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Research Article

Enhancing Reading Fluency in English Among Grade 6 Learners Through Project 4P's

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ABSTRACT

Reading fluency—the ability to read with accuracy, automaticity, and prosody—is essential for comprehension. This study employed a quasi-experimental one-group pretest-posttest design to enhance the English reading fluency of 31 Grade 6 learners at Luna Central School through Project 4P's during the 2023-2024 school year. The Philippine Informal Reading Inventory (PHIL-IRI) Assessment Tool was used to determine learners' initial fluency levels and measure improvements after the intervention. Their pretest and post-test scores were analyzed using the mean and compared using a dependent t-test.

Results revealed that prior to the intervention, learners' reading fluency was categorized as Frustration, indicating significant difficulty in reading. Following the implementation of Project 4P's, their fluency improved to Independent, demonstrating substantial progress in reading proficiency. Statistical analysis showed a significant difference between pretest and post-test scores, confirming the effectiveness of Project 4P's in improving literacy skills. These findings underscore the value of structured reading interventions in fostering fluency and comprehension. Consequently, the researcher recommends adopting Project 4P's as a viable strategy for improving English reading fluency among Grade 6 students, with potential applicability in similar educational settings.

Keywords: *English, Grade 6, PHIL-IRI, Project 4P's, Reading Comprehension, Reading fluency*

Introduction

Enhancing literacy rates is essential for improving quality of life and fostering societal engagement. Reading fluency, defined as the ability to read aloud quickly, accurately, and with

expression, plays a crucial role in comprehension and overall literacy development (Yildirim et al., 2017; Decker, 2018). Fluent readers recognize words automatically and group them efficiently, allowing them to focus on meaning

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rather than decoding (DepEd Memorandum No. 173, 2019; Nieporent, 2021).

Effective reading instruction incorporates multiple components, including phonics, comprehension, and fluency. These elements work together to create a comprehensive learning experience (Cassella, 2021). Regular fluency assessment and instructional adjustments are necessary for monitoring students' progress and optimizing intervention strategies (TeacherPH, 2018). Research consistently highlights a strong correlation between reading fluency and comprehension, underscoring its importance in literacy development (Yildirim et al., 2017).

Despite global advancements, the Philippines continues to struggle with low literacy rates, with many students performing below proficiency levels (OECD, 2020). Government-led initiatives such as DepEd's 3Bs Initiative and Region 1's Reading First program aim to strengthen foundational reading skills through structured interventions (DepEd Memorandum OU-LAPP No. Q-267, 2021). While these programs prioritize literacy enhancement, additional strategies are needed to address gaps in fluency instruction.

In response to these challenges, the researcher introduced Project 4P's, integrating the Brigada Pagbasa framework to support Grade 6 learners. Unlike existing initiatives, Project 4P's combines targeted fluency drills, guided reading exercises, and interactive learning sessions, delivered both online and in person. This structured approach aims to improve reading proficiency among struggling readers by fostering engagement and sustained literacy growth. Collaboration between educators, families, and communities remains vital in maintaining these efforts and cultivating a lasting culture of reading (DepEd Memorandum OU-LAPP No. Q-267, 2021). Through collective commitment and evidence-based strategies, stakeholders can work together to empower learners and elevate literacy outcomes.

Research Questions

This study aimed to enhance the reading fluency in English of Grade 6 Learners through Project 4P's (Panagbasa Pagtitinnulungan Para Pagsayaatan), for the School Year 2023-2024.

Specifically, it sought to answer to the following questions:

1. What is the level of reading fluency in English of Grade 6 learners
 - a. before the start of Project 4P's; and
 - b. after the implementation of Project 4P's?
2. Is there a significant difference between the reading fluency of Grade 6 learners before and after the implementation of Project 4P's?
3. What is the percentage increase in the learners' reading fluency level after the intervention?

Methodology

Research Design

The researcher employed a quasi-experimental one-group pre-test and post-test design to assess the impact of the intervention. This design is commonly used in behavioral research to evaluate the effects of treatments or interventions on a specific sample. It involves a single participant group receiving the same evaluations and treatments, with measurements taken before and after the intervention (Cranmer, 2017). Quasi-experimental designs are typically conducted in field settings where random assignment is challenging, often used to evaluate treatments such as psychotherapy or educational interventions (Price et al., 2017).

