Enhancing Reading Fluency among Grade 1 Learners Through the Use of "READ Tiles": A Memory-Based Learning Approach

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DOI: https://dx.doi.org/10.47772/IJRISS.2025.910000331

Received: 11 October 2025; Accepted: 17 October 2025; Published: 11 November 2025

ABSTRACT

Reading fluency is essential for early learners, as it forms the foundation for academic success and effective communication. However, many Grade 1 learners struggle with developing fluent reading abilities, often facing challenges in decoding words and understanding text smoothly. This study explores the use of "READ TILES," a memory-based learning approach, to enhance reading fluency among Grade 1 students during S.Y. 2024–2025 in a public institution in Ozamiz. This study utilized a classroom-based action research design with 29 students selected through purposive sampling. Data was collected using a researcher-made interactive game and a rubric and analyzed through statistical tools: mean, standard deviation, and t-test. The key findings of the study were as follows: the level of pupils' reading fluency before the implementation of the memory-based learning approach was satisfactory, the level of pupils' reading fluency before the implementation of the memory-based learning approach was very adequate, and there is a highly significant difference in the level of pupils' reading fluency before and after the implementation of the memory-based learning approach. The significant improvement in students' performance before and after the method suggests that READ Tiles is a practical and valuable tool for helping early reading development, particularly in terms of fluency reading. Teachers may explore and implement creative instructional approaches such as "READ TILES" to make reading lessons more engaging and effective in developing fluency among young learners.

Index Term- Intervention, Memory-Based Learning, Reading Fluency, Read Tiles

INTRODUCTION

Reading aloud to practice fluency is a common practice in language teaching. After losing popularity, reading fluency (RF) training in L1 regained importance in the first two decades of this century, as research showed a strong connection between RF and reading competence in L1 (National Reading Panel, 2000). The alarming decrease in reading fluency among young learners has made a significant educational setback, negatively impacting the teaching and learning process. This is one of the factors that hinders a learner from being promoted to the next grade, a problem that many educators are eagerly trying to solve (Kuhfeld, Lewis, & Peltier, 2023). In many EFL settings, including Iran's language education system, teachers overlook reading fluency because public high schools primarily focus on reading comprehension. Recognizing the negative impact of fluency deficiencies, some educators emphasize the importance of developing reading fluency from an early stage (Ostovar-Namaghi et al., 2015).

Reading fluency is one of the Five Pillars of Reading. It is a critical component of literacy development, defining the ability to read accurately and quickly, with proper understanding and facial expression. Fluency bridges word recognition and comprehension, enabling readers to process text efficiently and arrive at the overall meaning (Rasinski, 2004).

The learners in the lower grades lack this ability, resulting in their diminished ability to properly comprehend a passage of text. The need for reading fluency extends beyond young learners and poses challenges for senior high school students, particularly in understanding science subjects. Difficulties in comprehending complex texts

highlight a significant gap in foundational reading skills. This emphasizes the critical importance of implementing targeted interventions aimed at improving reading fluency and comprehension, ensuring students are adequately equipped to tackle advanced academic subjects (Caraig & Quimbo, 2022).

In pursuit of investigating the factors affecting reading fluency, many studies have been conducted to determine what impacts it the most. Vocabulary knowledge, background knowledge, and grammar proficiency are essential components that influence comprehension, with vocabulary knowledge playing a significant role. Despite learners' efforts to develop these skills, many face challenges due to limited exposure to language or ineffective reading strategies, leading to difficulties understanding texts. Explicit vocabulary instruction was proposed, teaching new words in context and encouraging extensive reading to expand vocabulary naturally. Grammar instruction focuses on practical grammar usage within reading activities to build understanding. Activating prior knowledge through engaging learners in discussion or activities related to the reading topic, as building blocks to activate relevant background knowledge. As well as teaching reading strategies to provide practice opportunities to apply them effectively (Gilakjani & Sabouri, 2016).

