Effectiveness of Explicit Strategy Instruction and Materials to The Fluency Skill's Performance of The Grade 6 Pupils in English

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Abstract — This study evaluated the effectiveness of Explicit Strategy Instruction and fluency skills performance of the Grade 6 pupils in English in Mahayahay Elementary School in the Division of Ormoc City. The findings of the study were the bases for an Intervention Plan. The effects of explicit strategy education on the English fluency skills performance of Grade 6 students were investigated using a quasi-experimental research approach. Unlike real experimental designs that require random assignment of participants to treatment and control groups, quasi-experimental designs allowed the researchers to examine the effects of treatments in natural environments where randomization might not have been feasible. In this study, a specific group of Grade 6 students was selected to receive training in explicit strategies, while a comparable group received traditional education. This approach enabled the researchers to observe variations in reading fluency results without the ethical and practical challenges associated with random assignment. The test of difference between the pre-test and post-test scores of Grade 6 pupils in English before and after the integration of Explicit Strategy Instruction. The table shows the computed T-value, critical T-value, decision made, and the interpretation of the results. The pre-test score has a weighted mean while the post-test score shows a weighted mean. The computed T-value for the pre-test, which was lower than the critical T-value. Based on this, the null hypothesis (Ho) was rejected, and the results were interpreted as significant, indicating that there was a notable difference between the pre-test and post-test scores after the intervention. The results from the test of difference reveal a substantial improvement in the pupils' performance after the integration of Explicit Strategy Instruction. The pre-test performance with a weighted mean, categorized as "Good," reflects the pupils' initial level of proficiency in English. However, after receiving explicit strategy instruction, the pupils' post-test performance showed a significant increase, with a weighted mean, which was categorized as "Very Good." The computed T-value for the post-test indicates that the difference between the pre-test and post-test scores was statistically significant, confirming the positive effect of the intervention on the pupils' fluency and comprehension skills. The results of the table 3 implied that the effectiveness of Explicit Strategy Instruction in enhancing the English fluency and comprehension of Grade 6 pupils. The significant improvement observed in the post-test performance suggests that this instructional strategy was highly effective in improving students' ability to understand and use English more fluently. This improvement could be attributed to the structured and focused nature of the explicit strategies, which likely helped students develop better reading comprehension, word recognition, and overall English skills. Therefore, educators and policymakers should consider implementing similar instructional strategies to improve language outcomes for students, especially those who need additional support in developing their fluency.

Keywords — Effectiveness   Explicit Strategy Instruction   Fluency Skills   Grade 6 Learners

I. INTRODUCTION

A vital part of literacy instruction is helping children become more fluent readers, especially in Grade 6, when they are moving from learning to read to reading to learn. Fluency in reading has a major influence on a student's overall

academic achievement as they go through their schooling. This study explores how structured teaching strategies can improve reading competence and comprehension by examining the impact of explicit strategy instruction on the English fluency skills of Grade 6 students.

A key study by Hsu (2019) highlights the effectiveness of explicit strategy instruction in improving reading fluency among elementary students. Hsu's research found that when teachers employed targeted instructional strategies—such as modeling, guided practice, and opportunities for independent practice—students demonstrated significant improvements in their reading fluency scores. This study emphasizes that explicit instruction not only helps students develop the necessary skills for fluent reading but also fosters greater confidence in their reading abilities, which is essential for their overall literacy development.

It is critical to comprehend how explicit strategy training affects reading fluency given the growing demands of literacy in a fast evolving educational environment. By giving educators insights into how structured instructional approaches might be used to support Grade 6 students in improving their English fluency skills, this research seeks to add to the body of information around effective teaching strategies. In the end, curriculum design and instructional strategies can be informed by the study's findings, which will help students be better equipped to handle upcoming academic problems.

