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**RESEARCH ARTICLE**

## Impact of Customized Reading Remediation and Intervention in Reading Fluency of High School Students

Jasper Anthony L. Rafanan<sup>1</sup> ✉ and Jennelyn L. Raymundo<sup>2</sup>

<sup>1</sup>English Teacher, Sgt. Prospero G. Bello High School-Main, Jones, Isabela, Philippines

<sup>2</sup>Associate Professor V, College of Education, Isabela State University, Echague, Philippines

**Corresponding Author:** Jasper Anthony L. Rafanan, **E-mail:** [jasperanthonyrafanan@gmail.com](mailto:jasperanthonyrafanan@gmail.com)

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### ABSTRACT

Fluency is one of the most essential micro skills in reading. Reading combines comprehension, accuracy, and speed. This offers a chance to broaden one's skill set and gain competence in the demanding world, especially considering the range of employment accessible in the country that mostly requires reading comprehension. The purpose of this study was to assess the learners' reading fluency in terms of comprehension and speed as well as any differences in reading fluency between the pre- and post-implementation periods of reading remediation and intervention. All junior high school students enrolled for the 2023–2024 academic year make up the target group for this study. The Philippine Informal Reading Inventory (Phil-IRI), an evaluation tool with features like comprehension score, speed reading rate, and leveled passages, was used by the researcher. The study's findings showed that students' reading comprehension was rated as frustrating, and their reading speed level fell into this category. As a result, learners' reading fluency was primarily evaluated in terms of irritation. Pre-test results showed a mean rating of 2.86, while post-test results showed a mean of 2.98 with a p-value of 0.00, indicating a higher level of reading fluency than before the reading project was implemented. Since reading programs were implemented in schools, students have made some progress and shown promising results. However, it is advised that educational institutions think about reexamining the implemented programs to improve the alarming status of the learners in terms of their reading skills.

### KEYWORDS

Reading Fluency, Reading Comprehension, Reading Skill, Reading Speed, Reading Remediation.

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### 1. Introduction

In the present academic life, it is evident that reading is a fundamental skill for understanding. Although reading is being put into high regard, fluency should also be a part of this skill. This serves as an opportunity in a larger arena to become competent in the challenging world, especially since it caters to the array of job opportunities in the country. It is now that the future navigators of change must also step up and that they will be able to cope with the trend by managing the issue with regard to readers' fluency.

Many people believe that reading fluency is limited to one's ability to read a text quickly. While some definitions of reading fluency place greater emphasis on speed and decoding, others highlight the importance of comprehension. Reading comprehension and speed are two components that makeup reading fluency. The capacity to read at the appropriate pace, precision, and expressiveness is known as reading fluency. To understand what they read, both children and adults in general need to be able to read fluently. This is true for both reading aloud and silently (Felton, 2022). This supports numerous sources that claim reading fluency includes accuracy, reading speed, and the capacity to articulate oneself and comprehend what is being read. Pikulski and Chard (2005) offered a more comprehensive explanation, pointing out that effective word recognition abilities enable a reader to

create meaning from text, read aloud, and understand content even when reading quietly. Accordingly, reading fluency is a good indicator of understanding (Chard, Vaughn, & Tyler, 2002).

In this study, reading fluency considers the learners' speed or rate of reading and their comprehension level. Because reading comprehension entails the act of concurrently deriving meaning from written material through engagement and involvement, it is an essential skill for all students. Critical reading skills that support reading comprehension include word meaning comprehension, point of view analysis, writing goals, and vocabulary acquisition.

Meanwhile, instead of focusing on individual word recognition, speed refers to the ability to quickly recognize and comprehend phrases or sentences on a page all at once. You can acquire this skill, which will enable you to read the same book with comprehension in half the time (Bedford, 2022). One way to determine a reader's reading pace is to divide the total number of words correctly read by the total time spent reading.

Although there has been slow progress, the world is falling short of achieving quality education, according to the Sustainable Development Goal (SDG) No. 4: Ensure Inclusive and Equitable Quality Education and Promote Lifelong Learning Opportunities for All under the United Nations Department of Economic and Social Affairs. According to SDG Target 4.6, 300 million students are predicted to lack fundamental abilities in mathematics and literacy by 2030 if no additional steps are taken. The goal is to guarantee that every student acquires literacy and at least a certain degree of competency in it.

