

# Effectiveness of Explicit Strategy Instruction to The Fluency Skills of Grade 4 Pupils in English

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**Abstract** — This study aimed to determine the Effectiveness of Explicit Strategy Instruction to the Fluency Skills of Grade 4 Pupils in English. The findings of the study served as a basis of a proposed Intervention plan. This study used the Quasi- Experimental method of research to determine the significant difference of the aforementioned variables. The researcher utilized Universal Sampling in identifying the respondents of the study. The test of difference between the scores in the pre-test and posttest performances of the grade 4 learners before and after the integration of the Explicit Instruction Strategy in the delivery of the most essential learning competencies in teaching English for the Grade 4 pupils which was focus on the different topics for the 4th grading period. Based on the findings of the study , there was a positive result brought about by the Explicit Instruction Strategy when it comes to the improvement of the fluency skills of the grade 4 learners because the result that they have gained before and after the integration which is equal to 14.28 is lower compared to the scores gained by the grade 4 pupils after the integration of Explicit Instruction Strategy which resulted to the computed T value which is greater than the critical t value which means that the hypothesis which states that there is no significant difference between the pretest and posttest performance of the grade 4 pupils before and after the integration of the Explicit Instruction Strategy in the delivery of the most essential learning competencies in English is rejected.

The results in table 3 implied that most of the grade 4 pupils who took and experiencing the explicit Instruction strategy is really effective because in the pre-test assessment of learners which focus on the fluency skills are not really good considering that they are just on the level of fair which means that any time they can be put to the poor level of performance of in case they will be experiencing challenges in learning the skills. The results further explains the grade 4 pupils really favorable attention to monitor their fluency skills which could be the reason to lower also their literacy performance specially in determining the different area of their concerns or factors why they have experience or gained that level of performance. One of the things to help those learners are to create avenue for the Grade 4 learners especially to those who are belong to the fair and poor level of performance. This further explains that after the grade 4 pupils experience the learning intervention which focus on the fluency skills are rally shown positive impact in terms

of their skills or fluency skills in English considering that they are now on the level of Excellent which means that they really overcome their struggle from the past learning experiences from the 1 month of the implementation of the intervention. The results further explains the grade 4 pupils really gained excellent learning experience or performance that really need to be multiplied in terms of the improvement of the fluency skills of the learners. It is really uplifting on the part of the teachers seeing how their learners improve in terms of their test performances and how they cope with those own learning challenging times.

***Keywords — Effectiveness, Directed Instruction Strategy, Performance, Grade 4 Learners, English, Fluency Skills***

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## I. Introduction

The learning and experiences happened between school and home is different. There are factors that affect on the learning of a child - its environment and the person who are involve in their learning process. It is true that education starts at home. Parents are the first teacher of their own child. Children can read with the help of an adult by imitating sounds, expressions and even first-hand experience. Parents can't teach their child of what they don't know and what they don't have. It is very challenging to a parent to give all the information that a child could ask. If the parent have poor academic performance therefore they can't give the assistance needed by their child. On the other hand, if the parents are also willing to involve in the learning process they would be able to impart knowledge to their child.

It is very challenging to fill the pitcher of the mind of a child. So, explicit strategy instruction is one of the strategies that help the child to learn. Step by step process, guided practice, clear explanation, modelling and scaffolding help them to build the pillar of their knowledge. Other skills would develop if this process and strategy takes place.

Even though, education for the past 2 years continued, we can't deny the fact that there were still a gap in teaching and learning process. There were differences in teaching at home and teaching at school or even the one who delivered the knowledge to the learner. At present, struggling in reading was the common concern of the teachers because of the learning gap and the absence of physical contact between teacher and learners. It is now a challenging part to the teachers on how this concern may address.

As a teacher you will find ways to cope up the gap and to give solution to the problem. Teacher finds strategy that suited to the learners need. A lot of strategies could help our learners, one of these strategies is the explicit strategy instruction wherein the teacher gives clear guided instructions, steps by step procedures, direct instructions, direct explanations, teacher modeling, guided practices, and application. Explicit instruction involves using highly structured and sequenced steps to teach a specific skill. By this, it could help the learners developed their skills

specifically in reading. If the learner can't read their performance also be affected. Explicit strategy instruction is one of the keys to improve their performance in English and even other learning areas. With this, it also could help to improve the fluency skills of the learners.

