RAYA: AID IN IMPROVING ORAL READING FLUENCY OF GRADE 8 STRUGGLING READERS

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I. ABSTRACT

A. Research Title

RAYA: AID IN IMPROVING ORAL READING FLUENCY OF GRADE 8 STRUGGLING READERS

B. Name of Researcher

DM L. AUXTERO

C. Date of TA Session

June 2, 2023

D. Summary

This study was conducted in Buenavista National High School, Buenavista Uson, Masbate within the school year 2022-2023 to aid the reading fluency problem of 12 purposively selected learners. Radyo-Istorya (RAYA) was developed to increase the fluency level of learner participants in terms of their speed, accuracy, and prosody. The participants attended the RAYA sessions every 4:00 p.m for 10 weeks. A pretest was conducted before beginning each level and a posttest before proceeding to the next level. Learners who got 95% on their posttest oral reading can proceed to the next level. Each learner's progress was monitored through the RAYA checklist, Phil -IRI Form 3B and Form 4B. The result showed that RAYA enhanced the reading speed of learners with a significant change to their reading speed from 0:45 seconds to 2:09 minutes during pre-assessment to 0:21 seconds to 1:24 minutes after the post-

assessment. RAYA improved learners reading accuracy skills by diminishing the percentage of learners who falls at a frustration level of 100% to 0% and increasing the percentage of independent readers from 0% to 91.6% (based on the pretest and posttest result). There are also positive changes to learners reading expressions that help to improve their fluency skills. And through the use of paired t-test, with a t-value from 2:331 to 5.564 from level 1 to level 7 of reading fluency, and a critical value of 2:201 which conveys that the t-value is greater than the critical value that leads to a decision of rejecting the null hypothesis and accepting the alternative hypothesis which states that RAYA as a reading intervention has a positive effect to learners reading fluency skills. This simply suggests that the innovation developed by the researcher is effective.

E. Conclusion

Having done the necessary research, this study concludes the following:

1. RAYA as an audio-assisted reading strategy and intervention does improve the fluency skills of the participants. The results showed that after administering audio-assisted reading to participants, there was a significant difference between the pretest and posttest results in terms of speed, accuracy, and expression.

2. There was a significant change in the reading fluency level of the Grade 8 participants in frustration level to independent level. This simply suggests that the learners improve their fluency when they heard it from a skillful reader.

3. Language teachers of Buenavista National High School commented that RAYA will be a good reading intervention and strategy to address the literacy gap

in the school. RAYA will be implemented in the next coming school year and will be monitored.

F. Recommendations

The use of audio-assisted reading has emerged as one of the newest literacy innovations in recent years. The introduction of this teaching strategy, specifically to language teachers, has inspired many educators to use this as an intervention for learners having difficulty in reading.

Considering the findings and conclusions of this study, the following recommendations are made:

1. Integrate RAYA within the curriculum. Language teachers may use RAYA or audio-assisted reading during their story reading. Hearing stories from one's imagination creates pictures in the mind and unleashes one's imagination. It will unleash the imagination of the learners. This will make the reading experience more exciting.

2. Integrate RAYA across the curriculum. RAYA can be utilized not only by language teachers but also by other learning areas. Across learning areas, subjects can use texts or passages that are within the subject's context. With this, learners can learn the context while at the same time cultivating a love for reading.

3. Increase the level of difficulty. Provide a wide range of variety of texts depending on the instructional range of learners. Instructional and independent

readers can be provided with difficult texts. RAYA levels can be modified to allow different rates of learning.

RAYA, as an intervention and strategy, has the potential to improve learners' oral reading fluency. Teachers will be able to use the recommendations to create an engaging way to introduce reading to their students and cultivate their love of reading at the same time.

III. ACKNOWLEDGMENT

"Feeling gratitude and not expressing it is like wrapping a present and not giving it" -William Arthur Ward.

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-DM

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IV. CONTEXT AND RATIONALE

Learning begins with reading. Reading has always been a source of information, happiness, enjoyment, and even moral courage for people of all ages. It is a skill that should be developed throughout one's life. Without the ability to read, a child cannot fully access his or her democratic rights.

Proficient reading is critical to success. Reading plays an important role in academics and has an impactful influence on learning. Children who begin to read at a young age have more general knowledge, a more extensive vocabulary, and are more fluent readers. A child who is a good reader will be able to complete his homework more quickly and remember more information than a child who is not (Nun, 2013, Phillips, 2009).