In the Philippine context, the latest study conducted by the Program for International Student Assessment (PISA) revealed a concerning trend. Despite some improvements in narrowing the gap between top and bottom performers in mathematics, reading, and science, overall scores remained stagnant. Alarming, students in the Philippines fell below the OECD average across all three subjects, indicating a pressing need for educational reforms (Malipot, 2023). Moreover, considering the 2018 international assessment results, the Philippines rowed from lowest in the reading comprehension category with 340, which all countries surveyed indicate as lowest. This revealed alarming results, noting that English is one of the Philippines' official languages.

This challenge got even worse because of the recent years of school suspension because of the COVID-19 pandemic that has inflicted the students' ability to read and comprehend, as stated by Vice President Sara Duterte during her speech at the Southeast Asian Ministers of Education Organization (SEAMEO) Council, pointing out the consequence of the COVID-19 pandemic on the Philippine's education system. The "Bawat Bata Bumabasa" initiative will order reading coordinators to make all learners of all grade levels can read, specifically can, comprehend. As a result, language teachers and all other teachers who are willing to be tapped for the school initiative on reading literacy programs and action plans shall be regarded for this purpose.

It is evident that the status quo in terms of reading fluency is a problem that needs to be addressed. The questions will dwell on the implementers of the said program and whether they really meet the standards in implementing the program, as well as the addressee and whether the program really helps them to achieve the goal of being fluent readers. However, most studies reveal that basic education schools oftentimes rely on the pre-test and post-test results of students to gauge the effectiveness of their customized reading remediation and intervention, which include literacy initiatives and reading innovations implemented in each school. The operation of reading remediation has been in the spotlight for many years in the education sector of the Philippines. In fact, both primary schools and secondary schools in the country implemented their own remedial reading intervention programs to address frustrated readers. The school heads of the schools consolidate their teachers to evaluate their students' reading levels so that they gather feedback and deliver the appropriate interventions for them (Genero, 1976, as cited in Gatcho and Bautista, 2019).

It is evident that the status quo in terms of reading fluency is a problem that needs to be addressed. The questions will dwell on the implementers of the said program and whether they really meet the standards in implementing the program, as well as the addressee and whether the program really helps them to achieve the goal of being fluent readers.

In response to the alarming demand, the Schools Division Office of Isabela has implemented the school-based reading program in various schools in its jurisdiction. This primarily aims to equip learners with reading skills to make them proficient and independent readers in their grade level, capacitate teachers to become effective reading teachers and nurture a culture of reading in schools and communities. Out of the school-based reading program endorsed by SDO Isabela, schools are immensely encouraged to take various context-based reading innovations to ensure the attainment of this general reading program. Schools from Jones, Isabela, have taken the challenge of implementing customized reading remediation and intervention to deal with the reading fluency of the learners. The customized reading remediation of the different public schools is balanced and aligned with the principles stipulated in the 3Bs Initiative (Bawat Bata Bumabasa).

The premises stated above have driven the researcher to the reading fluency of high school students at Jones West District and Jones East District. Hence, it will provide the reading coordinators, teachers, and educational managers with empirical data, which will serve as a basis for understanding the strengths and weaknesses of the customized reading programs they implement and if it really improves the reading fluency of learners. This study will also provide basic education learning institutions with reading enhancement activities that could enhance the administration of customized reading remediation and intervention and the reading fluency of the respondents. Generally, the aforesaid empirical data will serve as a basis for enhancing the reading initiatives of the schools in order to holistically take action on the literacy needs of their students.

## **2. Literature Review**

### **2.1 Reading Fluency**

There is a fine line between comprehension and fluency in terms of reading. According to Elish-Peper (2010), reading comprehension involves the process of understanding and deriving meaning from text. This skill is essential for all learners to enhance, serving as a crucial tool in learning that deepens their grasp of ideas and various materials. It aids in expanding vocabulary, improving understanding of reading material, and employing diverse strategies to enhance learning outcomes. Essentially, reading comprehension is the ability to read and understand, which is integral to daily life. Additionally, Cunha and Capellini (2016) describe reading comprehension as a critical skill involving multiple cognitive and linguistic elements. This includes decoding individual words, comprehending the overall content and context of the text, making inferences, and connecting the information to prior knowledge and experiences. Thus, reading comprehension can be characterized as a complex and dynamic process.

On the other hand, According to Christensen (2021), foundational elements for reading fluency are established early in a student's literacy journey, starting with the capacity to recognize letters and accurately recall their corresponding sounds. As students progress in reading fluency, the mental effort required for decoding decreases, allowing them to concentrate more on comprehending the meaning of what they read. Therefore, fluent reading facilitates reading comprehension, which in turn enhances reading motivation.