Assisted practice improved text reading rates and comprehension in the experimental groups, though gains in letter-naming, decoding, and out-of-text reading speed were insignificant. Listening while reading doubled reading volume and boosted listening comprehension. Greater reading comprehension gains occurred in students with larger initial gaps between listening and reading comprehension (Shanny et al., 1995). Interventions such as hearing fluent reading, practicing repeated readings, and tracking progress are effective ways to improve reading fluency. The "Read Naturally" program combines these methods into a four-step approach, commonly used with elementary and middle school students needing extra help or in special education (Hasbrouck et al., 1999).

Another intervention that was done to address poor reading fluency is a reading method based on self-evaluation. It is efficacious in improving the students' correct reading and reading comprehension skills. It was determined that there was no significant difference in gender except for reading speed in developing these skills (Saat et al., 2022). In addition, repeated text reading was utilized to build up ORF (Oral Reading Fluency) for students with reading difficulties. Interventions found to be most effective were those conducted one-on-one with a trained model of fluent word reading and accuracy (Hudson et al., 2020).

The decline in students' reading skills over the years is a significant issue facing our country and a contributing factor to the educational crisis in the Philippines. It is recommended that Philippine elementary schools implement a revamped reading program that includes ongoing progress monitoring and reading assessments (Librea et al., 2023). Oral reading fluency issues are a key characteristic of reading difficulties. These fluency struggles affect not only word recognition but also lead to challenges in reading comprehension, particularly among grade 1 pupils. The oral reading verification results for Grade 1 pupils show that most students exhibit an instructional level of reading proficiency in both English and Filipino, with the majority falling into the slow, instructional category (Postanes et al., 2023).

Game-based learning has a moderate to substantial impact on cognitive, social, emotional, motivational, and engagement outcomes. The results indicate that it can be a valuable tool for early childhood educators to enhance children's learning and development (Alotaibi, 2024). Integrating puzzle games into reading skill development offers greater learning advantages and effectively fosters collaboration, preparedness, comprehension, and shared mental models. Preschool children demonstrate heightened interest and engagement in the learning process through puzzle games (Ungau et al., 2023). Participation in games also shows a clear positive impact on learning; however, no significant link was found between immersion in the game and learning outcomes. The challenge presented by the game positively influenced learning directly and through heightened engagement. While skill in the game did not directly enhance learning, it contributed by increasing engagement. Both the game's challenge and skill level positively affected engagement and immersion. Notably, the challenge in the game emerged as a robust predictor of learning success (Hamari et al., 2016).

Educational methodology is a critical area of study that plays an essential role in reading fluency. Existing research has shown that rereading is effective in enhancing reading fluency. Studies have primarily focused on accuracy and speed. However, the researcher identified a methodological gap in the prior research. There is a

lack of understanding of memory-based learning approaches, such as the research topic, specifically in prosody, which refers to the patterns of rhythm, stress, and intonation in spoken language. Based on the research, we are trying to implement it as a research design; we found a dearth in the prior research on methodology-based research designs. This study seeks to establish a new inquiry into research designs with memory-based approaches. We aim to extend existing research by addressing the gaps with memory-based learning strategies in the research methodologies with action research (Miles, 2017).

This action research aimed to enhance the reading fluency of Grade 1 pupils enrolled in the S.Y. 2024-2025, specifically in one of the elementary schools in Ozamiz City. Specifically, it focuses on using the "READ Tiles" memory-based learning approach to improve pupils' reading fluency, including aspects of prosody such as rhythm, stress, and intonation in spoken language. The study will involve the Grade 1 pupils' engagement in targeted reading activities to foster fluency. The research will explore the effectiveness of this method in improving reading speed, accuracy, and overall fluency, as well as its potential to close gaps in reading performance observed in the target population. The study will primarily focus on English and Filipino reading proficiency, integrating game-based learning methods into the intervention. The study will be conducted in a single elementary school in Ozamiz City, limiting the generalizability of the findings to other schools or regions. The duration of the intervention is limited to the 2024-2025 school year, which may not be sufficient to observe long-term effects or sustained improvements in reading fluency. Factors such as the learners' prior exposure to reading materials, family support, or external educational interventions could influence the outcomes. However, these variables are not within the scope of this study. Lastly, while the study focuses on reading fluency, it does not examine other factors influencing academic success, such as socio-economic status, learning disabilities, or school infrastructure, which could impact the results.