Reading has been a long-lasting and widespread problem among learners in primary and secondary learners. With this concerning issue, the Department of Education (DepEd), from the national level down to the school level, launched different programs to solve the problem of reading. One of such is DepEd Memorandum No. 73 s. 2019 or *Hamon: Bawat Bata Bumabasa* (3B's), which aims to strengthen every learner's proficiency and help nurture a culture for reading that will enable learners to be productive and responsible citizens equipped with essential competencies and skills for lifelong learning.

Buenavista National High School is commissioned to prepare all learners with the necessary skills to compete in 21st-century readiness. One of the basic skills the school demands to provide among its learners is the ability to read fluently. However, the summative test of Grade 8 showed an alarming percentage

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of learners at a frustration level. Out of 336 learners who took the summative test in English 8, the average passer is only 88 or 26% of the sample population for the SY 2020-2021.

It is essential to understand that there is a strong correlation between reading performance and academic performance. Fluency in reading creates a bridge to comprehension in reading. If children are not fluent in their reading, they cannot make connections and fully comprehend the lesson. If they cannot understand well what they are reading, it will result in poor test performance.

For many years, audio-assisted reading has been used in literacy learning. Tutors record (or use pre-recorded) texts being read aloud by an experienced reader, usually at a slow pace. These readings can be used in person, but they are also an excellent tool for distance education. Audio-assisted reading allows learners to practice with or without the tutor present.

The audio-assisted reading approach uses the teacher's recorded reading model. Audio-assisted reading helps learners develop familiarity with word patterns while hearing them read by another more skilled reader in a meaningful context. It allows learners to hear the tone and pace of a skillful reader. Instead of simply listening to the audio text, learners read along with the text on the page.

The use of listening devices can provide additional opportunities for readers to hear examples of fluent reading as they follow challenging texts (Pluck, 2012). Audio-assisted reading improves reading comprehension because the speaker has already segmented the text (Brown et al., 2008). Casbergue and Harris (1996) found that audio-assisted reading exposes learners to more literature and listening

to books read by enthusiastic and expressive readers made reading more pleasurable.

Chomsky (1976) Implemented an audiotaped reading system with five eight-year-old learners who had difficulties reading at their grade level. Fluency and reading comprehension improved over the course of 10 months.

Many schools use audio-assisted reading as an integral part of their reading program for struggling readers. These readers often make rapid gains in fluency because of increased supported practice.

When learners repeatedly read a selected text while simultaneously listening to the text on an audio device, it helps them improve automatic word recognition, reading rate, phrasing, and expression (Lewin, 2000).

In response to this theory, the researcher designed RAYA as a reading approach aimed at helping Grade 8 struggling readers improve their oral fluency skills. This action research will then be applied to classroom settings where further investigation would take place.

V. INNOVATION, INTERVENTION, AND STRATEGY

Radyo Istorya (RAYA) as an audio-assisted reading intervention provides a scaffold between the fluent model and the struggling reader. In addition to listening and following along, the learners read aloud with the model or read independently and reread. By using a skilled model, learners can access and read challenging texts that are too challenging for them to read on their own.

The learners were provided with downloaded audio-text recorded by the teacher researcher which is played through the speaker. Learners listened to the recorded reading model for at least 15 minutes per session four times a week every 4:00 p.m. for 10 weeks implementation period. The respondents listened to the story and read the text while following the recorded audio.

They were given reading passages that are within their independent-instructional range. The teacher utilized the Phil-IRI reading materials. The student-respondents were categorized into seven levels: Level 1, 40 words; Level 2, 50 words; Level 3, 59 words; Level 4, 76 words; Level 5, 79 words; Level 6, 88 words; and Level 7, 129 words.

After several practices on reading using RAYA as the audio-assisted reading program, the researcher would call the respondents and ask them to read the story independently as the former listened to vis-à-vis. The learners were given reading and audio text per week. After each week, those student-respondents who showed 95% proficiency in the level of reading material assigned to them proceeded to the next level. Learners received corrected feedback or guidance as they read during the post-assessment reading which is administered once a week.

RAYA was used as a reading intervention for Grade 8 struggling readers. This intervention allowed the respondents to learn how to improve their reading fluency at their own pace. It bridged the gap between unmastered developmental skills in reading and the skills that need to be mastered during the eighth grade. Listening to audio-assisted materials helped the respondents how to read with

proper speed, accuracy, and prosody in this manner. This can be used for distance, face-to-face, and blended learning modalities.

Reading while listening was the strategy used for audio-assisted reading. By using words and stories, RAYA provided learners with aural experiences that can be used to unleash their imaginations. It made their reading enjoyable and emotionally engaging. It is a pleasant, entertaining, and exciting formative experience for learners when they can read aloud confidently and fluently reading passages. Learners who value reading continue to value it throughout their lives as they become more motivated to read on their own. Instilling a love of reading at an early age is the key to unlocking the door to lifelong learning.