Education scheme of teaching changed for the past two years due to pandemic. It is very challenging yet education may continue. Different instruction implemented to continue to give the service to the learners. Distant Learning was introduced and implemented to ensure learning continuity. It was challenging because you put extend beyond being a teacher you need also to monitor both the parents and the learners for feedback and progress. Monitoring or home visitation is one of the strategies used for checking learners' strengths and weaknesses. Now, the face-to-face classes were finally implemented I can directly monitor and assess the progress of each learner. But because of the situation for the past two years it brought a huge impact to the learners' performance, specifically to my Grade 4. I have observed that they are struggling in reading English that affect their fluency skills and even other skills will not be able to develop because of the gap and difficulty met by the learners. This is the problem that need to be addressed, need solution and take an action.

With this, I need to take an action and address the problem raised. To improve their fluency skills, explicit strategy instruction may apply. As a teacher I must be the model, and help them to read. Guided practices and helping them every step of their way could help them boost their skills. Fluency in reading help them improve their performance in different learning areas.

This study evaluated the effectiveness of Explicit Strategy Instruction to the fluency Performance of the Grade 4 Pupils in English in Tapol Elementary School in the Division of Leyte. The findings of the study were the bases for an Intervention Plan.

Specifically, it sought to answer the following questions:

1. What is the fluency performance of the Grade 4 pupils in English before the integration of Explicit Strategy Instruction in the delivery of the most essential learning competencies?
2. What is the fluency performance of the Grade 4 pupils in English after the integration of Explicit Strategy Instruction in the delivery of the most essential learning competencies?
3. Is there a significant difference in the fluency performances of the Grade 4 pupils in English before and after the integration of Explicit Strategy Instruction?
4. What improvement on the strategy can be proposed based on the findings of the study?

Null Hypothesis:

HO: There is no significant difference in the pretest and posttest reading performance of the Grade 4 pupils in English before and after the integration of Explicit Strategy Instruction.

## II. Methodology

**Design.** This study utilized the Quasi-Experimental research design to determine effectiveness of Explicit Strategy Instruction to the fluency performance of the Grade 4 pupils in English based on the different most essential learning competencies for the 4th grading period in Tapol Elementary School. The findings of the study based on the comparative analysis are basis for crafting intervention Plan particularly in the 4<sup>th</sup> grading period. The main local of the study is the Tapol Elementary School which is located under the Leyte, Leyte District in the Schools Division of Leyte. In the aforementioned locale where the study was conducted, the main respondents that was chosen by the teacher-researcher was the Grade 4 of Explicit Strategy Instruction learners who were experienced the Effectiveness of Explicit Instruction Strategy to the performance of the grade 4 pupils specially in the fluency skills. The findings of the study based on the comparative analysis are basis for crafting intervention Plan. The different assessment were carefully done by the teacher-researcher herself which are the pretest and posttest performances in English. This is also the time that in between the pretest and posttest, the delivery of the most essential learning competencies in the English was then embedded with the Effectiveness of Explicit Strategy Instruction. This study is mainly focus on the results of the different tests to gather data: The pretest performance of the Grade 4 learners before the implementation of the Effectiveness of Explicit Strategy Instruction. The Posttest performance of the Grade 4 learners after the implementation of the Effectiveness of Explicit Strategy Instruction as well as the significant difference of the pretest and posttest before and after the implementation of the inclusion of the Effectiveness of Explicit Strategy Instruction. In the Quasi- experimental research design, the researcher prepared different Effectiveness of Explicit Strategy Instruction that were focused on the learning competencies which are difficult to pass by the respondents as well as facilitating in the giving of pretest and posttest to the identified respondents in order to gather necessary data that will be significant in the study; The proposed intervention plan was crafted and taken based on the findings of the study as well as on the recommendations based on the Teacher-researcher findings from the results given by the Grade 4 learners .

**Sampling.** There are 21 total of respondents who are included in the study. 9 respondents of the study were males and 12 were belong to the females. In gathering of data, the actual meeting of the respondents as well as the given the pretest and posttest assessment were given to the Grade 4 learners inside the classroom. Another way of contacting them are through cell phones of their respective parents for their awareness regarding the study being conducted.