Participants

The study involved Grade 6 Antonio Luna students at Luna Central School in the academic year 2023-2024. Thirty-one learners, consisting of twenty males and eleven females, were selected based on their reading difficulties identified through the Phil-IRI assessment. The sampling method used was total enumeration sampling, chosen due to the population's small size and clear characteristics (Canonizado, 2021).

Intervention

The implementation of Project 4P's at Luna Central School over the span of 8 weeks represents an innovative approach to addressing literacy challenges among students from kindergarten to Grade 6. Developed as part of the

school's recovery plan and aimed at closing achievement gaps, this school-based reading program, titled "Panagbasa Pagtitinnulungan Para Pagsayaatan," underscores the significance of collaboration among stakeholders (Santos et al., 2020). The program's title reflects its emphasis on collective effort, requiring the full support of teachers, non-teaching staff, parents, guardians, stakeholders, and the community. This collaborative approach aligns with contemporary educational theories emphasizing the importance of social interaction and context in learning (Schunk & Mullen, 2019).

The execution of Project 4P's involved several strategic steps. Initially, the researcher collaborated with stakeholders and the Local Government Unit to organize training sessions for teachers on effective reading program strategies and procedures (Mendoza et al., 2023). These sessions aimed to equip teachers with the knowledge and skills necessary to implement the program successfully. Subsequently, teachers collaborated with the researcher to develop contextualized reading materials, including both online and offline resources such as tale books and activity sheets. This collaborative material development process facilitated the creation of resources tailored to the specific needs and interests of the students (Abaya et al., 2020).

Central to the implementation of Project 4P's were the weekly reading sessions conducted by teachers. These sessions, scheduled for one hour every Friday afternoon, provided students with structured opportunities to engage in group reading activities. Additionally, teachers allocated another one-hour session during the week, as per the Class Program, to further support students' literacy development. Such consistent and structured reading sessions are informed by contemporary theories of learning, emphasizing the importance of active engagement and collaborative learning experiences (Schunk & Mullen, 2019).

The rationale behind the implementation of Project 4P's lies in the urgent need to address reading deficiencies and enhance reading fluency among students. By fostering a collaborative learning environment and providing teachers with training and resources, the program

aims to create a supportive ecosystem conducive to literacy development. The structured approach of weekly reading sessions ensures that students have regular opportunities to interact with texts and receive guidance from teachers and peers, thereby promoting continuous improvement in their reading skills (Foorman et al., 2021).

Instrumentation and Data Collection

The study utilized the Philippine Informal Reading Inventory (Phil-IRI) Assessment Tool, a widely recognized instrument in the Department of Education for assessing reading levels and skills among elementary and junior high school learners. Prior to data collection, the researcher obtained necessary permissions, including consent from parents for their children's participation. Data involved comparing pre-test and post-test scores to determine whether the Project 4P's intervention had a significant impact on reading fluency levels. If a significant difference was found, it would indicate that Project 4P's enhanced reading fluency; otherwise, it did not.

Data Analysis

To determine the level of reading fluency in English of grade 6 learners before and after the implementation of Project 4P's, mean was utilized. Mean computed was described using the scale below:

Range of Scores	Descriptive Equivalent Rating (DER)
6.33 – 8.00	Independent
4.65 – 6.32	Instructional
0.00 – 4.64	Frustration

Source: Norms of the Phil-IRI

The study employed a t-test dependent to assess differences in reading fluency levels before and after the implementation of Project 4P's. Additionally, frequency count and percentage were used to measure the improvement in reading fluency levels among grade 6 learners post-intervention.

Results

The study analyzed the level of reading fluency among Grade 6 learners before and after the implementation of Project 4 P's.