VI. ACTION RESEARCH QUESTIONS

The study aims to improve the oral reading fluency of Grade-8 learners in Buenavista National High School with the use of guided reading through audio-assisted reading- Radyo Istorya (RAYA).

Specifically, it will seek to answer the following questions:

1. How does RAYA help improve the speed, accuracy, and expression of Grade 8 frustration-level readers?

2. Do RAYA sessions have a significant impact on the student's fluency skills?

3. How can the RAYA program be fully utilized by reading teachers in Uson South District?

VII. ACTION RESEARCH METHODS

A. Participants and/or other Sources of Data and Information

A purposive sampling design was employed to obtain the possible learners' respondents based on the purpose of this study. The participants were selected in a non-random manner and identified by the researcher based on the level of oral reading fluency after conducting a pre-reading assessment using a Phil-IRI reading passage. The primary respondents of this study were the twelve (12) purposively selected Grade-8 learners whose reading fluency falls under the frustration level or less than 95% of success in reading the words correctly.

Each purposively selected participant underwent a Level 1 assessment in which participants read the passage with forty (40) words. Participants who identified thirty-seven (37) to forty (40) words, proceeded to level 2. But those who can only identify thirty-six (36) words and below, remained at the same level until he/she can read the target correct words.

In the level 2 assessment, participants read the passage with fifty (50) words. Participants who were able to identify forty-six (46) to fifty (50) words, proceeded to level 3. But those who can only identify zero (0) to forty-five (45) words, remained at the same level until he/she can read the target correct words.

In the level 3 assessment, participants read the passage with fifty-nine (59) words. Participants who were able to identify fifty-four (54) to fifty-nine (59) words, proceeded to level 4. But those who can only identify fifty-three (53) words and

below, he/she remained at the same level until he/she can read the target correct words.

In the level 4 assessment, participants read the passage with seventy-six (76) words. Participants who were able to identify sixty-nine (69)-seventy- six (76) words, proceeded to level 5. But those who can only identify 0 to 68 words remained at the same level until he/she can read the target correct words.

In the level 5 assessment, participants read the passage with seventy-six (76) words. Those who were able to identify sixty-nine (69) words proceeded to the next level. Participants who can only identify sixty-eight (68) words and below, remained at the same level until he/she can read the target correct words.

In the level 6 assessment, participants read the passage with eighty-eight (88) words. Those who were able to identify seventy-nine (79) to eighty-eight (88) words, proceeded to level 7. But, If he/she can only identify zero (0) to seventy-eight (78) words, then he/she will remain at the same level until he/she can read the target correct words.

In the level 7 assessment, he/she will read the passage with one hundred twenty-nine (129) words. If he/she can identify one hundred sixteen (116) to one hundred twenty-nine (129) words, then he/she will proceed to level 7. But, if he/she can only identify one hundred fifteen (115) words and below, then he/she will remain at the same level until he/she can read the target correct words. If the participants can now independently read with 90% success, he/she will be given reading enrichment materials.

The researcher will use this RAYA Checklist to assess for the weekly reading assessment and post-reading assessment.

The teacher-researcher was the one who facilitated RAYA. If at home, the identified participants will read the reading passage according to their level with their parents/guardians/siblings.

The table below will clearly show the participant's characteristics or their reading profile for each RAYA reading level.