**Research Procedure.** The researcher prepared the Quasi-experimental research design that was used before and after the integration of the study. The Explicit Strategy Instruction in English as well as the test questionnaire are the tools utilized in the study. The different tools prepared by the Teacher-researcher were the ff: validated Summative Test Questionnaire in English from the Self Learning Modules of the aforementioned subject that were focused on the different competencies in the 4<sup>th</sup> grading period. The test questions were used before the inclusion of the

Effectiveness of Explicit Strategy Instruction to the performance of the Grade 4 learners in English particularly in the 4<sup>th</sup> grading period were given to the learners. After one month of the intervention of the inclusion of the Effectiveness of Explicit Strategy Instruction to the performance of the Grade 4 learners in English, posttest was given to the grade 4 learners with the same test questionnaire given in the pretest assessment. Prior to the preparation of all validation tools which will be used by the teacher-researcher in determining their performances before and after the integration of the intervention together with the different inclusion of the Effectiveness of Explicit Strategy Instruction to the performance of the Grade 4 learners in English particularly in the 4<sup>th</sup> grading period which were utilized for the identified approach in teaching. The Approval and recommendation from the Office of the Schools Division Superintendent, as well as to the Assistant Schools Division Superintendent being the Chairman of the Schools Division Research Committee through the Senior Education Program Specialist in Planning and Research. After the Approval of the Schools Division Research Committee, the Approved or endorsement letter from the body together with the approved letter of intent were forwarded to the Office of the Public School District Supervisor as well as to the office of the School principal in order to get full support on the conduct of the study as well as to get also approval from their end. The proposed title and design was submitted to the School Division Office for approval. Upon approval, the Division released endorsement to the District Office. When the research was approved by the Schools Division Office and District Office, the researcher began the process of data gathering. Validation of the instruments through the different Experts from the Schools Division Office, District Office and to the Schools where the available personnel such as the Master Teacher and in coordination with the school head were sought. Orientation of the participants was done. Answering and retrieval of the research tool followed. Tallying of results and treatment of data. Analysis and Interpretation of Data. Making of Proposed Intervention Plan.

***Ethical Issues.*** The right to conduct the study was strictly adhered through the approval of the principal, approval of the Superintendent of the Schools Division Office. Orientation of the respondents both the learners and the teachers including the School Principal was done.

***Treatment of Data.*** The Effectiveness of inclusion of the Effectiveness of Explicit Strategy Instruction to the performance of the Grade 4 learners in English particularly in the 4<sup>th</sup> grading period are the area of focused was treated through a Simple percentage, weighted mean and T-Test of Mean Difference respectively.

### III. Results and Discussion

**Table 1**  
**PRE-TEST PERFORMANCE OF GRADE 4 PUPILS**  
**IN ENGLISH**

Score Range	Description	Experimental Group	
		Frequency	%
33-40	Excellent	0	0
25-32	Very Good	0	0
17-24	Good	8	38
9-16	Fair	12	57
1-8	Poor	1	5
Total		21	100
<b>Weighted Mean</b>		<b>14.28</b>	<b>Fair</b>

The table 1 above shows the pretest performances of the Grade 4 pupils in English. This learners performance in the pretest are expected that they are not yet exposed to the intervention prepared by the teacher and to be tested whether the identified intervention in improving the fluency skills of the grade 4 learners which happens to be the respondents of the study is effective or not. The researcher is expected to conduct the or validate the effectiveness of the intervention for a matter of 4 weeks or 1 month of the implementation.

Based the results, it was found out that the Weighted Mean Score gained by the grade 4 learners as seen in the pretest performances of the 21 total number of respondents is equal to 14.28 and it is set to be in a fair level of performance with the scores ranging from 9-16 which is usually far from the highest class limit which is equal to 33-40 The abovementioned data in table 1 is brought about by the Grade 4 leaners based from their own pace of learning or from their experiences from the delivery of the lessons using the different strategies of the teacher.