Game-based learning has become an innovative educational approach that enhances student motivation, emotional engagement, and enjoyment. Research indicates that students prefer and are more actively involved in game-based lessons, suggesting that gamification is particularly effective for educational planning (Hartt et al., 2020). Understanding these aspects is crucial for developing more comprehensive and enduring solutions to support pupils' reading fluency.

Using READ Tiles (Recognize, Explore, and Associate through Discovery) in elementary education is an innovative teaching strategy designed to enhance student engagement and learning in acquiring reading fluency. Children with reading difficulties often struggle with reading fluency due to challenges in building an extensive vocabulary of words they can recognize instantly or "by sight." Without effective early interventions to foster independent and accurate reading skills, these students cannot read with sufficient accuracy or frequency to develop the ability to recognize thousands of words from memory (Torgesen et al., 2006).

The proposed READ Tiles memory-based learning approach aims to create a dynamic and interactive learning environment to enhance pupils' reading fluency during the School Year 2023-2024. READ Tiles is an educational game consisting of 20 tiles, similar to matching card games. The READ Tiles memory game can be employed in Grade 1 English and Filipino classes, where pupils can use the game to enhance their reading fluency and performance. This approach is particularly beneficial in elementary education, specifically in Grade 1 classes, where young learners thrive on activities that stimulate curiosity, encourage exploration, and connect to real-world applications to enhance pupils' memory, vocabulary, and reading fluency through interactive play. This game combines matching and discovery learning elements, providing a fun and effective way to develop cognitive and literacy skills. Game-based learning fosters an environment that lowers student stress while enhancing learning by improving understanding, communication, and student collaboration (p-value=0.000). Hence, learning through card games boosts students' knowledge and teamwork skills (Rosa et al., 2023).

In a similar study where cooperative learning and matching card game media were used to teach reading skills, the study found that using Matching Cards to teach reading skills involved three stages: pre-activity, main activity, and post-activity. Advantages included increased creativity, student engagement, and reduced boredom. However, challenges such as difficulty understanding vocabulary and unfavorable classroom conditions were also noted. Overall, the method proved effective but highlighted areas for improvement (Asriyani et al., 2024). Additionally, "GOT IT!", which stands for Group-oriented Thematic Interactive Technique, is a game designed

to help lower-proficiency students enhance their ability to remember theme-based vocabulary. A preliminary study with Standard 4 students suggested that "GOT IT!" is efficacious in improving vocabulary retention in the English language classroom (Razali et al., 2017).

A disadvantage of using the READ Tiles memory-based learning approach for Grade 1 learners is that the timed aspect of the game may cause stress and hinder performance, especially for younger students still developing their memory and reading skills. This pressure to quickly match word-picture pairs might lead to frustration for those who struggle with vocabulary recognition or have slower processing speeds.

The game's challenge is that all the cards are displayed face down on the screen, and with each turn, two cards are flipped face up. The game aims to match pairs of identical cards by selecting them. Tiles are prepared in pairs, with one set containing words and the other featuring corresponding pictures or the same word. For example, a tile with the word "apple" will have a matching tile displaying the image of an apple or the word itself. The real challenge, however, lies in the timer set for the game, which adds an element of urgency. Pupils must work quickly and efficiently to make their matches within the allotted time, testing their memory and recognition skills and ability to perform under pressure while developing their reading fluency. However, the READ Tiles will only focus on enhancing pupils' fluency.

This action research aimed to enhance the reading fluency of Grade 1 pupils enrolled in the S.Y. 2024-2025 in one of the elementary public schools in Ozamiz City. Specifically, this study sought to answer the following questions:

1. What is the level of pupils' reading fluency before the implementation of the memory-based learning approach?
2. What is the level of pupils' reading fluency after the implementation of the memory-based learning approach?
3. Is there a significant difference in pupils' reading fluency before and after the implementation of the memory-based learning approach?