Figure 1: RAYA Reading Level
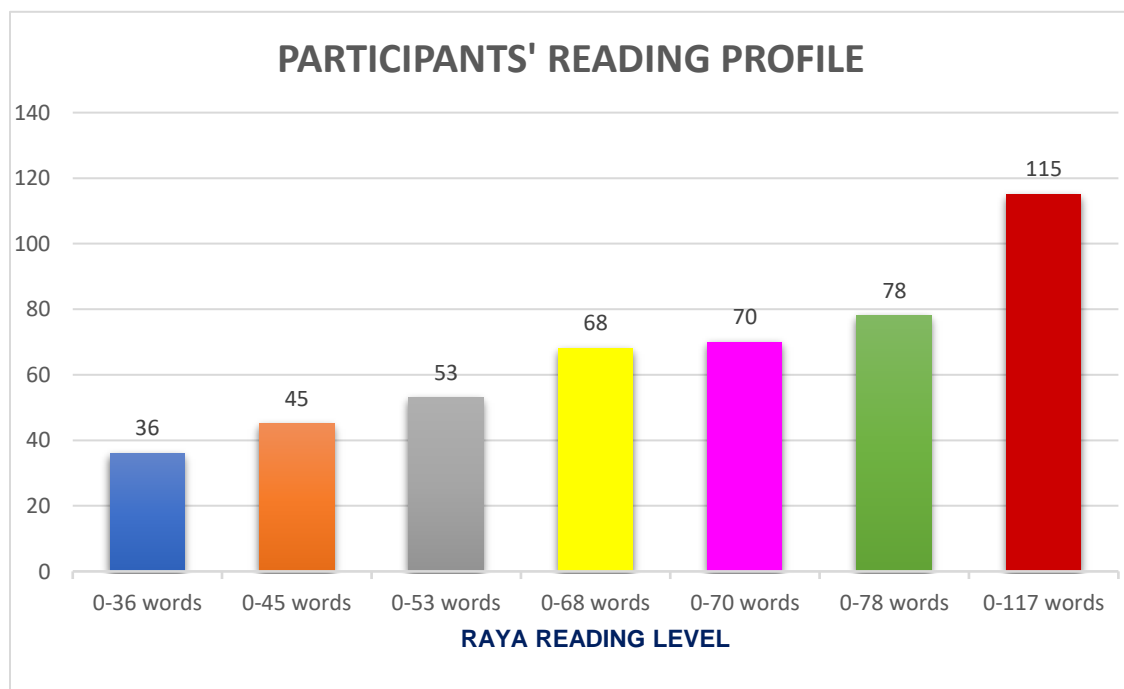
The blue column shows that if the student can identify 0-36 words out of 40 words, he/she will be identified as a participant in RAYA Level 1. The orange column shows that if the student can only identify 0-45 words out of 50 words,

he/she will be identified to participate in RAYA Level 2. The grey column shows that if the student can read 0-53 words out of 59 words, he/she will be identified participant in Level 3. RAYA Level 4 is the yellow column which shows that if the participant can read 0-68 words only out of 76 words, he/she will remain at this level. The pink column shows that if the student can read 0-70 words out of 79 words in this level, he will be identified as a participant at RAYA Level 5. If the student can read 0-78 words only out of 88, he will remain in RAYA Level 6, the green column. The red column shows that if the student can identify 0-117 words out of 129 words, he/she will remain at RAYA Level 7.

B. Data Gathering Methods

The study utilized a pre-experimental research design specifically one group pretest-posttest design. Pre-experimental design is a research method that happens before the true experiment and determines how the researcher's intervention will affect the experiment. The selected 12 struggling readers were exposed to a treatment or intervention and their oral reading fluency was assessed thereafter to see if the guided reading through *Radyo Istorya* had any effect.

The instrument used in data gathering is the Phil-IRI assessment tool. Each of the twelve (12) learners was assessed using PHIL- Form 3B: Grade Level Reading Passage Sheet. Learners' Oral Reading Fluency was analyzed as to frustration, instructional, and independent level based on the fluency being observed by the researcher. Phil-IRI Form 4: The teacher-researcher utilized individual Summary Records to keep track of the progress of the learner.

C. Data Analysis

The gathered data will be analyzed using descriptive statistics. To provide a general knowledge of the collected data such as percentage, averaging, and ranking. Furthermore, the percentage of learners who are fluent will be examined. In the frustration level with a percentage of 89% below, reading fluency was not seen. At the instructional level (90-96%), the learner demonstrates fluency but with teacher monitoring. At the independent level (97% higher), the learner displays oral reading fluency without the assistance of the teacher.

To compute the significant difference in the level of performance of the learners as compared to after Project RAYA implementation based on the result of the oral-reading assessment during the pretest and posttest, the statistical test that the study utilized was paired T-test. The researcher used paired T-test as a statistical tool to analyze the effectiveness of the innovation, intervention, and strategy using the learners' pre-assessment and post-assessment.

A paired t-test is used when we are interested in the difference between two variables for the same subject. Often the two variables are separated by time. Furthermore, it is commonly used to assess if a new treatment or intervention is superior to a current treatment or intervention.(Snedecor and Coachran, 1989)

VIII. DISCUSSION OF RESULTS AND REFLECTION

RAYA'S EFFECTIVENESS IN SPEED, ACCURACY, AND EXPRESSION

Reading speed is a significant feature in teaching reading because only skilled readers can quickly and easily get familiar with the words of a text.

Readers must be fluent in encoding to obtain words and understand meaning easily, quickly, and accurately (Sa'ad, 2006).

Speed is a primary component of reading fluency. Blau (2001) states reading speed is the ease of reading together with the ability to comprehend.

The table below shows the improvement in participants reading speed on their pretest and posttest results.

