samuels, 2019).

Uses Short, Manageable, and Carefully Leveled Texts. A practical feature of RR is its reliance on short, meaningful texts that are tailored to students' reading levels. Typically, passages range from 50 to 200 words, making multiple readings feasible within a session. By keeping texts manageable, RR reduces student frustration and allows for focused, repeated practice that maximizes learning gains. Selecting passages that are just challenging enough ensures that students encounter new words and structures while still being able to master the text through repetition. This careful text selection is essential for maintaining student engagement and promoting success (Hasbrouck & Tindal, 2020).

Emphasizes Measurable, Data-Driven Progress. Repeated Reading is inherently data-informed, with progress tracked through repeated assessment of reading rate and accuracy. Teachers often conduct pre- and post-tests, using simple measures such as words correct per minute (WCPM) to document gains over time. This systematic approach allows educators to identify students who need additional support and to tailor instruction accordingly. It also provides clear evidence of effectiveness to students and parents, fostering transparency and accountability in the learning process (National Reading Panel, 2000).

Integrates Comprehension Checks and Reinforcement. While the primary focus of Repeated Reading is fluency, comprehension is not neglected. Effective RR sessions often include brief discussions or questions about the text after reading to ensure understanding is maintained. Students may be asked to retell the passage, answer questions, or explain unfamiliar words. This integration of comprehension checks reinforces the purpose of reading as making meaning from text, helping students see the connection between fluent reading and understanding. By balancing fluency and comprehension, RR supports holistic reading development (Kuhn et al., 2020).

Adapts to Diverse Learning Needs. Repeated Reading is a flexible, inclusive strategy that can be adapted to meet a wide range of learning needs. Teachers can adjust the difficulty of

texts, the number of repetitions, the level of feedback, and the nature of support provided to suit individual learners. This adaptability makes RR effective for struggling readers, English language learners, and students with learning disabilities alike. Research consistently shows that RR can close fluency gaps for students who need the most support, making it a powerful tool for equitable literacy instruction (Lee & Yoon, 2019).

2. Level of learner's reading fluency as applied to :

2.1 Reading Speed

Table 1 2.1 Pre-test Result in Speed

Reading Fluency	Words Read per Minute (WPM)	Frequency	Percentage (%)	Rank
Frustration Level	0–40 WPM	20	50%	1
Instructional Level	41–80 WPM	15	37.5%	2
Independent Level	81–120 WPM	5	12.5%	3

The reading fluency pre-test using the *Chameleons* passage shows that half of the 40 students (50%) are at the Frustration Level (0–40 WPM), indicating serious difficulty with decoding and comprehension that requires intensive, individualized support. Another 15 students (37.5%) are at the Instructional Level (41–80 WPM) and can improve with guided practice such as choral or partner reading. Only 5 students (12.5%) reached the Independent Level (81–120 WPM), demonstrating fluent, confident reading. Overall, 87.5% of students need targeted fluency instruction, highlighting the urgency for structured strategies like repeated reading and teacher modeling to improve reading speed and understanding across subjects.

2.2 Reading Accuracy

Table 2 Pre-test Result in Accuracy

Accuracy Level	Accuracy Rate (%)	Frequency	Percentage (%)	Rank
Frustration Level	Below 90%	22	55%	1
Instructional Level	90–94%	12	30%	2

Independent Level	95–100%	6	15%	3
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The accuracy pretest using *The Philippine Eagle* passage shows that a majority of the students 22 out of 40 (55%) performed at the Frustration Level, reading with less than 90% accuracy. This indicates frequent decoding errors that likely disrupt comprehension. Twelve students (30%) fell under the Instructional Level, suggesting they are near mastery but still benefit from guided support. Only six students (15%) reached the Independent Level, demonstrating strong word recognition and fluent decoding. Overall, 85% of students require targeted fluency support, particularly in improving word recognition accuracy.