Table 1. Level of Reading Fluency in English of Grade 6 Learners before and after the Implementation of Project 4 P's

Descriptive Rating	Pre-test		Posttest	
	f	%	f	%
Independent (6.33 – 8.00)	12	38.71	26	83.87
Instructional (4.65 – 6.32)	13	41.94	5	16.13
Frustration (0.00 – 4.64)	6	19.35	0	0.00
Mean	4.97		6.81	
Descriptive Equivalent	Instructional		Independent	

Interpretation: Table 1 shows a significant improvement in reading fluency after Project 4P's. Initially, 19.35% of learners were at the Frustration level, while only 38.71% were Independent. After the intervention, Independent readers increased to 83.87%, and no learners remained at Frustration. The mean score rose from 4.97 (Instructional) to 6.81 (Independent)

These results highlight the impact of structured reading interventions on literacy development. The significant shift from **Frustration** to **Independent** fluency suggests that Project 4P's effectively addresses gaps in reading comprehension and fluency skills. By integrating guided reading sessions and targeted fluency

drills, the program empowers learners to read with confidence and accuracy. Moreover, the success of this approach indicates its potential for wider application in similar educational contexts, reinforcing the need for sustained and collaborative reading initiatives to support struggling learners.

Table 2. Significant Difference in the Level of Reading Fluency in English of Grade 6 Learners before and after the Implementation of Project 4 P's

Variables	Mean	Mean Difference	t-stat	t-critical	Remarks
Pre-test	4.97	1.84	9.97	2.04	Significant
Posttest	6.81				

Interpretation: Table 2 presents the statistical analysis of the difference in reading fluency levels among Grade 6 learners before and after the implementation of Project 4P's. The mean fluency score improved from **4.97** in the pretest to **6.81** in the posttest, showing a mean difference of **1.84**. The computed **t-statistic of 9.97** exceeds the **t-critical value of 2.04**, confirming that the improvement is statistically significant.

Table 2 revealed a significant difference in reading fluency levels before and after the intervention, indicating the effectiveness of Project 4 P's. The observed improvement aligned with previous research, emphasizing the positive impact of targeted instruction and strategy integration on reading fluency. The results indicate that Project 4P's had a substantial impact on enhancing reading fluency. The

significant increase in mean scores suggests that the intervention effectively improved learners' ability to read with accuracy and comprehension. This finding supports the use of structured fluency programs in literacy education, reinforcing the need for continued implementation and refinement of targeted reading strategies to sustain long-term proficiency gains.

Table 3. Percentage of improvement in the Level of Reading Fluency of Grade 6 Learners After the Implementation of Project 4P's

Indicators	f (n=31)	%
Improved	31	100

Interpretation: Table 3 shows that all **31 Grade 6 learners (100%)** demonstrated improvement in reading fluency after the implementation of Project 4P's. This complete success rate indicates the effectiveness of the intervention in enhancing students' reading skills.

Additionally, Table 3 demonstrated a 100% improvement rate in reading fluency among Grade 6 learners' post-intervention, further supporting the success of Project 4 P's in enhancing students' reading skills. These findings highlight the importance of comprehensive interventions and ongoing assessment in promoting reading fluency among students. The findings reinforce the impact of targeted reading programs on literacy development. Project 4P's provided structured support, ensuring all learners progressed beyond their initial fluency levels. This result highlights the program's potential for broader application in similar educational settings to consistently improve reading proficiency. By incorporating evidence-based strategies and fostering collaboration with stakeholders, Project 4 P's has contributed to meaningful improvements in reading fluency among Grade 6 learners, aligning with broader efforts to enhance literacy outcomes in education.

Discussion

The implementation of Project 4 P's yielded significant improvements in the reading fluency of Grade 6 learners. Before the intervention, the majority of students were categorized as Instructional, indicating a need for targeted intervention to address their reading fluency levels. However, following the implementation of Project 4 P's, a remarkable transformation occurred, with the majority of students transitioning to the Independent category. This shift towards higher levels of reading fluency underscores the positive impact of Project 4 P's on students' literacy skills.

The success of Project 4 P's can be attributed to its structured reading sessions and collaborative learning experiences. By providing teachers with training and developing contextualized reading materials, students were equipped with the necessary support to enhance their reading abilities. The consistent engagement in reading activities facilitated by Project 4 P's contributed to the observed increase in students' reading fluency levels, ultimately leading to their improved literacy outcomes.