**Table 1. RAYA Participants Progress Chart (Speed)**

RAYA PARTICIPANTS' PROGRESS CHART (SPEED)

NAME OF PARTICIPANT	EASY						AVERAGE				DIFFICULT			
	LEVEL 1 (40 WORDS)		LEVEL 2 (50 WORDS)		LEVEL 3 (59 WORDS)		LEVEL 4 (76 WORDS)		LEVEL 5 (79 WORDS)		LEVEL 6 (88 WORDS)		LEVEL 7 (129 WORDS)	
MALE	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST
1 PARTICIPANT 1	0:33	0:19	0:55	0:26	1:40	0:39	2:08	0:56	1:31	0:59	2:04	1:07	3:18	1:37
2 PARTICIPANT 2	0:43	0:23	1:02	0:32	2:12	0:34	1:54	0:57	2:17	1:26	2:54	1:43	3:36	1:41
3 PARTICIPANT 3	1:01	0:17	1:31	0:26	1:53	0:32	2:13	1:07	1:52	0:46	2:21	1:28	4:03	1:53
4 PARTICIPANT 4	0:32	0:24	0:49	0:25	1:05	0:38	1:42	1:10	1:45	0:47	0:52	0:46	1:19	1:01
5 PARTICIPANT 5	0:48	0:28	1:11	0:33	1:02	0:49	1:36	1:07	1:49	1:08	1:41	1:30	3:36	1:33
6 PARTICIPANT 6	0:49	0:17	0:51	0:30	1:26	0:48	1:38	0:52	2:10	1:33	2:10	0:53	1:26	0:58
FEMALE														
1 PARTICIPANT 7	1:05	0:18	0:44	0:25	1:22	0:39	1:18	0:42	1:14	0:57	1:45	1:06	2:30	1:18
2 PARTICIPANT 8	0:59	0:19	1:35	0:21	1:42	0:28	2:17	0:44	2:21	0:50	4:29	1:23	4:06	1:55
3 PARTICIPANT 9	0:48	0:20	1:03	0:26	1:01	0:35	1:12	0:38	1:09	0:51	1:14	0:52	1:42	1:50
4 PARTICIPANT 10	0:41	0:22	0:43	0:32	1:13	0:35	1:18	0:50	2:10	1:41	1:11	1:02	2:42	1:02
5 PARTICIPANT 11	0:27	0:19	0:39	0:24	0:59	0:27	1:07	0:38	1:14	0:45	1:21	0:47	1:55	1:03
6 PARTICIPANT 12	0:38	0:28	1:13	0:26	1:02	0:28	1:17	1:00	3:35	1:45	3:05	1:45	3:45	1:08
Average Speed	0:45	0:21	1:01	0:27	1:23	0:36	1:38	0:53	1:55	1:07	2:05	1:11	2:49	1:24
Significant Difference on Learners Average Reading Speed	0:24		0:34		0:47		0:45		0:48		0:54		1:25	

The data presented above are the comparative results of the conducted pretest and posttest reading speed of the learners before and after the employment of RAYA as an intervention. It was observed that the reading speed of the learners has significant improvement after the conduct of the reading interventions. For the easy category with Level 1 (40 words),

Level 2 (50 words), and Level 3 (59 words), the mean average increase in learners' reading speed is 24 seconds, 34 seconds, and 47 seconds. Even the difference in learners reading speed from the pretest to posttest to this category is only seconds, the researcher is confident that this change is a manifestation of the positive effect of the intervention on learners reading speed considering the number of words being read and the high percentage of the participants who increased their reading speed based on the post-assessment result. In the average category which consists of Level 4 (76 words), and Level 5 (79 words) the significant changes to learners' reading speed are 45 seconds to 48 seconds. The same with the first category, RAYA in this level of assessment shown its effectiveness in improving learners' speed in reading. The researcher believes that improving learners reading speed has a direct effect on learners reading literacy and making them independent readers which has a great factor in improving their academic performance. And based on the results of pre-and post-assessment conducted for the difficulty level which consists of level 6 (88 words), Level 7 (129 words) with significant improvement in reading speed from 54 seconds to 1 minute and 25 seconds, it is evident that RAYA as an intervention can be an effective tool in improving learners reading speed.

The figure below shows the comparable difference between learners' reading speed performance in their pretest and posttest.