Methods

Research Design

This qualitative action research used a descriptive-comparative research design. This design was characterized by having no manipulation of independent variables, no random assignment to groups, and often including control and comparison groups (Cantrell, 2011). The study will also employ a classroom-based action research approach to enhance pupils' reading fluency performance using READ Tiles. This research design is deemed appropriate in the study as it examines the effectiveness of using READ Tiles in improving fluency in reading.

Research Setting

The study was conducted in one of the basic education schools, specifically on Grade 1 pupils of a particular public elementary school in Ozamiz City. It is a complete elementary school open to learners from kindergarten to Grade 6 and to learners who need special attention. The school offers varied subjects at all grade levels and accepts a heterogeneous group of pupils. It offers subjects prescribed by the Department of Education following the MATATAG Curriculum.

Respondents of the Study

The participants of the study were the 29 Grade 1 pupils from a single section that the researcher was observing. They were selected through purposive sampling. The participants were selected based on the following criteria: learners who were enrolled as Grade 1 pupils for the school year 2024–2025; pupils who were observed to have low performance in reading; and pupils who were willing to participate in the study. The researcher ensured that these criteria would be met before conducting the survey. However, the researcher will not include other sections of the same grade level in the study.

Research Instruments

The researcher used the following research instruments as the data gathering tool:

READ Tiles Strategy (Pre-test-post-test)**.** Following analyzing the test outcomes, the researcher employed this memory-based approach game to improve pupils' reading fluency. It was a researcher-made interactive game that included six pictures and six words to be matched by the learners within a time limit, covering subjects from the fourth grading period.

To ensure the validity and reliability of the instrument, the researcher will seek expert evaluations from the research adviser, cooperating teacher, and other knowledgeable stakeholders. A pilot test will be conducted with a group of Grade 1 pupils not included in the study to refine the instrument and ensure its effectiveness by achieving a Cronbach's Alpha between 0.7 and 1.0. The instrument will then be used during the pre-test and post-test phases of the study, enabling the researcher to measure improvements in pupils' fluency reading skills and the impact of the strategy.

In determining reading performance, the following rubric will measure pupils' reading fluency changes before and after implementing the READ Tiles strategy, highlighting improvements and identifying areas for further support.

Criteria	Beginning (1)	Developing (2)	Proficient (3)	Advanced (4)
Accuracy	Frequently struggles to recognize words correctly, with 5+ errors per minute.	Recognizes most words correctly, with 3–5 errors per minute.	Recognizes almost all words correctly, with 1–2 errors per minute.	Reads all words correctly with no errors.
Speed	Reads fewer than 10 WPM, significantly below grade level expectations.	Reads 10–19 WPM, approaching grade level expectations.	Reads 20–30 WPM, meeting grade level expectations.	Reads 30+ WPM, exceeding grade level expectations.
Expression	Reads with little to no expression or monotone voice, showing minimal understanding of punctuation.	Shows emerging expression and intonation but inconsistent phrasing.	Reads with proper intonation, rhythm, and phrasing most of the time.	Consistently reads with excellent intonation, rhythm, and phrasing, enhancing comprehension.

Lesson Plan. The researcher created lesson plans focused on enhancing pupils' fluency in reading. Before putting it into practice, the lesson plan will be carefully reviewed by the cooperating teacher and revised by the researcher. The implementation will occur at one of the public elementary schools in Misamis Occidental, specifically with the Grade 1 pupils during the S.Y. 2024- 2025.

Data Collection

A. Pre-Implementation Phase. The researcher submitted a letter of permission to the college dean, obtaining consent to

conduct the study. The researcher then sought the permit and approval from the Schools Division Superintendent, the principal, and the cooperating teacher. After receiving approval, the researcher explained the purpose of the study, discussed the ethical considerations with the participants, and sought consent from parents and an assent form from the pupils involved. Subsequently, the researcher conducted assessments and activities that were prepared based on the teachers' lesson plans and PowerPoint presentations to determine the pupils' reading fluency level.