Based on the result in table 1 which focuses on the pretest performance of the grade 4 pupils before the integration of the Explicit Strategy Instruction as identified one of the strategies in testing the fluency skills of the Learners. Based from the results shown, it was revealed that from the score ranging from 33-40 in the excellent level, there were none of the respondents or simply or 0 percent out from the 21 total number of respondents presents in the study, while in the 25-32 interval scores which is considered as very good level of performance there were also none from the 21 respondents who gained in this 2nd to the highest level of performance which is equal to 0 percent from the 100 percent total of respondents present. On the other hand, , in the score ranging from 17-24 which is said to be in a good level performance, there were 8 total number of respondents which has an equivalent percentage of 38 percent. It can be gleaned further



that the respondents in this level have the 2nd to the highest total number of respondents from the 5 level of performances. From the fair and poor of performances which are ranging from the score of 9-16 have the total number of respondents which is equal to 12 respondents present in this level of performance based on the fluency skills of the learners which has also an equivalent percentage of 57 percent. This level has dominated from all the levels of performances in terms of the fluency skills of the learners. While in the poor level of performance having the scores in the class limit ranging from 1-8, there were 1 respondent only or it has an equivalent percentage of 5 percent

The results in table 1 implied that most of the grade 4 pupils who took the pre-reading test which focus on the fluency skills are not really good considering that they are just on the level of fair which means that any time they can be put to the poor level of performance of in case they will be experiencing challenges in learning the skills. The results further explains the grade 4 pupils really favorable attention to monitor their fluency skills which could be the reason to lower also their literacy performance specially in determining the different area of their concerns or factors why they have experience or gained that level of performance. One of the things to help those learners are to create avenue for the Grade 4 learners specially to those who are belong to the fair and poor level of performance.

**Table 2**  
**POST TEST PERFORMANCE OF GRADE 4 PUPILS IN ENGLISH**

Score Range	Description	Experimental Group	
		Frequency	%
33-40	Excellent	18	39
25-32	Very Good	3	32
17-24	Good	9	29
9-16	Fair	0	0
1-8	Poor	0	0
Total		21	100
<b>Weighted Mean</b>		<b>35.67</b>	<b>Excellent</b>

The table 2 above shows the posttest performances of the Grade 4 pupils in English. This learners performances in the posttest are expected to be improved because they are already experience or exposed to the new intervention prepared by the teacher and tested the intervention whether the identified intervention in improving the fluency skills of the grade 4 learners during the delivery of the lessons which was lasted for four weeks or 1 month of the implementation in the delivery of the most essential learning competencies for the fourth grading period.

Based the results, it was found out that the Weighted Mean Score gained by the grade 4 learners as seen in the posttest performances of the 21 total number of respondents is equal to

35.67 and it is set to be in an Excellent level of performance with the scores ranging from 33-40 which is usually the highest class limit . The abovementioned data in table 1 is brought about by the Grade 4 learners based from their learning experiences during the delivery of the teacher-researcher of the different topics in English embedding the Explicit Strategy Instruction.

Based on the result in table 1 which focuses on the pretest performance of the grade 4 pupils before the integration of the Explicit Strategy Instruction as identified one of the strategies in testing the fluency skills of the Learners. Based from the results shown, it was revealed that from the score ranging from 33-40 in the excellent level, there were 18 total number of respondents or it has an equivalent percentage of 39 percent out from the 21 total number of respondents presents in the study, and it has said to be the dominant performance level of the learners while in the 25-32 interval scores which is considered as very good level of performance there were 3 total number of respondents or 32 percent from the 21 respondents who gained in this 3rd to the highest level of performance from the 100 percent total of respondents present. On the other hand, , in the score ranging from 17-24 which is said to be in a good level performance, there were 9 total number of respondents which has an equivalent percentage of 29 percent. It can be gleaned further that the respondents in this level have the 2nd to the highest total number of respondents from the 5 level of performances. From the fair and poor of performances which are ranging from the score of 9-16 have the total number of respondents which is equal to 0 respondent present in this level of performance based on the fluency skills of the learners which has also an equivalent percentage of 0 percent. While in the poor level of performance having the scores in the class limit ranging from 1-8, there were none respondent also or it has an equivalent percentage of 0 percent out of the 21 respondents tested in the study.

The results in table 2 implied that most of the grade 4 pupils who took the posttest which focus on the fluency skills are rally shown positive impact in terms of their skills or fluency skills in English considering that they are now on the level of Excellent which means that they really overcome their struggle from the past learning experiences from the 1 month of the implementation of the intervention. The results further explains the grade 4 pupils really gained excellent learning experience or performance that really need to be multiplied in terms of the improvement of the fluency skills of the learners. It is really uplifting on the part of the teachers seeing how their learners improve in terms of their test performances and how they cope with those own learning challenging times. Furthermore, it can be further concluded that utilizing the Explicit Instruction strategy could be one of the strategies to be utilized by the teachers in improving the fluency skills of the learners.



