

# Utilizing ReadQuest Approach in Developing the Oral Reading Fluency of Grade 7 Learners

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## ABSTRACT

Persistent challenges in foundational literacy continue to affect learners as they transition from elementary to secondary education, resulting in difficulties in overall academic performance. This study examined the effectiveness of the ReadQuest approach, a station-based reading intervention in developing the oral reading fluency of Grade 7 learners identified with reading difficulties at Musuan Integrated School during the school year 2025-2026. A quasi-experimental design was employed, comparing two groups based on words correct per minute and accuracy rate, using the Department of Education's Phil-IRI Manual reading passages and benchmarks on reading levels classified as: 97%-100% for Independent level; 90%-96% for Instructional level; and 89% and below for Frustration level. Two intact classes were selected. Out of the whole section, only 15 learners were randomly selected. One is assigned as the experimental group exposed to the ReadQuest approach, and the other as the control group exposed to the Non-ReadQuest approach. Both groups were administered a posttest to determine any changes in reading levels. Results show that learners from the experimental group improved from the Frustration level (pretest) to Instructional level (posttest), obtaining a mean increase of 13.80, whereas reading levels of learners from the control group showed minimal changes at the Frustration level across both tests, obtaining a mean increase of 0.20. Statistical analysis confirmed significant gains in oral reading fluency for learners exposed to the ReadQuest approach. This suggests that the ReadQuest approach is an effective intervention for learners identified with reading difficulties, developing their oral reading fluency through station-based reading.

**Keywords:** Quasi-experimental design, Reading Difficulties, Reading Intervention, Station-based reading, Reading Fluency

## INTRODUCTION

Oral reading fluency (ORF) is an important skill in reading development that involves reading text aloud with speed, accuracy, and proper expression. It serves as a bridge between decoding and comprehension, making it essential for learners' academic success (Ostan, 2023). As students transition from elementary to secondary education, Grade 7 learners are expected to shift from "learning to read" to "reading to learn," where understanding content across subjects becomes the main goal.

Previous studies show that learners with poor oral reading fluency often struggle in reading comprehension and overall academic performance. Fluency difficulties negatively affect learning outcomes across subjects (William et al., 2025). Also, many secondary learners have low ORF levels and may experience social challenges such as bullying, showing that reading difficulties affect both academic and emotional well-being (Cabrejas et al., 2023).

Despite existing interventions, there is still a lack of engaging fluency approaches. With these gaps in hand, this study introduces the ReadQuest approach, a station-based reading intervention inspired by the Gallery Walk Technique that promotes active participation and motivation through structured reading tasks to develop the ORF of the students. It focuses on improving words correct per minute (WCPM) and accuracy through interactive, repeated, and expressive reading. Recent studies show that repeated reading has a positive impact on learners, enhancing textual comprehension, communication skills, and having better academic success (Canuto, 2024). Motivation is also important to motivate learners to read (Barotas, 2023). Combining ORF tasks and an interactive approach will help students to develop ORF.

According to Kaur & Kaur (2025), it has been found that learners taught through game-based instruction achieved significantly higher scores in ORF and reading comprehension compared to those taught through traditional approaches. Thus, this study aimed to determine the effectiveness of the ReadQuest approach in developing the ORF of Grade 7 learners at Musuan Integrated School during the school year 2025-2026. Specifically, it sought to compare the pretest and posttest scores of learners exposed to the ReadQuest approach and those exposed to the Non-ReadQuest approach to determine whether there is a significant difference in ORF levels between the two groups.

### **Objectives Of Study**

This study aimed to examine the effectiveness of the ReadQuest approach in developing the oral reading fluency (ORF) of Grade 7 learners at Musuan Integrated School for the school year 2025-2026. Specifically, it sought to: (1) determine the level of the oral reading fluency of learners exposed to the ReadQuest approach, and those exposed to the Non-ReadQuest approach in terms of: a) pretest; and b) posttest; and (2) determine whether there are significant differences in the level of the oral reading fluency between learners exposed to the ReadQuest approach and those exposed to the Non-ReadQuest approach.

## **METHODS**

### **Research Design**

The study utilized a quasi-experimental pretest-posttest non-equivalent control group design to compare the ORF levels of learners exposed to the ReadQuest approach and those exposed to the Non-ReadQuest approach. This design allowed researchers to determine whether the ReadQuest approach resulted in a significant development in learners' ORF levels by analyzing pretest and posttest scores of both groups, and evaluate the effectiveness of the approach in developing Grade 7 learners' ORF in a practical and controlled manner.

### **Participants of the Study**

Two intact classes of Grade 7 learners from Musuan Integrated School were selected as participants of the study during the school year 2025-2026. For convenience, out of the whole section, only 15 learners were randomly selected (n=30; 15 learners per section via random sampling). One was assigned as the experimental group, and the other as the control group. This sample provided a suitable basis for examining the effectiveness of the ReadQuest approach in developing the ORF of Grade 7 learners within a regular classroom setting.