Being proficient in a foreign language and reading well are similar in many ways. Both depend on having a sufficient command of the language to be able to understand and converse with ease. Written language is involved in reading fluency (Morin, 2020).

According to Plessis (2002), when reading fluency was listed as one of the five fundamental reading skills in reading education, it became more well-known. Reading fluency, according to her, is the capacity to read accurately, quickly, and correctly expressed. Whether they are reading silently or loudly, they are the essential elements for comprehension.

Three key elements of oral reading fluency have been highlighted by Samuels (2007), Padak and Rasinski (2008), and prosody. Moreover, it is emphasized that reading too quickly does not equate to fluency because it may prevent pupils from understanding the material (Rasinski, Rikli, & Johnston, 2009). Thus, pupils need to be able to accurately recognize words in order to acquire an appropriate degree of text comprehension (Samuels 2007).

According to a 2014 study about improving reading speed in a speed-reading course and its impact on language memory span, reading speed improvement in a speed-reading course did not always have a negative impact on comprehension. Reading speed is a component of reading fluency. (Tran & Nation, 2014). On the other hand, it is theorized that rapid and precise word reading improves reading comprehension by freeing up the reader's working memory and other cognitive resources to concentrate on meaning (LaBerge & Samuels, 1974; Perfetti, 1980, 1985; Wolf & Katzir-Cohen, 2001). Understanding text is compromised when word recognition is laborious and sluggish. This is known as cognitive load. Researchers have emphasized the significance of fluency education over the past (Bashir & Hook, 2009; Chard, Vaughn, & Tyler, 2002; Therrien, 2004; Welsch, 2006).

Acquiring the skill of speed reading enhances both your comprehension and overall reading process. This is because, according to Iris Reading (2023), exercising speed reading increases comprehension by speeding up brain processes and improving memory.

### **2.2 Problems in Reading**

Miciano (2007) discussed two primary challenges faced by Filipino learners in reading. The first issue is that while they are able to read, they often require assistance in grasping the content. Miciano observed that Filipinos excel at reading for details unless they are explicitly stated. However, they tend to overlook the main idea in the process. The second challenge identified is the difficulty learners face in comprehending the text accurately, leading to misunderstandings. Miciano suggests that these challenges should prompt the department to focus on improving and fostering reading habits among students. It is recommended that students be introduced to various levels of reading comprehension (literal, interpretive, critical, and application) to achieve a deeper understanding and better utilization of appropriate texts (Gardner & Lambert, 2002).

The presented challenges reveal an imminent outcome with regard to the competency of learners in the future. Luz (2007) notes that reading is not a common practice among many Filipinos despite its importance in the learning process. This lack of reading habits is cited as a reason for the Philippines' lagging competitiveness in the global economy and the prevalence of poverty among Filipinos, making it challenging for them to break free from these circumstances. Education is seen as crucial in enhancing their proficiency levels. Bilbao et al. (2016) further highlight that some individuals continue to struggle with reading below proficient levels, even when teachers offer guidance and strategies to enhance students' reading comprehension skills.

DiSalle and Rasinski (2017) indicate that 90% of comprehension difficulties stem from a lack of oral fluency. This implies that students who struggle with reading fluency in their formative academic years are likely to face challenges in subsequent academic stages. To mitigate this issue, it is crucial to cultivate and enhance literacy skills during early education (Rasinski, 2014). Despite this issue being recognized for many years, it has often been overlooked in English learning programs in numerous countries.

### **2.3 Reading Fluency vs. Reading Comprehension**

When exploring the connection between text reading fluency and reading comprehension, two contrasting structural equation models may be considered: the text-reading-fluency-as-a-predictor/mediator model and the text-reading-fluency-as-an-outcome model. The research suggests that text reading fluency is a multifaceted concept that serves as a predictor, mediating the relationships between word reading, listening comprehension, and reading comprehension (Kim et al., 2021).

### **2.4 Text Reading Fluency vs. Oral Reading Fluency**

The study delves into the concept of text-reading fluency, focusing on its efficiency and automaticity, and distinguishes it from word-reading fluency and reading comprehension. It explores how the relationship between text-reading fluency and other variables, such as reading comprehension, evolves over time. The research examines the changes in word reading fluency, listening comprehension, text reading fluency, and reading comprehension across time. Additionally, it investigates the correlation between reading comprehension and text reading fluency, along with various emergent literacy predictors like phonological awareness, orthographic awareness, morphological awareness, letter name knowledge, and vocabulary. Orthographic awareness was found to have a significant relationship with text-reading fluency, surpassing other emergent literacy skills and word-reading fluency. Theory of mind was linked to reading comprehension but not text-reading fluency, while vocabulary and grammatical knowledge were independently associated with both text-reading fluency and reading comprehension. These results underscore the developmental nature of relationships and mechanisms involved in text-reading fluency within the context of reading development (Kim et al., 2015).