B. Implementation Phase. The researcher presented and discussed the lessons in class using READ Tiles. The students

received detailed instructions regarding the function and use of the READ Tiles for the activities and assessments. After a month of implementing the intervention, an assessment was administered to determine how much the pupils had improved their reading fluency.

Since data triangulation was used in this study, observations and interviews were also conducted alongside the assessment to gather more data. The researcher recorded the data by taking video recordings of the class lessons, photos, screenshots, and field notes throughout the implementation. Semi-structured interviews were conducted to obtain specific data concerning students' and teachers' feelings and perceptions regarding using the READ Tiles. The interviews were conducted after the intervention and audio-recorded by the researcher for future reference.

Post-Implementation Phase. The researcher analyzed the collected data to assess the effectiveness of the "READ Tiles"

strategy in enhancing reading fluency. The results from the pre-tests, post-tests, and observations were examined to draw conclusions and provide recommendations. The research study was proofread, edited, and finalized. Finally, the findings were shared with relevant stakeholders, including teachers and school administrators, to ensure that the results were effectively communicated and could be used to inform future teaching practices.

Ethical Considerations

The subjects' informed consent was obtained before the survey in accordance with the study's ethical guidelines. To uphold ethical standards, the researcher provided participants with a comprehensive overview of Republic Act No. 10173, the Data Privacy Act of 2012, highlighting the commitment to safeguarding personal information and maintaining accountability in handling sensitive data.

Participants were thoroughly briefed on the study's goals, the potential benefits of their involvement, and the significance of their participation. Additionally, the researcher emphasized the confidentiality of the data collected and guaranteed that participants' anonymity was protected throughout the study.

Data Analysis

The following statistical tools were employed with Minitab software:

Mean and Standard Deviation. The results were calculated to summarize the pupils' performance before and after using READ Tiles to improve their reading fluency skills.

Paired T-test. This tool was used to assess the significant difference in pupils' performance before and after the implementation of READ Tiles to enhance their reading fluency.

RESULTS AND DISCUSSIONS

Level of Pupils' Reading Fluency Before the Implementation of the Memory-Based Learning Approach

Table 1 presents the reading fluency levels of Grade 1 learners before implementing the memory-based learning approach "READ TILES." The results show that most learners performed at the "Satisfactory" level (M = 4.97; SD = 2.03).

The data indicate that before the memory-based intervention, learners displayed varying degrees of reading fluency, with a majority achieving only satisfactory performance. The mean (M) score falls within the "Satisfactory" range, suggesting room for improvement in fluency skills. The standard deviation (S.D.) also reflects a considerable variation in learners' reading abilities, underscoring the importance of introducing an engaging strategy to improve fluency outcome (M = 4.97; SD = 2.03).

A reading course is essential for improving students' understanding of English texts. Despite its significance, many students struggle with disinterest and a lack of enthusiasm for reading activities in class. This challenge highlights the need for more engaging and motivating approaches to make reading more appealing and impactful for students (Mahmudah & Rasyi, 2022). Therefore, teaching is a dynamic and creative craft involving a wide array of approaches to promote meaningful learning and comprehension. Whether through classic lectures, interactive discussions, or experiential activities, educators thoughtfully adapt their methods to meet the diverse needs of their students and foster active engagement in the learning process (Gulamova, 2024). Also, fostering an engaging learning environment calls for deliberate actions from educators, who must thoughtfully combine course planning, diverse teaching techniques, and appropriate instructional tools to encourage strong student involvement and interaction (Whiter, 2020). Such strategies led to increased receptiveness among students to the teacher's explanations and greater collaboration with their peers in group activities. Students became more engaged, enthusiastic, and confident during class, creating a more dynamic and stimulating classroom atmosphere (Mahmudah & Rasyi, 2022).