Figure 2. RAYA Participants' Reading Speed
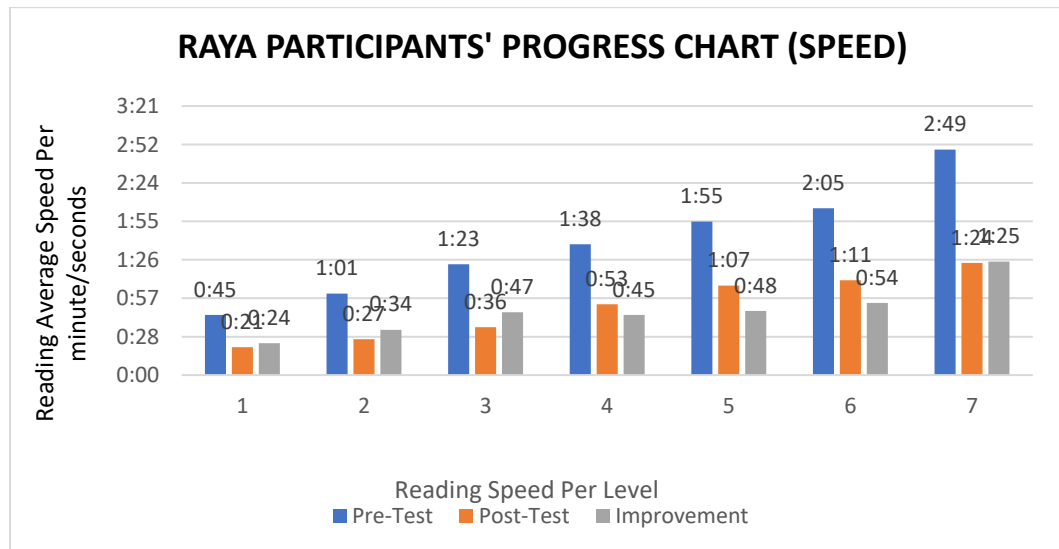
The increase in learners reading speed as shown in the chart above is a positive indicator that RAYA is an effective reading intervention activity. This research stressed the importance of improving learners' reading speed because the researcher believes that learners with a speed in reading will be given a lot of opportunities to access information and be open to more ideas. It will improve learners' confidence in reading, memory, and recall, increase focus and concentration and enhance their critical thinking and comprehension. As Rasinski (2000) claims, reading speed is crucial to identify inefficient reading, even when comprehension is satisfactory. Although comprehending a text is the goal of reading, the reading rate should not be disregarded because it is evidence of text processing: an inefficient reader will invest much more time in reading the same text than an efficient

reader (assuming that comprehension is adequate), and this might lead to greater frustration and demotivation to read and, consequently, to less frequent reading activity (Gomez-Dominguez, 2016).

RAYA and its Effect on Learners' Reading Accuracy

The ability to read without making mistakes is referred to as accuracy. It is expressed as a percentage of words correctly read out of all words attempted.

The researcher used Phil-IRI Form 3B to measure the reading accuracy of the participants based on the RAYA reading checklist.

Table 2. Pretest and Posttest Results on Learners' Reading Accuracy

	Level 1 (40 words)		Level 2 (50 words)		Level 3 (59 words)		Level 4 (76 words)		Level 5 (79 words)		Level 6 (88 words)		Level 7 (129 words)	
	Pre-Test	Post-Test	Pre-Test	Post-Test	Pre-Test	Post-Test	Pre-Test	Post-Test	Pre-Test	Post-Test	Pre-Test	Post-Test	Pre-Test	Post-Test
Mean	26.8	40	37.5	49.9	43.3	58.9	57.6	74	59.5	78.75	69.9	87.6	108.3	128.6
MPS	67%	100%	75%	99.8%	73.9	99.80%	75.80%	97.40%	75.30%	99.70%	78.40%	99.50%	83.9	99.70%
SD	5.06	0	11.38	0.28	6	0.28	15.4	2.83	3.6	0.6	7.8	0.62	9.03	0.62

To be a good reader, a student must be accurate, first and foremost (Hasbrouck, 2010). This statement signifies the importance of reading accuracy to learners' literacy skills. This is the reason why the researcher was moved to develop an innovation and intervention with the aim to improve learners reading fluency. And based on the results stated above, it is evident that RAYA is an effective intervention activity to make every learner accurate

in reading. The results reveal that there is a significant difference between the mean, mean percentage score, and standard deviation from the pretest to posttest. For the different number of words from Level 1 to Level 7, it is observable that the mean of the correct words read by the learners for pretest are from 26.8 to 108.3 while for posttest starts from 40 to 128.6 which is closer to perfection. And for the mean percentage score, the pretest starts from 67% to 83.9% while for the pretest the range of MPS is from 99.07% to 100%. The measure of how dispersed the data in relation to the mean of this research is 3.6 to 15.4 for the pretest while for the posttest starts from 0 to 0.62. The pretest has a high variability while the post has a low variability. These measures of central tendency and variability revealed that there is a significant improvement in learners reading accuracy after the use of RAYA.