Real-word oral reading fluency emerged as the most powerful predictor of reading comprehension, indicating that it could serve as an effective tool for identifying possible reading comprehension challenges (Wise et al., 2010).

### **2.5 Reading Remediation**

Reading Remediation programs involve the creation of strategic intervention reading materials with four essential components: learning content, learning task guide, assessment guide, and enhancement guide. The effectiveness of intervention materials is enhanced by first assessing the current ability of the readers. School leaders and program specialists play a crucial role in developing faculty and student support programs to improve student literacy, as suggested by Pocaan et al. (2022). Raymundo (2023) further suggests that the act of evaluating multiple language skills together in ESL classes highlights the important role of language teachers in modern language assessment. It also demonstrates how their knowledge of content and teaching methods aligns with this current approach to assessment in the 21st century.

### **2.6 Synthesis**

Reading fluency and comprehension are intricately connected, as both require a strong command of the language for effective understanding and communication. Enhancing your ability to read rapidly and accurately not only increases your reading speed but also boosts comprehension. Speed reading practice can stimulate brain functioning and enhance memory, thus improving comprehension levels (Iris Reading, 2023).

In the Philippines, students can read but struggle with understanding the text, highlighting the need to enhance reading fluency. According to the 2022 PISA results, the Philippines ranked among the lowest 10 out of 81 countries in reading comprehension. Without significant educational interventions, this trend may persist in the coming years.

It is crucial to establish a solid foundation in reading skills early on. Strategies like guided reading, direct instruction, practice, and repeated reading, as suggested by LaBerge and Samuels (1974), are key approaches that should be considered to improve reading proficiency.

**3. Methodology**

**3.1 Research Design**

This research used a descriptive-comparative research design, a quantitative research design that targets to discern the differences between groups in a population without controlling the independent variable (Cantrell, 2011; Formplus Blog, 2020). In this study, differences were found between the pre-test (before the implementation of the reading remediation and intervention program) and the post-test (after the implementation of the reading remediation and intervention program).

**3.2 Locale of the Study**

The study was conducted in public secondary schools of Jones, Isabela.

**3.3 Respondents of the Study**

The targeted population of this study includes all the junior students enrolled for the Academic Year 2023-2024. The researcher applied Slovin’s formula to determine the sample size and subsequently utilized a stratified random sampling technique to select the student respondents for this study. On the other hand, total enumeration will be used in the selection of respondents. The actual number of respondents in every stratum or grade level and section is presented below.

**Table 1. Distribution of the Student-Respondents**

Grade Level	Population	Sample	Percent
Grade 7	503	75	14.91%
Grade 8	549	80	14.57%
Grade 9	575	85	14.78%
Grade 10	608	89	14.64%

**3.4 Research Instrument**

A reading fluency test was administered. The researcher employed the *Philippine Informal Reading Inventory* (Phil-IRI), an assessment tool containing features such as leveled passages, speed reading, and comprehension. This tool is already programmed to easily record and check results. In doing so, the researcher will use some tools like a stopwatch, pen, and paper for checking and recording, and a laptop to employ the Phil-IRI application software.

Reading materials were distributed to the respondents for the oral reading part to assess their fluency. The reading materials used varied according to grade level and appropriate content and performance standards. Each passage contained 10-item comprehension questions with different levels such as literal, inferential, and critical questions. On the other hand, the researcher made use of notes or spreadsheets to record and compute the reading speed of the respondents.

In assessing the comprehension of the students, the number of correct answers in a reading comprehension test was determined, and it was divided by the total number of items asked, then multiplied by 100 to arrive at the percentage. (*Formula: no. of correct answers/ no. of items= % of comprehension*). The table below shows how the students were classified according to their reading fluency.

To get the reading speed of the student, the number of words read would be divided by the reading time in seconds, then multiply by 60 (*Formula: Reading Speed= no. of words read/reading time in seconds x 60*).