2.3 Prosody

Table 3 Pre-test Result in Porsody

Prosody Level	Rating Description	Frequency	Percentage (%)	Rank
Developing	1 – Choppy, flat reading; lacks expression and phrasing	18	45%	1
Proficient	2 – Generally appropriate phrasing and intonation, some expression	14	35%	2
Advanced	3 – Reads smoothly with expressive intonation and natural phrasing	8	20%	3

The pretest results based on the 150-word passage *Elo the Hero* show that most of the Grade 6 learners struggle with expressive reading. Out of 40 students, 18 (45%) were rated at the Developing Level, characterized by flat or mechanical reading with minimal phrasing. Fourteen students (35%) demonstrated Proficient Level prosody, showing some awareness of appropriate intonation and phrasing, though inconsistently. Only eight learners (20%) reached the Advanced Level, effectively using expression, rhythm, and tone to bring meaning to the text. These results suggest that a majority of the learners would benefit from targeted instruction and modeling to develop their prosodic reading, which is crucial for overall fluency and comprehension.

3. Effectiveness of Repeated Reading Techniques in Teaching Reading Fluency

After the students were given a pre-test, the researcher conducted a treatment by implementing Repeated Reading sessions. The researcher first explained the concept of Repeated Reading, including its purpose and the steps involved. Students were taught the importance of reading fluently with accuracy, appropriate speed, and expression to improve overall comprehension. During the sessions, students practiced reading the same passage multiple times with guidance and feedback. They worked in pairs or small groups to support one another, helping to build confidence and fluency through repeated practice.

3.1 Reading Speed

Table 4

Effectiveness of Repeated Reading Techniques as to Speed in the Post-Test

Reading Fluency Level	Words Read per Minute (WPM)	Frequency	Percentage (%)	Rank
Frustration Level	0–40 WPM	5	12.5%	3
Instructional Level	41–80 WPM	18	45%	2
Independent Level	81–120 WPM	17	42.5%	1

The post-test results following the repeated reading intervention show substantial improvement in students' reading fluency. The proportion of learners at the **Frustration Level** dropped sharply from **50%** to **12.5%**, indicating that only 5 students still read below 40 WPM. Meanwhile, those in the **Instructional Level** increased slightly to **45%**, suggesting many students are now reading at a more manageable pace with support. Most notably, the **Independent Level** rose from **12.5%** to **42.5%**, with 17 students achieving 81–120 WPM, demonstrating fluent, confident reading. These results highlight the positive impact of structured repeated reading, helping shift learners from struggling to increasingly independent and fluent readers.

Extensive research supports the effectiveness of **repeated reading (RR)** in boosting reading fluency, particularly among students starting below benchmark levels. Rasinski (2020) emphasizes that RR promotes automaticity in word recognition, reducing cognitive load and freeing mental resources for comprehension. Martinez et al. (2024) reviewed 35 studies showing

significant improvements in words-per-minute scores among students with low pre-test results following RR interventions.

3.2 Reading Accuracy

Table 5

Effectiveness of Repeated Reading Techniques as to Accuracy in the Post-Test

Accuracy Level	Accuracy Rate (%)	Frequency	Percentage (%)	Rank
Frustration Level	Below 90%	6	15%	3
Instructional Level	90–94%	16	40%	2
Independent Level	95–100%	18	45%	1

The post-test results after the repeated reading intervention reveal marked improvement in students' accuracy rates. Learners at the Frustration Level decreased dramatically from 55% to 15% showing far fewer are making frequent decoding errors. The Instructional Level rose modestly to 40%, indicating many students are now close to mastery and can benefit from continued guided practice. Most notably, the Independent Level jumped from 15% to 45%, with nearly half of the students now reading at 95–100% accuracy. This shift suggests the repeated reading intervention successfully supported learners in achieving more precise word recognition and reducing errors that impede comprehension.

Research strongly supports the effectiveness of repeated reading in improving reading accuracy. Vadasy and Sanders (2020) emphasized the role of immediate corrective feedback in RR sessions, which reinforces accurate word recognition. Martinez et al. (2024) found that students with low initial accuracy made significant gains after repeated reading interventions.