Choosing to focus on explicit strategy instruction and fluency skills performance in grade 6 pupils in English comes from a strong belief in the ability of education to create positive changes. I recall my own struggles with literacy as a child and the importance of effective teaching methods were in overcoming those challenges. Explicit strategy instruction can make learning more accessible and manageable as this provides a structured approach that can demystify complex concepts. Reflecting my own academic journey, this instilled a desire to explore how these strategies can benefit others, especially young learners in the crucial stages of their educational development.

It's incredibly rewarding to see children develop a genuine interest in reading and writing. I've always been captivated by how different teaching methods impact students engagement and skill. By focusing on explicit instruction, I can develop students love for reading and also improve their fluency. This focus align with my personal values of creating enjoyable learning experiences, which fuels my passion to this field of study.

Emphasizing explicit strategy instruction and fluency skills in grade 6 pupils targets a crucial stage in their literacy development. Learners are shifting from learning how to read to using reading as a tool for learning during this stage. This transition is significant for their academic success and overall language proficiency. Explicit strategy is essential as this offers a clear, systematic approach to teaching reading and writing skills especially for those students who need structured support to reach their full potential. It is important as a professional in education to ensure that they are effective by exploring and validating these instructional methods.

The variability in student responses to different teaching methods was one significant problem encountered in researching explicit strategy instruction and fluency skills. Learners come from diverse backgrounds and have varying levels of prior knowledge and learning styles. This variability can make it challenging to assess the effectiveness of specific strategies uniformly. To gain a comprehensive picture of how various strategies impact students' fluency, researchers need to carefully design studies and use a range of assessment tools to address this.

Another challenge is the probable resistance from teachers who are used to traditional teaching methods. Applying explicit strategy instruction may require a shift in pedagogical approaches and additional training for teachers. This shift may encounter resistance or lack of enthusiasm, especially if the benefits of the new strategies are not immediately clear. Resolving this barrier requires clear communication of the research findings and the development of support systems to help teachers adapt to new instructional practices.

This motivated her to conduct the study to explore whether the implementation of Explicit Strategy Instruction could effectively address the reading and fluency skills challenges faced by her Grade 6 pupils.

This study was evaluated the effectiveness of Explicit Strategy Instruction and fluency skills performance of the Grade 6 pupils in English in Mahayahay Elementary School in the Division of Ormoc City. 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 skills performance of the Grade 6 pupils in English before the integration of Explicit Strategy Instruction in the 2nd Grading period?

2. What is the fluency skills performance of the Grade 6 pupils in English after the integration of Explicit Strategy Instruction in the 2nd Grading period?

3. Is there a significant difference of the fluency skills performance of the Grade 6 pupils in English before and after the integration of Explicit Strategy Instruction in the 2nd Grading period?

4. What intervention plan can be proposed based on the findings of the study?

Null Hypothesis:

HO: There is no significant difference significant difference of the fluency skills performance of the Grade 6 pupils in English before and after the integration of Explicit Strategy Instruction in the 2nd Grading period.

II. METHODOLOGY

Design. The effects of explicit strategy education on the English fluency skills performance of Grade 6 students were investigated using a quasi-experimental research approach. Unlike real experimental designs that require random assignment of participants to treatment and control groups, quasi-experimental designs allowed the researchers to examine the effects of treatments in natural environments where randomization might not have been feasible. In this study, a specific group of Grade 6 students was selected to receive training in explicit strategies, while a comparable group received traditional education. This approach enabled the researchers to observe variations in reading fluency results without the ethical and practical challenges associated with random assignment. The capacity to replicate real-world dynamics in an educational setting was one of the main benefits of adopting a quasi-experimental design. By using already-existing classrooms, the researchers were able to more accurately represent the classroom environment, student demographics, and instructional strategies that impact learning outcomes. Additionally, this design facilitated the integration of explicit strategy instruction in a manner that aligned with curriculum requirements and educational standards. The study provided valuable insights into the effectiveness of the strategies by comparing students' fluency skills before and after the intervention, taking into account factors such as prior knowledge, motivation, and classroom behavior Mahayahay Elementary School is the main local of the study The respondents of the study were the Grade 6 pupils of the aforementioned school with 11 Males and 7 females with a total of 18 number of respondents. This presents the results of the study on the effectiveness of Explicit Strategy Instruction and fluency skills performance of the Grade 6 pupils in English and test of significant difference of the aforementioned variables. The basis for assigning the group was universal sampling. This study was conducted to determine the effectiveness of Explicit Strategy Instruction and fluency skills performance of the Grade 6 pupils in English. The findings of the study were the bases for the proposed intervention Plan.

