

Improving Students' Performance in Oral Reading through Precision Teaching Approach

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Abstract

This study investigated the effectiveness of Precision Teaching in enhancing the oral reading performance of students at a public high school in Pasig City. Ten students participated in the study. They were the students whose identified reading level was frustration. The Phil-IRI Manual 2018 served as the assessment tool. Pretests and posttests were all taken from the Phil-IRI. In addition, this study employed a mixed-method design to glean the data from the participants. The intervention was provided to the students for four weeks, with two hours allotted per session. For the quantitative component, paired sample t-test and mean were utilized. Thematic analysis was used in analyzing the interview data. Results of the study revealed that there is a significant difference between the pretest and posttest scores of students in oral reading and comprehension. On the other hand, there was no significant difference in the reading speed of students based on their pretest and posttest scores. Based on the thematic analysis of the semi-structured interviews, two major themes were divulged: the learning that took place and the challenges the students encountered during the entire intervention program. The results of this study should be seen in light of the limitations such as the number of participants and the length of the provided intervention program.

Keywords: Precision Teaching; oral reading performance; reading speed; reading comprehension

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