The findings emphasize the need for more engaging and motivating approaches to enhance students' reading fluency. Educators should consider incorporating dynamic and interactive teaching strategies to address varying student ability levels. A well-planned and diverse learning environment fosters active participation, boosts student enthusiasm, and improves reading outcomes. So, teachers' attitudes and instructional strategies in the classroom play a vital role in raising students' motivation to read with enthusiasm and increasing their engagement, which contributes to better academic performance. This illustrates that when teachers dedicate their full potential and focus, they can greatly nurture students to become active and committed readers. (Selim & Islam, 2022). Indeed, reading comprehension teaching methods are essential to the learning process and can significantly affect students' ability to comprehend texts (Nguyen, 2022). Furthermore, the data indicate that tactics such as READ TILES improve reading fluency and increase learners' confidence and interest in reading. When kids observe their development through engaging activities, they are more likely to have a positive attitude toward reading, which can contribute to long-term literacy gains.

Table 1. Level of Pupils' Reading Fluency Before the Implementation of the Memory-Based Learning Approach

Proficiency Level	Frequency	Percentage	M	SD
Very Satisfactory	7	24.14	8.00	0.00
Satisfactory	15	51.72	3.60	1.24
Fairly Satisfactory	7	24.14	4.86	0.38
Overall Performance	29	100.00	4.97	2.03

Note Scale: 10-12 (Outstanding); 7-9 (Very Satisfactory); 5-6 (Satisfactory); 3-4 (Fairly Satisfactory);0-2 (Did Not Meet Expectations)

Level of Pupils' Reading Fluency After the Implementation of the Memory-Based Learning Approach

Table 2 shows the reading fluency levels of pupils after implementing the memory-based learning approach. The results indicate that most pupils performed at the "Very Satisfactory" level (M = 831; SD = 2.35). The mean (M) suggests pupils responded positively to the memory-based approach. However, there is still some variation in performance, as indicated by the standard deviation (S.D.). This variation highlights the potential for further refinement of the approach to ensure consistent results across pupils (M = 831; SD = 2.35).

The data emphasize that the memory-based learning approach is an effective strategy for enhancing reading fluency among pupils. The notable increase in students reaching "Very Satisfactory" suggests that this approach positively impacts reading skills. Educators may value integrating memory-based learning techniques into reading instruction to foster greater fluency and improve comprehension outcomes.

Reading strategies positively influenced students' reading comprehension. The students developed favorable

attitudes toward techniques such as skimming, scanning, making predictions, and questioning. They successfully applied these methods in their reading process, which enhanced their ability to understand the text (Banditvilai, 2020). These active learning strategies encourage students to actively participate in their learning, rather than passively absorbing information. Engaging with the material makes students more likely to retain information and develop critical thinking skills. Educators can foster active learning by structuring lessons to include opportunities for collaboration, exploration, and reflection (Gulamova, 2024). Indeed, the primary duty of schools is to teach students how to read, as reading serves as the foundation for all other academic success and is closely linked to social, emotional, economic, and physical well-being. As one of the most extensively studied areas of human cognition, reading holds critical importance. Rather than focusing on criticism, the evident need for improved teacher preparation, ongoing professional development, and adequate resources to support intentional instruction in reading, spelling, and writing should drive meaningful action and reform (Moats, 2020). The goal is to equip readers with practical strategies that can be applied to improve classroom instruction and foster better student learning outcomes (Kuhn, 2020).

The findings suggest that the memory-based learning approach is efficacious in improving pupils' reading fluency, as evidenced by the majority performing at a "Very Satisfactory" level. This implies that integrating such strategies into instruction may lead to better reading outcomes, foster active engagement with texts, and support overall literacy development. For educational materials to be as effective as possible, they must be carefully designed, considering the content and visual elements, such as the typeface. This explored how letter shapes impact readers' perceptions of readability, fluency, comprehension, and retention (Medved, 2023). So, reading fluency is an essential element in the process of becoming a proficient reader (Oakley, 2024). Also, using reading strategies led to significant improvements in students' understanding of texts (Cárdenas, 2020). These findings indicate that when students are taught utilizing interactive and memory-based strategies such as READ TILES, they become more involved and confident in reading. This means that teachers should continue experimenting with creative and learner-centered practices, as these can help pupils read quickly and better grasp what they read. With the correct tools and procedures, even those who struggle can make tremendous progress.