These findings are consistent with previous research highlighting the effectiveness of

targeted interventions and structured reading programs in improving students' reading proficiency. Meta-analysis by Foorman et al. emphasized the importance of repeated reading practice, explicit decoding instruction, and targeted vocabulary development in effective reading fluency programs. Moreover, studies by Mendoza et al. and Santos et al. underscored the positive impact of teacher training and project-based learning on student outcomes, respectively.

The observed improvement in reading fluency levels before and after the intervention aligns with findings from Vaughn et al. and Abaya et al., emphasizing the potential benefits of targeted instruction and strategy integration in improving reading fluency.

Additionally, the comprehensive impact of Project 4 P's is highlighted by the fact that all learners showed improvement in their reading fluency post-intervention. This 100% improvement rate underscores the success of the intervention in promoting continuous improvement among Grade 6 learners, further supported by previous research indicating significant gains in reading fluency following structured interventions.

These findings underscore the importance of targeted interventions and collaborative efforts in promoting reading fluency among students. Moving forward, further research should explore specific components and strategies within Project 4 P's to enhance reading fluency. Educators should receive ongoing professional development in evidence-based reading instruction to effectively support students' literacy development, while schools should prioritize resources for targeted reading interventions to address reading difficulties among students. These insights contribute to the literature on reading interventions, informing future policies aimed at enhancing reading fluency and academic achievement among students.

The implementation of Project 4P's led to significant improvements in the reading fluency of Grade 6 learners. Before the intervention, most students were categorized as Instructional, requiring guided support to read effectively. Following the program, a remarkable shift occurred, with the majority advancing

to the Independent category. This transformation underscores the program's effectiveness in enhancing literacy skills.

The success of Project 4P's can be attributed to structured reading sessions, contextualized materials, and teacher training, which provided learners with essential support. Consistent engagement with reading activities contributed to the observed increase in fluency, leading to improved literacy outcomes. These findings align with prior research emphasizing the role of repeated reading, explicit decoding instruction, and vocabulary development (Foorman et al.), as well as the impact of teacher training and project-based learning (Mendoza et al.; Santos et al.).

Limitations

While the study demonstrated 100% improvement in reading fluency among participants, several limitations must be acknowledged. The small sample size ($n=31$) limits generalizability, as results may not fully represent broader student populations. Additionally, the absence of a control group prevents direct comparison with alternative literacy interventions, making it difficult to isolate the program's impact from other potential influencing factors. Future studies should consider larger sample sizes and experimental designs incorporating control groups to validate findings further.

Implications for Policy and Curriculum Development

The success of Project 4P's suggests that structured literacy interventions can serve as a model for curriculum development. Educational policymakers may consider integrating fluency-building strategies into national reading programs, emphasizing teacher training and community collaboration. Schools should also allocate resources to sustained literacy efforts, ensuring that struggling readers receive targeted support beyond standard classroom instruction.

Scalability and Replication

Given its effectiveness, Project 4P's holds potential for scalability across different grade levels and contexts. Future iterations could explore hybrid implementation models that

combine face-to-face and digital learning, maximizing accessibility. Moreover, replication studies in diverse educational settings could assess the adaptability of the program across varying student demographics and regional learning environments. Strengthening interdisciplinary collaboration—engaging educators, families, and policymakers—can further ensure that literacy development remains a national priority.

Conclusion

Findings from this study demonstrate the effectiveness of Project 4P's as a targeted intervention for improving reading fluency among Grade 6 learners. The analysis of pre-test and post-test scores reveals a substantial increase in fluency levels, providing strong evidence of the program's positive impact on students' reading abilities. These results align with broader research advocating for structured literacy interventions to enhance fluency and comprehension.

Moreover, this study highlights the importance of tailoring interventions to meet individual student needs, reinforcing the value of Project 4P's in promoting literacy development. Collaboration among educators, stakeholders, and the community remains critical in sustaining meaningful improvements in reading fluency.

By contributing empirical evidence on effective fluency interventions, this research informs educational policies and curriculum development aimed at fostering literacy skills. Future studies could explore the long-term impact of Project 4P's, examining retention rates and its influence on broader academic performance. Additionally, comparative studies involving control groups or alternative intervention models would help validate and refine best practices in reading fluency programs. These insights can guide educators and policymakers in designing scalable, evidence-based strategies to address literacy challenges effectively.

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