Table 3. Learners' Reading Fluency Level

Accuracy level	Pretest		Posttest	
	Frequency	Percentage	Frequency	Percentage
Independent 97% and above	0	0%	11	91.6%
Instructional (90%-96)	0	0%	1	8.4%
Frustration (89% below)	12	100%	0	0
Total	12	100%	12	100%

The frequency and percentage of learners who read accurately the words from Level 1 to Level 7 supports the discussion in Table 3 with regards to the effectiveness of RAYA as a reading intervention to improve learners reading literacy. Based on the data above, before the employment of the reading

intervention, all the participants fall at the frustration level, but after its application to learners, 91.6% of the learners fall at the independent level. Reading fluency and comprehension are strictly interrelated, and also correlated with important aspects of academic life, such as school outcomes (Alvarez-Canizo et.al 2015).

RAYA and its Effect on Learners' Reading Expression

Prosodic reading, or reading with expression, is widely regarded as one of the defining characteristics of reading fluency. When a learner reads prosodically, their oral reading sounds much like their speech with appropriate phrasing, pause structures, stress, and rise and fall patterns. (Schwanenflugel PJ et. Al, 2004)

Participants' oral reading expression was measured using Phil-IRI Form 4, Oral Reading Observation Checklist.

Table 4. Participants' Reading Expression Level

Expression	Pretest		Posttest	
	Frequency	Percentage	Frequency	Percentage
Does word-by-word reading	7	58%	0	0%
Lacks expression; reads in a monotonous tone	12	100%	0	0%
The voice is hardly audible	12	100%	0	0%
Disregards punctuation	12	100%	1	8.30%
Points to each word with his/her finger	12	100%	1	8.30%
Employs little or no method of analysis.	12	100%	2	16.60%

RAYA is a reading intervention that truly helps learners in improving their reading speed, accuracy, and expressions. The table above shows the effect of RAYA on learners reading expression. It is evident that there is a positive change in learners' expressions after they undergo the reading intervention activities.

Figure 3. Reading Expression Progress Chart
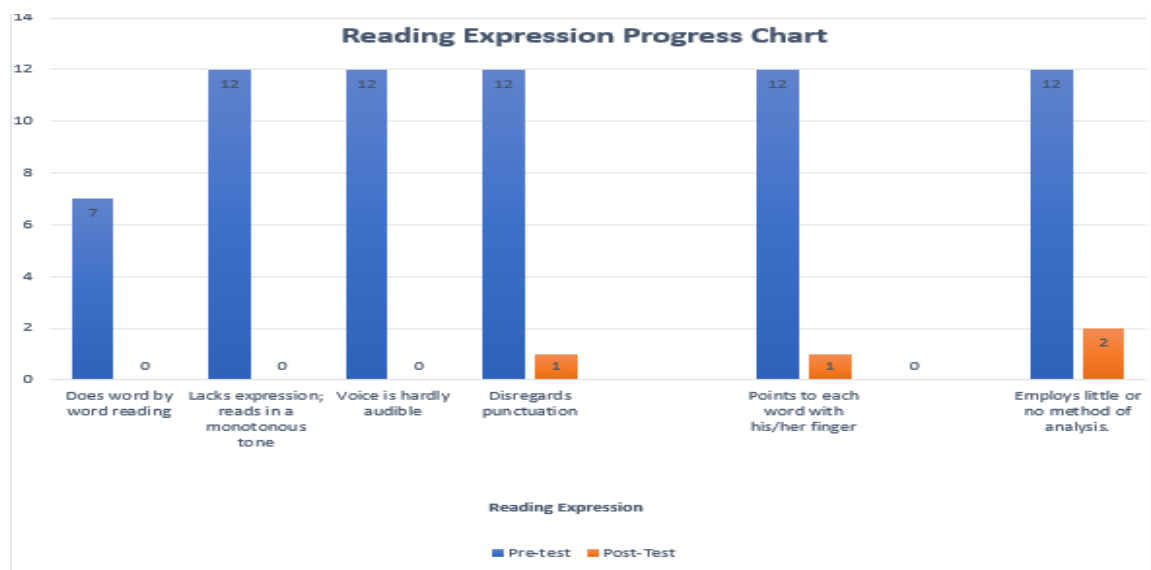
With the use of RAYA most of the learners shifted from lacking expressions into more creative and lively expressions while reading, they become more confident to read the word in a loud voice, and the tone of their voice while reading conveys and explains the meaning of each word. Reading with expression is essential for reading comprehension and it helps learners to read with fluency.

Prosodic reading helps them to understand the reading material better since they tend to pay closer attention to the words they are reading. Learners who use

appropriate intonation can read faster and more smoothly, which helps them avoid tripping over words thus improving their fluency.

RAYA'S IMPACT ON LEARNERS' FLUENCY SKILLS

Reading fluency is the ability of the learner to read with speed, accuracy, and expressions. These three components in oral reading are important to learners to understand what they are reading.