Table 2. Level of Pupils' Reading Fluency After the Implementation of the Memory- Based Learning Approach

Proficiency Level	Frequency	Percentage	M	SD
Outstanding	8	27.59	11.50	0.76
Very Satisfactory	14	48.28	7.93	0.73
Satisfactory	3	10.34	6.00	0.00
Fairly Satisfactory	4	13.79	5.00	0.00
Overall Performance	29	100.00	8.31	2.35

Note Scale: 10-12 (Outstanding); 7-9 (Very Satisfactory); 5-6 (Satisfactory); 3-4 (Fairly Satisfactory); 0-2 (Did Not Meet Expectations)

Significant Difference in the Level of Pupils' Reading Fluency Before and After the Implementation of the Memory-Based Learning Approach

Table 3 presents the analysis of the significant difference in the level of pupils' reading fluency before and after the implementation of the memory-based learning approach. The data includes mean (M), standard deviation (S.D.), t-value, p-value, and the decision regarding the null hypothesis (Ho). The results indicate a "highly significant" difference in pupils' reading fluency levels before and after implementing the memory-based learning approach. Specifically, the reading fluency level before the memory-based learning approach ($M = 4.97$, $SD = 2.03$) compared to after the memory-based learning approach ($M = 8.31$, $SD = 2.35$) shows a substantial improvement ($t = 23.43$, $p = 0.00$). This p-value is less than 0.01, indicating a statistically highly significant difference.

This could be attributed to the broader distribution of pupils across higher proficiency levels, indicating that the

intervention effectively moved more students towards greater reading fluency. The overall findings strongly support the effectiveness of the memory-based learning approach in significantly enhancing pupils' reading fluency.

The inability to read fluently poses significant challenges for individuals, as it can hinder their decoding skills and overall literacy. Low motivation and reading difficulties are the most prominent issues learners face in developing their reading skills (Devarajoo & Yamat, 2021). Therefore, reading fluency is crucial for language development, as strong reading abilities enable the effective processing of linguistic input, which is key to achieving comprehension, the ultimate goal of reading (Xin & Yunus, 2020). To promote reading fluency, parents should encourage positive social and educational interactions at home, particularly among siblings, as older children can help support the learning of younger ones. Besides, reading resources should be accessible to students at home and school (Mugambi et al., 2021). Maintaining motivation and the ability to read fluently are key elements that an individual must acquire. This receptive skill is crucial for interpreting written information and the symbols of a language (Devarajoo & Yamat, 2021).

The findings indicate a highly significant improvement in pupils' reading fluency after the implementation of the memory-based learning approach, highlighting the effectiveness of the intervention in enhancing reading skills. This suggests that incorporating memory-based strategies in reading instruction can significantly boost reading proficiency, making it essential for educators to integrate such methods to promote literacy development. Hence, fluency-oriented reading instruction had a beneficial effect on the motivation of struggling readers. The intervention notably lowered students' perceived challenges with reading while enhancing their confidence in reading and their overall attitude toward it (Mehigan, 2020). Accordingly, reading fluency is essential to reading proficiency (Maki & Hammerschmidt-Snidarich, 2022). In addition, most studies focused on repeated reading interventions to enhance reading fluency for struggling readers at these grade levels, leading to improved fluency (Steinle et al., 2022). The strategies and techniques employed positively impacted all aspects of reading fluency, including accuracy, speed, and prosody (Akyol et al., 2024). Categorically, intensive reading interventions in middle school can result in progress in multiple areas of reading skills and motivation while encouraging the continued development of higher-level reading abilities (Lovett et al., 2021).

These findings suggest that memory-based tactics in reading class improve test scores and help students feel more confident and capable. Children who see tangible improvements in their reading fluency become more driven to learn. This suggests that teachers should consider incorporating memory-based learning into their training, particularly for students who struggle with reading. Simple yet regular measures can significantly improve children's attitudes toward reading and performance.