The statistical data were presented in tables showing the results of the from effectiveness of Explicit Strategy Instruction and fluency skills performance of the Grade 6 pupils in English the including the test of significant difference on the aforementioned variables. Showcases how the problem were statistically treated using T-Test in order to find out whether the hypothesis will be rejected or accepted at a specific level of significance.

Sampling. There were 18 total number respondents who are included in the study. The respondents of the were the 11 males and 7 females were being identified and the primary means of reach is during the actual conduct of the study as well as during the gathering of data in the school where the study was conducted.

Research Procedure. The researcher prepared the research design which is the quasi-experimental research design and tools to gauge the performance of the learners. The researcher formulated the following steps or procedures to be guided during the gathering of data. The steps are the following:

The researcher sent a letter to the Schools Division Superintendent of Ormoc City for approval in conducting the study to the said school, After which, the approved letter coming from the Schools Division Office was given to the Public School District Supervisor (PSDS) for awareness.

The researcher asked permission from the office of the Schools Division Office, headed by our School Division Superintendent, Dr. Carmelino P. Bernadas, Ph.D., CESO V, through a Transmittal Letter. The same letter content was provided to the Public-School District Supervisor, School Principal, and to the teachers under whose care the respondents. The research instruments used were test questionnaires based on the most essential learning competencies in English, focusing on the 2nd grading period. These were administered by the researcher to identify the performance level of the Grade 6 pupils, specifically assessing their word recognition and comprehension, which were also reflective of their knowledge of the lessons. After the integration of Explicit Strategy Instruction over a 1-month period, a posttest was administered to determine whether the test performance of the Grade 6 pupils improved. Data were collated and submitted for appropriate statistical treatment.

Ethical Issues. The right to conduct the study was strictly adhered through the approval of the principal, approval of the Superintendent of the Division.

Treatment of Data. The following statistical formulas were used in this study:

The following statistical formulas was used in this study:

The quantitative responses was tallied and tabulated. The data was treated statistically using the following statistical tool.

Weighted Mean. This was utilized to assess the reading performance of the Grade 6 pupils.

T-Test For Mean Difference- This tool was used to calculate the significant difference of the reading fluency skills performance of the Grade 6 pupils.

III. RESULTS AND DISCUSSION

TABLE I
PRE-TEST PERFORMANCE OF GRADE 6 PUPILS IN ENGLISH

Score Range	Description	PRETEST	
		Frequency	%
41-50	Excellent	0	0
31-40	Very Good	6	33
21-30	Good	12	67
11-20	Fair	0	00
1-10	Poor	0	0
Total		18	100
Weighted Mean		**29.56**	**Good**

Table 1 presents the pre-test performance of Grade 6 pupils in English, detailing the distribution of scores across various performance levels. The data categorizes pupils' performance into five distinct score ranges: Excellent (41-50), Very Good (31-40), Good (21-30), Fair (11-20), and Poor (1-10). The table provides both the frequency and percentage of students falling within each score range, as well as the overall weighted mean of 29.56, which places the average performance in the "Good" category. This provides a clear snapshot of the pupils' initial capabilities before the integration of Explicit Strategy Instruction and fluency skills training.