3.3 Porsody

Table 6

Effectiveness of Repeated Reading Techniques as to Accuracy in the Post-Test

Prosody Level	Rating Description	Frequency	Percentage (%)	Rank
Developing	1 – Choppy, flat reading; lacks expression and phrasing	6	15%	3
Proficient	2 – Generally appropriate phrasing and intonation, some expression	17	42.5%	2
Advanced	3 – Reads smoothly with expressive intonation and natural phrasing	17	42.5%	1

The post-test results following the repeated reading intervention show clear improvement in students' prosody. The proportion of learners at the Developing Level dropped significantly from 45% to 15%, suggesting fewer students now read in a flat, mechanical manner. Both the Proficient and Advanced Levels increased substantially to 42.5% each, reflecting that the majority of students now read with appropriate phrasing, intonation, and expressive delivery. This shift highlights the effectiveness of repeated reading in fostering expressive, meaningful oral reading and suggests students are better able to convey and comprehend the text's emotions and structure.

Research consistently shows that repeated reading (RR) effectively enhances prosody by supporting expressive, fluent reading. Rasinski (2020) notes that RR reduces cognitive load from decoding, enabling students to focus on intonation, phrasing, and expression. Miller and Schwanenflugel (2019) found that students reading with strong prosody demonstrated better comprehension of character emotions and narrative meaning, underlining the link between expression and understanding.

4. Proposed Enhancement Activities to Improve Reading Fluency Among Grade 6 Learners

The educational community believes that assessment is critical to the success or failure of educational program and student learning. Based on the results of the study, other reading



instructional materials may be proposed to further support and enrich learners' reading fluency development.

- Interactive Reading Platforms (e.g., Raz-Kids, Epic)**
- Digital Audio Recording and Playback**
- Voice-Over Reading with Multimedia**

Discussion

Based on the findings of the study revealed that Repeated Reading Techniques are effective in improving the reading fluency of Grade 6 learners. The strategy helped students develop reading speed, accuracy, and prosody through repeated oral practice, modeling, corrective feedback, and guided support. Pre-test results showed that most learners were at the frustration level in reading fluency, struggling with slow reading, decoding errors, and limited expression. However, post-test results showed significant improvement, with many students progressing to the instructional and independent levels. The findings also highlighted that repeated reading promotes confidence, automatic word recognition, and better comprehension. Furthermore, enhancement activities such as interactive reading platforms, digital audio recording, and multimedia voice-over reading were proposed to further strengthen learners' fluency skills in an engaging and supportive learning environment.

Conclusions

Based on the findings of the study, the following conclusions were drawn:

1. Repeated Reading is a strategy for building fluency because learners reread the same text multiple times to develop accuracy, speed, and expression.
2. The level of reading fluency among Grade 6 learners during pre-test were *frustration*, with many students unable to read with natural phrasing or appropriate expression.
3. Effectiveness of Repeated Reading Techniques during post-test were improve, students' reading speed, accuracy, and prosody, helping them move from frustration and instructional levels to more fluent, independent reading.
4. Enhancement activities were propose to improve reading fluency among grade 6 learners.

Recommendations

Based on the findings and conclusions of this study, the researcher suggests/recommends that:

1. Teachers may integrate repeated reading activities systematically in Grade 6 classes, using strategies like paired reading, choral reading, and Readers' Theater to make practice engaging and collaborative.



2. Digital tools such as interactive reading platforms, audio recording may be useful by the teachers for self-monitoring, and voice-over multimedia projects to motivate students and personalize fluency practice.

3. Teachers maybe provided with training and resources on effective fluency instruction, focusing on modeling, error correction, and differentiated support for varying learner needs.

4. Regular monitoring and assessment of reading fluency may be monitored to identify struggling readers early and deliver timely, targeted interventions that support all learners' reading development.

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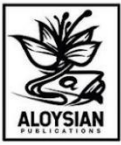
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