Table 3. Significant Difference in the Level of Pupils' Reading Fluency Before and After the Implementation of the Memory-Based Learning Approach

Variables	M	SD	T value	P value
Before the Memory-Based Learning Approach	4.97	2.03	23.43	0.000
After the Memory-Based Learning Approach	8.31	2.35		

Note: Probability Value Scale: **p<0.01 (Highly Significant); *p<0.05 (Significant); p>0.05 (Not Significant)

SUMMARY AND FINDINGS

Summary

Reading fluency is essential for early learners, forming the foundation for academic success and effective communication. However, many Grade 1 learners struggle with developing fluent reading abilities, often facing challenges in decoding words and understanding text smoothly. This study explores the use of "READ TILES," a memory-based learning approach, to enhance reading fluency among Grade 1 students during S.Y. 2024–2025 in a public institution in Ozamiz. This study utilized a classroom-based action research design with 29 students

selected through purposive sampling. Data was collected using a researcher-made interactive game and a rubric and analyzed through statistical tools. The study sought to answer the following questions: (1) What is the level of pupils' reading fluency before the implementation of the memory-based learning approach? (2) What is the level of pupils' reading fluency after the implementation of the memory-based learning approach? (3) Is there a significant difference in pupils' reading fluency before and after implementing the memory-based learning approach?

FINDINGS

The key findings of the study were as follows:

1. The level of pupils' reading fluency before the implementation of the memory-based learning approach was satisfactory.

2. The level of pupils' reading fluency after the implementation of the memory-based learning approach was very satisfactory.

3. There is a highly significant difference in the level of pupils' reading fluency before and after the implementation of the memory-based learning approach.

CONCLUSION AND RECOMMENDATIONS

Conclusions

The findings of the study led to the formulation of the following conclusions:

1. Teachers may adopt engaging and interactive strategies to help young learners develop reading fluency more effectively.
2. The memory-based learning approach enhanced the reading fluency of Grade 1 learners
3. The significant improvement in reading fluency performance following the implementation of the READ Tiles strategy highlights the positive impact of interactive and participatory teaching methods on reading development in early primary education.

Recommendations

Based on the findings and conclusions, it is recommended that:

1. Teachers may explore and implement creative instructional approaches such as "READ TILES" to make reading lessons more engaging and effective in developing fluency among young learners.
2. Learners may be provided with regular opportunities to practice reading through interactive and enjoyable activities.
3. School administrators may promote a supportive learning environment by investing in instructional materials that foster literacy development.
4. Parents and guardians may be encouraged to support reading development at home through guided memory-based activities that complement classroom instruction, reinforcing reading habits in a nurturing environment.
5. Educators may adapt and customize instructional materials like "READ TILES" to match students' varied learning styles and reading levels, ensuring differentiated instruction that meets individual needs.
6. Future researchers may integrate READ Tiles across other subject areas to promote interdisciplinary learning and to support vocabulary development in different academic contexts.
7. Future researchers may replicate this study in different grade levels, schools, or subject areas to validate and expand on the results, and to explore long-term effects of memory-based learning strategies on literacy outcomes.

ACKNOWLEDGEMENT

The researcher expresses heartfelt gratitude to the following individuals, whose unwavering support and invaluable guidance were essential to the successful completion of this study.

1. To begin with, I would like to express my gratitude towards Dr. Genelyn R. Baluyos, Dean of the College of Education and research instructor, for her expert guidance and mentorship, which were essential throughout this study.
2. To Mr. Eugenio C. Bucog, School Principal II of Ozamiz City Central School, for his support and permission to perform this research, which made its successful completion possible.
3. To Mrs. Jenith J. Bicoy and Mrs. Maricris S. Patigayon, cooperating teachers' assistance, guidance, and collaboration greatly enhanced the research process.
4. To Dr. Maria Niña F. Banque, for her unwavering support and generosity throughout the researcher's academic journey.
5. To the researcher's family and partner, whose steadfast love and uplifting support have provided comfort, courage, and motivation every step of the way.
6. The researcher thanks all friends, classmates, and Grade 1 pupils for their support, cooperation, and meaningful contributions.

Above all, the researcher deeply thanks Almighty God for His continued guidance and grace throughout this journey.

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