**Table 3**  
**TEST OF DIFFERENCE BETWEEN THE SCORES IN THE PRE-TEST AND POST-TEST OF GRADE 4 PUPILS IN ENGLISH**

Groups	Test Scores		Computed T	Critical T	Decision	Interpretation
<b>Grade 4 Learners</b>	Pretest	14.28	1.634	0.741	Reject Ho	Significant
	Posttest	35.67				

The Table 3 Presents The test of difference between the scores in the pre-test and posttest performances of the grade 4 learners before and after the integration of the Explicit Instruction Strategy in the delivery of the most essential learning competencies in teaching English for the Grade 4 pupils which was focus on the different topics for the 4th grading period. Based on the findings of the study , there was a positive result brought about by the Explicit Instruction Strategy when it comes to the improvement of the fluency skills of the grade 4 learners because the result that they have gained before and after the integration which is equal to 14.28 is lower compared to the scores gained by the grade 4 pupils after the integration of Explicit Instruction Strategy which is equal to 35.67 which resulted to the computed T value 1.634 which is greater than the critical t value of 0.741 which means that the hypothesis which states that there is no significant difference between the pretest and posttest performance of the grade 4 pupils before and after the integration of the Explicit Instruction Strategy in the delivery of the most essential learning competencies in English is rejected.

The results in table 3 implied that most of the grade 4 pupils who took and experiencing the explicit Instruction strategy is really effective because in the pre-test assessment of learners which focus on the fluency skills are not really good considering that they are just on the level of fair which means that any time they can be put to the poor level of performance of in case they will be experiencing challenges in learning the skills. The results further explains the grade 4 pupils really favorable attention to monitor their fluency skills which could be the reason to lower also their literacy performance specially in determining the different area of their concerns or factors why they have experience or gained that level of performance. One of the things to help those learners are to create avenue for the Grade 4 learners specially to those who are belong to the fair and poor level of performance. This further explains that after the grade 4 pupils experience the learning intervention which focus on the fluency skills are rally shown positive impact in terms of their skills or fluency skills in English considering that they are now on the level of Excellent which means that they really overcome their struggle from the past learning experiences from the 1 month of the implementation of the intervention. The results further explains the grade 4 pupils really gained excellent learning experience or performance that really need to be multiplied in terms of the improvement of the fluency skills of the learners. It is really uplifting on the part of the teachers seeing how their learners improve in terms of their test performances and how they cope with those own learning challenging times.

#### **IV. Conclusion**

Based from the findings this study the integration of Directed Instruction Strategy is significantly effective in improving the fluency skills or performance of the Grade 4 learners. This further explains that after the grade 4 pupils experience the new learning intervention have shown positive impact in terms of their skills or fluency skills in English and really overcome their struggle from the past learning experiences, thus utilization of the intervention is very significant in order to help uplift the motivation of the learners and help increase their literacy performance.

#### **V. Recommendations**

1. The proposed intervention plan should be utilized by the Grade 4 Teachers so that they will be guided on how to deliver the lessons integrating the Directed Instruction Strategy not only to the lessons on the fourth grading but also to other quarter.
2. The teachers should integrate the directed Instruction Strategy in crafting their lesson plans and create activities that could help their learners improve their fluency skills that could also bridge them to improve their literacy performances.
3. The school head should conduct INSET which are related to the integration of Directed Instruction Strategy so that other teachers who have experience the same challenges could get idea on what to do and what particular type of strategy they would need to apply to also help their learners improve their literacy performances.
4. The School Head should closely monitor the teacher's performance on the integration of Directed Instruction Strategy in order to test the effectiveness of the strategies vis a vis to the fluency skills of the learners.
5. In relation to the abovementioned, the researcher is giving the authority to those future researchers to conduct the same study to test the veracity of the results using the Directed Instruction Strategy.

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Currently, she is now a Public Teacher I in the Department of Education and a Grade – 4 Teacher at Tapol Elementary School, Barangay Tapol, Leyte, Leyte. She is an EBEIS, NSBI, HGP, Property Custodian, Property Facilities, Araling Panlipunan Coordinator and SELG Adviser in their school. She continuously passionate gives service to the learners and has harmonious relationship with her co-teachers and parents. And she believes that if you want a change and to grow, starts with yourself.