Exploring Students' Reading Fluency and Accuracy through the Implementation of ORVT

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Article Info	Abstract
	Reading is an indispensable foundational skill crucial for success in life. However, numerous Indonesian students encounter difficulties with reading comprehension, as highlighted in the PISA National Report. Addressing this challenge necessitates a focus on enhancing both reading fluency and accuracy. The Oral Reading Verification Test (ORVT) is a valuable tool to assess reading ability and guide interventions. This study used quantitative methods, focusing on improving students' reading comprehension through the ORVT. A total of 61 junior high school students from grades VI, VII, and IX participated in the study, with assessment results revealing progress in comprehension and specific error patterns. Pronunciation errors topped the list in grades 7, 8, and 9, with an average percentage of 51.71%. The three classes' achievement on the reading comprehension assessment reached an average of 85.1%, understanding well (complete). The results showed improvement in reading comprehension, highlighting areas of strength and improvement across different aspects of oral reading skills (highly satisfactory). This study underscores the effectiveness of ORVT in improving reading skills and emphasizes the importance of targeted support for reading comprehension.

Artikel Info	Abstrak
	Membaca adalah keterampilan dasar yang sangat diperlukan dan penting untuk kesuksesan dalam hidup. Namun, banyak siswa Indonesia yang mengalami kesulitan dalam memahami bacaan, seperti yang disoroti dalam Laporan Nasional PISA. Untuk mengatasi tantangan ini diperlukan fokus pada peningkatan kelancaran dan akurasi membaca. Tes Verifikasi Membaca Lisan (ORVT) adalah alat yang berharga untuk menilai kemampuan membaca dan memandu intervensi. Penelitian ini menggunakan metode kuantitatif, dengan fokus pada peningkatan pemahaman membaca siswa melalui ORVT. Sebanyak 61 siswa SMP dari kelas VI, VII, dan IX berpartisipasi dalam penelitian ini, dengan hasil penilaian menunjukkan kemajuan dalam pemahaman dan pola kesalahan tertentu. Kesalahan pengucapan menduduki peringkat teratas di kelas 7, 8, dan 9, dengan persentase rata-rata 51,71%. Prestasi ketiga kelas pada penilaian pemahaman membaca mencapai rata-rata 85,1%, pemahaman baik (tuntas). Hasilnya menunjukkan peningkatan dalam pemahaman membaca, menyoroti bidang-bidang kekuatan dan peningkatan di berbagai aspek keterampilan membaca lisan (sangat memuaskan). Studi ini menggarisbawahi efektivitas ORVT dalam meningkatkan keterampilan membaca dan menekankan pentingnya dukungan yang ditargetkan untuk pemahaman membaca.

I. INTRODUCTION

The ability to read is presented as something that people have all their lives. Throughout childhood, adulthood, and old age, reading is still relevant and valuable, in contrast to many other skills that may deteriorate or become obsolete over time, such as certain technical skills or physical abilities. This emphasizes how crucial and useful it is to have good reading skills in the long run. Anderson, Hiebert, Scott, and Wilkinson (1985) stated that reading is an essential life skill. It is the foundation for a child's success in school and, indeed, in life. Opportunities for personal fulfillment and career success will surely be lost without the ability to read well. Therefore, reading is crucial for learning, requiring text comprehension and independent reading skills. By all means successful reading involves more than just deciphering words on a page. Gaining an understanding of the text's meaning and comprehension is necessary.

Furthermore, the significance of being able to read and comprehend written content without continual support or direction is underscored by the emphasis on independent reading skills. Daud (2022) accentuated that reading serves as a method of communication through written language, primarily in the form of text. It

emphasizes that reading is highly effective for acquiring knowledge across different aspects of life, such as science and technology. Essentially, it highlights the importance of reading as a tool acquiring information and understanding various subjects and aspects of life. English learners experience that sometimes, when reading English texts, they encounter difficulty to understand the meaning. Their inattention to the subject matter causes them to struggle with reading comprehension. It cannot be disputed that reading comprehension requires deciphering complicated texts that may contain abstract concepts, difficult sentence structures, or unfamiliar vocabulary (Trakulphadetkrai, 2020). Moreover, vocabulary knowledge is strongly linked to reading comprehension. Students with limited vocabularies may struggle to understand texts, particularly those that contain academic or domain-specific language (Kızıltaş, Şata & Elkonca, 2022).