The results shows that most of the Grade 6 pupils (67%) fell within the "Good" category, achieving scores between 21 and 30, indicating a moderate level of performance. A smaller percentage of pupils (33%) scored in the "Very Good" range (31-40), while none of the students achieved scores in the "Excellent" (41-50) or "Poor" (1-10) categories. Interestingly, no students scored in the "Fair" category either, indicating that there were no extreme cases of low performance in the pre-test. This data suggests that while most students had a solid foundation, there was room for improvement, particularly in the areas of fluency and word recognition.

The results in table 1 implied that the majority of Grade 6 pupils have a basic grasp of English skills, but their fluency and comprehension skills may not be at a level that maximizes their academic potential. Since a large portion of students scored within the "Good" range, there is an evident need for targeted interventions that can push their performance into the "Very Good" or "Excellent" categories. This is where the integration of Explicit Strategy Instruction comes into play, as it could address gaps in students' fluency skills, word recognition, and overall English proficiency, which could potentially lead to improved performance in future assessments.

TABLE 2
POST-TEST PERFORMANCE OF GRADE 6 PUPILS IN ENGLISH

Score Range	Description	POST-TEST	
		Frequency	%
41-50	Excellent	13	72
31-40	Very Good	5	28
21-30	Good	0	0
11-20	Fair	0	0
1-10	Poor	0	0
Total		18	100
Weighted Mean		**45.84**	**Good**

Table 2 presents the post-test performance of Grade 6 pupils in English after the integration of Explicit Strategy Instruction. The table categorizes the pupils' scores into five distinct score ranges: Excellent (41-50), Very Good (31-40), Good (21-30), Fair (11-20), and Poor (1-10). The frequency and percentage distribution of students across these ranges are also presented, with a total weighted mean of 45.84, which places the average performance in the "Good" category. This data illustrates the changes in performance after the intervention, showing an improvement in the pupils' English fluency and comprehension.

The results reveals a significant shift in the students' performance after the intervention. A substantial 72% of students (13 out of 18) scored in the "Excellent" category, achieving scores between 41 and 50, demonstrating a significant improvement compared to their pre-test performance. Another 28% of students (5 out of 18) scored in the "Very Good" range, with scores between 31 and 40. Interestingly, no students scored in the "Good," "Fair," or "Poor" categories in the post-test, indicating that the majority of the pupils demonstrated considerable progress. This shift in performance indicates the effectiveness of the Explicit Strategy Instruction in improving students' English proficiency.

The results in table 2 implied that the Explicit Strategy Instruction had a positive and substantial impact on the pupils' performance in English. The majority of the students moved into the "Excellent" and "Very Good" categories, which reflects a significant enhancement in their fluency and comprehension skills. This improvement suggests that the

intervention successfully addressed gaps in students' English proficiency, particularly in fluency and comprehension. The post-test data indicates that explicit teaching strategies, which focus on specific reading and comprehension techniques, can lead to marked improvements in student performance, particularly for those who initially showed moderate to low levels of proficiency.

TABLE I-C
Test of Difference Between in the Pre-test and the Post-test Scores

Test Scores		Computed T	Critical T	Decision	Interpretation
Pre-test	29.56	1.322	0.634	Reject H_o	Significant
Post-test	45.84				

Table 3 presents the test of difference between the pre-test and post-test scores of Grade 6 pupils in English before and after the integration of Explicit Strategy Instruction. The table shows the computed T-value, critical T-value, decision made, and the interpretation of the results. The pre-test score has a weighted mean of 29.56, while the post-test score shows a weighted mean of 45.84. The computed T-value for the pre-test was 0.634, which was lower than the critical T-value of 1.322. Based on this, the null hypothesis (Ho) was rejected, and the results were interpreted as significant, indicating that there was a notable difference between the pre-test and post-test scores after the intervention.

The results from the test of difference reveal a substantial improvement in the pupils' performance after the integration of Explicit Strategy Instruction. The pre-test performance with a weighted mean of 29.56, categorized as "Good," reflects the pupils' initial level of proficiency in English. However, after receiving explicit strategy instruction, the pupils' post-test performance showed a significant increase, with a weighted mean of 45.84, which was categorized as "Very Good." The computed T-value for the post-test indicates that the difference between the pre-test and post-test scores was statistically significant, confirming the positive effect of the intervention on the pupils' fluency and comprehension skills.