The following interpretation scale will be used in assessing the learners’ reading fluency:

Oral Reading Level	Word Reading Level (in %)	Comprehension Score (in %)
Independent	97-100%	80-100%
Instructional	90-96%	59-79%
Frustration	89% and below	58% and below

  

Word Reading	Reading Comprehension	Reading Profile per passage
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Independent	Independent	Independent
Independent	Instructional	Instructional
Instructional	Independent	Instructional
Instructional	Frustration	Frustration
Frustration	Instructional	Frustration
Frustration	Frustration	Frustration

### 3.5 Data Gathering Procedures

Initially, the researcher sought permission from the school heads of the participating schools through a written correspondence noted by the Thesis Adviser and approved by the Dean of the Central Graduate School. After the approval, the researcher will then identify the reading teachers and learners who will serve as respondents to the study.

Afterward, the researcher asked for consent first before administering the fluency test. The researcher assured the target participants of the study about the privacy or data protection of the information they share for the success of the study.

In order to succeed, the researcher sought help from the reading teachers in conducting the reading fluency test. In assessing the reading speed of the respondents, the reading teachers conducted an oral reading to identify the number of miscues and the reading rate of the learners. The formula for reading speed was applied to record the needed data for this part of the study. After which, the students will be given 10-item comprehension questions right after reading. The process of identifying readers according to their level of fluency will be done simultaneously with the help of reading teachers.

The researcher then tallied, analyzed, and interpreted the data.

### 3.6 Statistical Treatment of Data

Appropriate statistical tools were used to come up with a valid interpretation of data. This research used descriptive and inferential statistics. Specifically, frequency distribution and average were utilized to get the level of reading fluency. On the other hand, to test the differences in their reading fluency before and after the implementation of the reading program, one-way ANOVA and independent sample T-test were utilized.

## 4. Results and Discussion

### 4.1 Profile of the Respondents of the Study

**Table 1. Profile of the Learners**

<b>Profile</b>	<b>Frequency (n=329)</b>	<b>Percentage (100%)</b>
<b>Sex</b>		
Male	127	38.60
Female	202	61.40
<b>Grade Level</b>		
Grade 7	75	22.80
Grade 8	80	24.30
Grade 9	85	25.80
Grade 10	89	27.10

Table 1 shows the profile of learners in terms of use and grade level.

Based on the table, respondents were mainly female, with a total of 202 (61.40%) and 127 (38.60%) male respondents.

In terms of grade level, the least portion came from grade 7 with 75 (22.80%) respondents, followed by grade 8 with 80 (24.30%) respondents, grade 9 with 85 (25.80%) respondents, and grade 10 with 89 (27.10%) respondents.

**4.2 Level of Reading Fluency of the Learners in Terms of Reading Speed and Comprehension**

**Table 2. Level of Reading Speed of the Learners.**

	<b>Frequency</b>	<b>Percentage</b>
Independent	17	5.20
Instructional	40	12.20
Frustration	272	82.70
	Mean	Qualitative Descriptive
<b>Reading Speed</b>	<b>2.78</b>	<b>Frustration</b>

Table 3 presents the fluency of learners in terms of reading speed. The table reveals that the reading speed level of learners belonged to *Frustration*, with a mean rating of 2.78.

Frustration in reading speed occurs when a reader cannot read at a comfortable, efficient pace that supports comprehension. Most readers showed slow reading speed and inconsistent reading, which means the reader reads hesitantly, pausing frequently, skipping words altogether, and lacks expression.

**Table 3. Level of Reading Comprehension of the Learners.**

	<b>MEAN</b>	<b>QUALITATIVE DESCRIPTION</b>
Independent	0	0.00
Instructional	23	7.00
Frustration	306	93.00
	Mean	Qualitative Description
<b>READING COMPREHENSION</b>	<b>2.93</b>	<b>Frustration</b>

Table 4 presents the reading fluency of learners concerning reading comprehension. The table reveals that the reading comprehension of students was marked as frustration, with a mean rating of 2.93.

A multitude of factors contribute to students' inadequate comprehension skills, such as restricted vocabulary, insufficient decoding capabilities, insufficient background knowledge, poor reading fluency, inadequate use of comprehension strategies, and diminished motivation and engagement. It is crucial to tackle these issues through tailored instruction and support to enhance students' comprehension abilities and foster academic achievement, as highlighted by Nation and Snowling (1998), who found a strong correlation between reading comprehension and vocabulary knowledge. When students lack the necessary vocabulary to grasp the meaning of words within texts, their overall comprehension suffers. Additionally, weak decoding abilities, as emphasized by Torgesen, Rashotte, and Alexander (2007), can impede comprehension. Students who struggle to decode words accurately and fluently may have difficulty extracting meaning from text, leading to comprehension challenges.