### **Intervention**

ReadQuest is a station-based reading intervention designed to develop the ORF of Grade 7 learners. While each station focuses on developing specific skills that contribute to overall reading proficiency, its primary focus is on developing speed, measured through words correct per minute (WCPM), and accuracy. It consists of four instructional stations and one assessment component: (1) Speed Track, which measures learners' WCPM and accuracy; (2) Pauses Between Lines, which develops phrasing through phrase-cued reading; (3) Repeat After Me, which develops fluency through teacher modeling and imitation; (4) Voicing Emotions, which develops expressive reading using different emotions; and (5) Speed Track, concludes the reading intervention with another speed track to assess learners' ORF progress. This intervention was implemented over five weeks

with sessions conducted three times a week for one and a half hours, utilizing one station per week to allow learners to focus intensively on each component before progressing to the next.

### Data Collection Methods

The study employed a quantitative method of data collection through the administration of pretest and posttest ORF assessments in both experimental and control groups using grade-specific reading passages from Phil-IRI. Before the intervention, both groups were administered a pretest to determine their baseline reading fluency. The experimental group was then exposed to the ReadQuest approach, while the control group continued with regular classroom instruction. After the intervention, both groups were administered a posttest to measure changes in ORF levels. The use of the same assessment procedure for both groups ensured consistency, objectivity, and fairness in data collection. The scores obtained from the pretest and posttest served as the primary data for analysis.

### Data Analysis Plan

The data gathered in this study were analyzed using descriptive and inferential statistics. The learners’ reading speed (WCPM) and accuracy rate were computed to determine their reading performance. The formulas are as follows: (1) Total Words Read – Errors = WCPM; and (2) WCPM / Total Words Read x 100 = Accuracy Rate. The computed accuracy rates were then interpreted using the Phil-IRI reading level benchmarks where: 97%-100% were classified under the Independent Level; 90%-96% were classified under the Instructional Level; and 89% and below were classified under the Frustration Level. The mean and standard deviation were computed to summarize the pretest and posttest scores of the experimental and control groups. The Shapiro-Wilk test was conducted to assess the normality of the data, and since the results showed a non-normal distribution, the Wilcoxon Signed-Rank Test was employed to compare the pretest and posttest scores within each group at a 0.05 level of significance. This analysis aimed to determine significant differences in ORF levels before and after the intervention and evaluate the effectiveness of the ReadQuest approach. The data analysis procedures were reviewed and validated by an expert to ensure clarity, relevance, and academic rigor.

## RESULTS AND DISCUSSION

This section presents the statistical evidence gathered through pretest and posttest assessments to determine the effectiveness of the ReadQuest approach in developing learners’ ORF, both exposed and not exposed to the station-based reading intervention, as well as evaluating whether a significant difference exists between the two conditions.

Table 1. Level of Oral Reading Fluency of learners exposed to the ReadQuest approach and those exposed to the Non-ReadQuest approach in terms of pretest.

PROFICIENCY LEVEL	Pretest Scores					
	ReadQuest			Non-ReadQuest		
	M	SD	LEVEL	M	SD	LEVEL
97 - 100%						
90 - 96%						
89% and below	81.93%	8.46	Frustration	85.47%	9.24	Frustration

Table 1 shows the pretest ORF scores of learners exposed to the ReadQuest Approach and those not exposed to the intervention. Both groups fell under the Frustration level, with the ReadQuest group recording a mean of 81.93% (*SD*=8.46) and the Non-ReadQuest group a mean of 85.47% (*SD*=9.24). The minimal difference in scores indicates that the two groups started at comparable baseline reading fluency levels, satisfying the condition of initial equivalence needed to compare the effectiveness of the interventions.

The results imply that learners in both groups faced similar difficulties in ORF before the intervention,

reinforcing the study's objective of examining whether ReadQuest, as a structured reading intervention, can produce greater gains than a non-structured approach. A study conducted at Ifugao State University – Tinoc Campus found that students below oral reading fluency benchmarks improved significantly through repeated reading with Big Books, supporting the effectiveness of structured interventions for struggling readers (Canuto, 2024). Similarly, Zimmermann, Reed, and Aloe (2021) reported that varied-practice and repeated-reading designs yielded stronger fluency gains than less structured or non-repetitive methods, emphasizing the importance of explicit, guided instruction for struggling readers.

Table 2. Level of Oral Reading Fluency of learners exposed to the ReadQuest approach and those not exposed to the ReadQuest approach in terms of posttest.

**Posttest Scores**

ReadQuest			Non-ReadQuest			
PROFICIENCY LEVEL	M	SD	LEVEL	M	SD	LEVEL
97 - 100%						
90 - 96%	95.73%	2.55	Instructional	85.67%	9.26	Frustration
89% and below						

Table 2 shows the posttest scores of learners exposed to the ReadQuest Approach and those exposed to the Non-ReadQuest approach in terms of ORF. The ReadQuest group obtained a mean score of 95.73% (SD = 2.55), which corresponds to the Instructional level. Meanwhile, the Non-ReadQuest group obtained a mean score of 85.67% (SD = 9.26), which remained under the Frustration level. The results indicate a mean difference of 10.06% between the two groups in the post-test scores. The data further show that the ReadQuest group demonstrated higher and more consistent post-test performance, as reflected in the lower standard deviation compared to the Non-ReadQuest group. While both groups showed improvement from the pre-test results, the increase was more evident in the ReadQuest group. Table 2, therefore, presents higher ORF performance among learners exposed to the ReadQuest approach compared to those who were not exposed to the intervention.