To determine the impact of RAYA on reading fluency skills the research used the paired t-test with the following null and alternative hypotheses:

Null Hypothesis: RAYA has no significant impact on learners' fluency skills.

Alternative Hypothesis: RAYA improves learners' fluency skills.

Table 5. T-test results Comparing the Pretest and Posttest Scores of Learners in a Fluency Assessment.

Fluency Level	T-Value	Critical Value Df= 11 95% confidence level	Interpretation	Decision
Level 1	2.331	2.201	T-value is greater than Critical value	Reject the Null Hypothesis and Accept the Alternative Hypothesis
Level 2	3.009	2.201	T-value is greater than Critical value	Reject the Null Hypothesis and Accept the Alternative Hypothesis
Level 3	3.061	2.201	T-value is greater than Critical value	Reject the Null Hypothesis and Accept the Alternative Hypothesis
Level 4	3.352	2.201	T-value is greater than Critical value	Reject the Null Hypothesis and Accept the Alternative Hypothesis
Level 5	6.469	2.201	T-value is greater than Critical value	Reject the Null Hypothesis and Accept the Alternative Hypothesis
Level 6	6.813	2.201	T-value is greater than Critical value	Reject the Null Hypothesis and Accept the Alternative Hypothesis
Level 7	5.564	2.201	T-value is greater than Critical value	Reject the Null Hypothesis and Accept the Alternative Hypothesis

With the use of a t-test as a statistical tool to determine the impact of RAYA on learners' reading fluency, the results revealed that RAYA as a reading intervention has a positive impact on learners' reading fluency which means that RAYA helps to improve learners' reading speed, accuracy, and expressions which has a greater significant impact to learners' fluency and comprehension skills in reading. It is evident that the t-value is always greater than the critical value from level 1 to level 7 based on the result of the reading pre- and post-assessment. This means that the alternative hypothesis which states that RAYA improves learners reading fluency must be accepted and the null hypothesis which states that RAYA has no positive impact on learners' fluency must be rejected. These decisions support the claims of this research that RAYA is an effective intervention activity to improve learners' literacy skills.

The findings and observations show the positive impact of RAYA as an audio-assisted reading strategy and intervention does improve the fluency skills of the participants. The results showed that after administering audio-assisted reading to participants, there was a significant difference between the pretest and posttest results in terms of speed, accuracy, and expression. In conclusion, reading fluency can be developed through modeling and practice.

With the positive effect of RAYA as an audio-assisted reading, if applied by teachers in schools, this will be an immense help to learners to improve their reading fluency. Reading fluency is a good foundation for reading comprehension. Learners will benefit academically if they can make connections between the ideas in the text and their prior knowledge.

UTILIZATION WITHIN THE DISTRICT

Having conducted the advocacy, dissemination, and utilization in school through seminar-workshop, it was received by reading teachers with whole positivity that Project RAYA will be a great help in teaching reading. With this, the researcher sees wide avenues in the utilization of this project on a large scale.

RAYA as an audio-assisted reading is applicable to all grade levels and subject areas. Teachers can design RAYA levels depending on the grade level they are handling. Thus, through District LAC Sessions language teachers both in elementary and secondary will be capacitated to adapt to a new strategy and intervention that will make reading more fun and enjoyable for learners.

IX. ADVOCACY, UTILIZATION, DISSEMINATION

The utilization plan for this study is intended for the general and specific improvements of the learner's reading fluency. Hopefully, following the achievement of this objective, this study can contribute to other learners who struggle with reading. The researcher plans to utilize the success of this reading innovation, strategy, and intervention with other teachers specifically language teachers.

The results and findings were communicated to language teachers through Seminar-Workshop held at Buenavista National High School on May 29-31, 2023. A comprehensive portfolio of the design of the Utilization, Dissemination, and Advocacy has been attached to this report as Enclosure 3. The portfolio includes documentation, photos, and materials during the advocacy, utilization, and

dissemination of the research findings. It also includes testimonials from the

participants featuring the positive impact of RAYA when fully utilized in schools.

X. REFERENCES

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XI.FINANCIAL REPORT

Table 5. Financial Report

ACTIVITY	*CASH-OUT*	*BALANCE*
BASIC EDUCATION RESEARCH FUND (BERF) FACILITY GRANT		P 15,000.00
Crafting, printing, and binding of RAYA reading sessions	P 5,556.00	P 9,444.00
Conduct or implementation of RAYA	P 4,550.00	P 4,894.00
Advocacy, Utilization, and Dissemination of RAYA through SLAC	P 4,289.00	P 605.00
Completion of Action Research report	P 716.00	P 0.0