**Table 4. Level of Reading Fluency of the Learners.**

	<b>MEAN</b>	<b>QUALITATIVE DESCRIPTION</b>
READING SPEED	2.78	Frustration
READING COMPREHENSION	2.93	Frustration
<b>READING FLUENCY</b>	<b>2.86</b>	<b>Frustration</b>

Table 5 presents the reading fluency of learners in terms of reading speed and reading comprehension. The table reveals that the reading speed level of learners belonged to *Frustration* as reading comprehension of learners marked as *frustration*. Therefore, the reading fluency of learners is mainly considered *frustration*.

Ventic and Eslit (2018) also attest to the salient results that the respondents fall under the frustrated level and significant differences in the respondents' level of vocabulary competence, reading fluency, and comprehension.

Ehri and Juel (2018) noted the significance of instructional and independent reading levels in a comprehensive reading program. To improve reading fluency and comprehension, the researchers talk about the importance of ensuring that teaching materials are appropriate for each student's level and encouraging independent reading. The study emphasizes how important it is to assist children's reading development by utilizing both instructional and independent reading levels.

### 4.3 Significant Difference in the Reading Fluency of the Respondents Before and After the Implementation of the Customized Reading Remediation and Intervention

**TABLE 5. Difference in the Reading Fluency of the Respondents Before and After the Implementation of the Customized Reading Remediation and Intervention.**

MEAN		T-VALUE	P-VALUE
PRE-TEST	POST-TEST		
2.86	2.98	-4.52*	0.00

Table 11 presents the difference in the fluency of the respondents in reading before and after the implementation of the customized reading remediation and intervention.

The significant difference in the reading fluency of learners before and after the implementation of the customized reading remediation and intervention can be gleaned from the table. The Pre-test got a mean rating of 2.86, and the post-test got a mean of 2.98 with a p-value of 0.00. This means that they have better reading fluency levels after the implementation of the customized reading remediation and intervention than before the implementation of the reading project. Learners have improved to a certain extent and have shown positive results with the implementation of reading programs in schools.

The result highly recommended the proposed reading enhancement programs. This is proven in the study of Pacaan et al. (2022), which revealed that there was progress from frustration to instructional and dependent levels after developing strategic reading intervention materials and remedial programs for learners and teachers.

Crowe (2005) also found that providing feedback while students are reading aloud enhances their word accuracy, reading comprehension, and fluency. Programs that focus on strengthening comprehension skills, such as remedial reading, can also improve vocabulary. This approach not only enhances language abilities but also nurtures general knowledge, laying a solid groundwork for essential life skills, but in order to arrive at such an effect, remedial reading on students' reading success necessitates longer term research lasting over 6 months.

## 5. Conclusion

This study sought to determine the profile of the learners in terms of their sex and year level and their level of reading fluency in terms of their reading speed and reading comprehension. The result would be a basis for designing enhancement activities to enhance the implementation of customized reading remediation and intervention and the reading fluency of respondents.

In this research study, the majority of the respondents were female, followed by male respondents. In terms of grade level, the least to most number of respondents came from grade 7, followed by grade 8 respondents, grade 9 respondents, and grade 10 respondents, respectively.

The reading speed level and reading comprehension level among learners were frustrated, which indicates that the overall reading fluency level of learners was frustration. Most readers could not read at a desired pace, which showed slow reading speed, inconsistent reading, frequent pauses or skipping words altogether, and lack of expression. Most students show poor comprehension performance due to restricted vocabulary, insufficient decoding capabilities, insufficient background knowledge, poor reading fluency, inadequate use of comprehension strategies, and diminished motivation and engagement. The implementation of customized reading remediation and intervention greatly contributes to the development of students' reading profiles. It is a favorable avenue for struggling readers to progress to their level.

In determining the reading fluency level of students, only two crucial areas or domains of reading were considered: reading speed and reading comprehension. The study focused on junior high school students in the municipality of Jones, particularly Grades 7-10 of Sgt. Prospero G. Bello High School-Main, Dibulan National High School, Jones Rural School, and Addalam National High School for the School Year. 2023-2024.

Students under the frustration level are suggested to undergo remediation, specifically to develop their reading speed and comprehension. The schools may create enhancement activities for learners based on the diagnosis of their reading abilities to arrive at more comprehensive material for them.



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