The findings are supported by the study of Stevens et al. (2017), which revealed that fluency interventions such as repeated reading and guided oral reading significantly improved learners’ reading accuracy, rate, and comprehension, particularly among struggling readers. Furthermore, Ardoin et al. (2016) found that students who received repeated reading interventions demonstrated greater improvement in oral reading fluency compared to students exposed to business-as-usual classroom instruction. These studies highlight the importance of structured fluency instruction over traditional reading practices in improving learners’ reading performance.

Table 3. Significant Difference in Oral Reading Fluency Gains Between the ReadQuest and Non ReadQuest Approaches.

Group	Mean Gain	t-value	p-value	Interpretation
ReadQuest Approach	13.80	-8.30	<0.05	Significant
Non-ReadQuest Approach	0.20	-1.38	>0.05	Not Significant

Table 3 shows a comparison between learners exposed to ReadQuest and to Non-ReadQuest approaches in terms of ORF levels. The ReadQuest group obtained a mean gain of 13.80, with a t-value of -8.30 and a p-value of less than 0.05, indicating a significant difference. In contrast, the Non-ReadQuest group recorded a mean gain of 0.20, with a t value of -1.38 and a p-value greater than 0.05, indicating no significant difference in ORF levels.

These findings show that the learners exposed to the ReadQuest Approach produced a substantially greater improvement in ORF levels than the learners not exposed to the intervention, which showed only minimal change. This supports the study objective of determining whether the intervention was more effective than the non-intervention condition. The result is consistent with prior research of Hudson et al. (2020), who reported that structured fluency interventions, including repeated reading, teacher modeling, guided oral reading, and explicit focus on rate, accuracy, and prosody, significantly improve learners' ORF. These strategies are consistent with the ReadQuest approach and may explain the significant gains observed in this study.

The results imply that learners benefit from explicit, guided, and repeated fluency practice, especially when they begin at a low reading level. The non-significant gain in the Non-ReadQuest group suggests that ordinary exposure alone is not enough to produce meaningful progress, indicating that without structured support, learners may struggle to improve their ORF effectively. A limitation of the study is that it was conducted in a limited setting, which may affect generalizability. Future research may include larger samples, longer intervention periods, and other reading outcomes such as comprehension, motivation, and retention. Overall, the findings address the gap identified in the introduction by showing that structured classroom-based reading intervention can help improve ORF and support stronger literacy development.

## CONCLUSIONS

The study establishes that the ReadQuest approach is a highly effective reading intervention for developing ORF among Grade 7 learners, directly addressing the research objective of developing fluency through structured and guided practice. By demonstrating significant progress from frustration to instructional levels, the findings validate the importance of systematic fluency training and reinforce the broader principle that targeted interventions can break the cycle of stagnant reading performance in struggling readers.

Beyond its immediate classroom impact, the study contributes to theory and practice by confirming that structured, station-based, and feedback-driven reading instruction fosters both improvement and stability in fluency development. This positions ReadQuest as a scalable approach for literacy programs, offering practical guidance for teachers, schools, and policymakers seeking evidence-based strategies to strengthen reading proficiency. In doing so, the research advances the field's understanding of how structured fluency interventions can serve as a cornerstone for inclusive and sustainable literacy growth.

## RECOMMENDATIONS

Based on the study's conclusions, several practical recommendations are proposed to strengthen literacy instruction.

For teachers, they are encouraged to integrate the ReadQuest approach into their regular classroom practice by employing structured, station-based, and guided reading activities with repeated exposure to texts and immediate feedback. Integrating this approach ensures that learners with varying ORF levels receive inclusive and differentiated support that addresses their specific reading needs.

For students, active and consistent participation in both guided and independent reading tasks utilizing the ReadQuest approach is strongly encouraged. This sustained engagement is essential in building reading confidence, enhancing motivation, and supporting their gradual progression from frustration level to instructional or independent reading levels.

For school administrators, it is recommended to sustain the gains of the ReadQuest approach by embedding it into existing school reading initiatives. This includes allocating adequate instructional resources, providing necessary materials, and organizing training workshops that equip teachers with the skills needed for effective and consistent implementation.

Finally, future researchers are encouraged to further validate the ReadQuest approach across diverse grade levels, contexts, and subject areas, using larger samples and longer intervention periods to strengthen its reliability and generalizability. Further studies may also explore its impact on related literacy skills such as

reading comprehension, vocabulary development, and critical thinking to expand its theoretical and practical contributions.

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