The results of the table 3 implied that the effectiveness of Explicit Strategy Instruction in enhancing the English fluency and comprehension of Grade 6 pupils. The significant improvement observed in the post-test performance suggests that this instructional strategy was highly effective in improving students' ability to understand and use English more fluently. This improvement could be attributed to the structured and focused nature of the explicit strategies, which likely helped students develop better reading comprehension, word recognition, and overall English skills. Therefore, educators and policymakers should consider implementing similar instructional strategies to improve language outcomes for students, especially those who need additional support in developing their fluency.

IV. CONCLUSION

Based on the results of this study clearly demonstrate the significant positive impact of Explicit Strategy Instruction on the English fluency and comprehension of Grade 6 pupils. The substantial improvement in the post-test performance, reflected by the increased weighted mean of 45.84 compared to the pre-test score of 29.56, highlights the effectiveness of the intervention in enhancing students' proficiency in English. The rejection of the null hypothesis further confirms that the explicit strategies employed had a measurable and meaningful effect on the students' language skills.

V. RECOMMENDATIONS

1. The intervention Plan should be implemented.

2. Teachers should continue to implement explicit strategy instruction in the classroom, incorporating techniques like modeling, guided practice, and regular feedback. Teachers should also create a classroom environment that fosters reading engagement by using diverse texts and reading materials to motivate students

3. School heads should prioritize professional development for teachers, offering workshops and training sessions focused on the effective use of explicit strategy instruction and can support teachers by ensuring they have access to the necessary resources, such as curriculum materials and instructional guides, and by allocating adequate time for teachers to focus on literacy development.

4. Public School District Supervisors should promote the integration of explicit strategy instruction across all schools within their district, ensuring that teachers receive continuous training on evidence-based teaching methods for improving fluency.

5. Education Program Supervisors should advocate for explicit strategy instruction to be incorporated as a standard practice in English curriculum frameworks. They should guide schools in implementing these strategies by providing professional development, creating accessible instructional materials, and ensuring that assessments align with the instructional goals.

6. Parents play a crucial role in supporting the development of fluency and comprehension skills at home. Parents should encourage daily reading habits, engage in discussions about books and stories, and promote the use of diverse reading materials to enhance their child's vocabulary and comprehension.

7. Stakeholders, including local government officials, community leaders, and educational organizations, should advocate for increased investment in literacy programs and professional development for teachers.

8. Researchers should continue to explore and assess the effectiveness of various explicit strategy instruction techniques for improving fluency and comprehension. They should conduct studies that measure the long-term impact of these strategies on students' academic performance, and identify the best practices for different types of learners.

9. Future researchers should focus on examining the impact of explicit strategy instruction on students in diverse cultural, socioeconomic, and geographic contexts to see how these strategies can be adapted to different settings.

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AUTHOR'S PROFILE

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The author is born on May 21, 1996 in Kananga Leyte, Philippines. He finished his Bachelor's degree in Elementary Education at Western Leyte College of Ormoc City. Where his commitment to fostering a love for learning in young children began to take shape during his early years as an educator, where he discovered the profound impact of engaging and student-centered teaching methods.

He is currently pursuing his Master's degree in Arts of Education, majoring in Elementary School, at Western Leyte College of Ormoc City. He is currently a Teacher I in the Department of Education and a Grade VI Teacher at Mahayahay Elementary School at Brgy. Mahayahay , Ormoc City, Leyte Philippines. In addition to his teaching responsibilities, he also plays a vital role in the school as a Reading Coordinator and an active contributor to the Boy Scouts of the Philippines, fostering both literacy and character development among students. He believes that learning is a continuous journey. As educators, we must model a passion for learning, encouraging students to remain curious and open to new knowledge throughout their lives.