The PISA National Report: Indonesia 2022 highlights the challenges faced by Indonesian students in reading English texts. It indicates that Indonesian students encounter difficulties when reading texts, despite receiving instruction in reading form primary school through high school. The report reveals that they perform poorly in reading comprehension compared to their peers in other ASEAN countries. The average score for Indonesian students in reading is reported to be 359 points. This score is significantly lower than the OECD (organization for Economic Co-operation and Development) average, which typically ranges between 472 and 489 points. In essence, the report highlights a substantial gap between the reading abilities of Indonesian students and international standards, particularly in English language proficiency. This suggests a need for targeted interventions and improvements in English language instruction to enhance students' reading comprehension skills in Indonesia. This highlights the need for improved learning tools and enthusiasm for reading English literature. Students need motivation to improve their reading intention. Motivation is a kind of internal drive, which encourages a person to perform activities, such as reading or writing, to achieve learning goals (Surastina & Dedi, 2018).

Addressing the challenges highlighted in the PISA National Report: Indonesia 2022 is crucial not only for improving reading comprehension skills but also for fostering reading fluency. Fluent reading, characterized by speed, accuracy,

and expression, is essential for effective comprehension. As the report underscores the disparities in reading abilities compared to international standards, it becomes evident that enhancing reading fluency is a pivotal aspect of improving overall literacy (Salrvand, Guimaraes, Balagholil, 2022).

Reading fluency involves reading with proper speed, accuracy, and expression, resulting in perfect reading results and comprehension. Text reading fluency, also known as reading fluency or oral reading fluency, is defined as the capacity to read related texts accurately, quickly, and expressively (or reading prosody), Kuhn, 2010; Kuhn & Stahl, 2003; Wolf & Katzir-Cohen, 2001). This applies to both silent reading and reading out loud (Felton, 2022). Fluent readers can read phrases and add appropriate tones as needed when doing the latter. As a result, their reading becomes more fluent and expressive. They are able to bring the text to life through their reading, making it more engaging and enjoyable for themselves and potentially for those listening as well. This fluency and expressiveness enhance overall comprehension and enjoyment of the text (Kim, Quinn, & Petscher, 2021).

Apart from the necessity of fluency and accuracy in reading, both will result in good and faultless reading comprehension. Reading comprehension is a complex and difficult process in which the reader interacts with a book to get meaning and knowledge from it. To grasp the meaning of the text, the reader's cognitive processes and metacognitive abilities are used (Kintsch, 2002). Reading comprehension is a complex process with various subcomponents of skills and aptitudes that differ from reader to reader (Snow & Sweet, 2003). These differences in reading ability are usually attributed to two levels of processing: word reading accuracy and fluency at a lower level and comprehension-related linguistic and cognitive abilities at a higher level (Pazzaglia, Cornoldi, & Tresoldi, 1993), working memory, inference, knowledge integration, and application of metacognitive methods are examples of such abilities (Oakhill, Cain, & Bryant, 2003). Both levels of ability are necessary for effective reading comprehension. There is widespread agreement that reading words incorrectly and/or taking a long time inhibits the application of higher processes (Hoover & Gough, 1990; Stanovich, 1991). Therefore, beginning reading focuses on under-standing the acquisition of fast and precise word decoding as a prerequisite for good reading

comprehension. It can be concluded that fluency combined with accuracy will result in reading comprehension.

To be successful, there must be a way to help students practice and improve good reading comprehension. With that in mind, this study uses a test called ORVT (Oral Reading Verification Test). The Oral Reading Verification Test (ORVT) is one of the research foundations for this study. It is a technique for identifying reading skills and shortcomings. It also assists in identifying kids who struggle with fluency in decoding and understanding comprehension. Every teacher should be aware of their students' ability to read and comprehend the texts presented in class, as well as how they use online resources. The purpose of this study is to establish the profile of students' reading performance as well as the difference between their ORV pre-test and post-test scores. The reading performance profile will offer instructors with information on particular interventions for improving word recognition and comprehension. Thus, from poor reading ability, they will improve and gain good comprehension in reading. From the above problems, several questions arise, namely: What is percentage of reading fluency and accuracy do students achieve before and after applying ORVT? What is percentage of reading comprehension do students achieve after applying ORVT? To what degree do students demonstrate enhancement in the following domains subsequent to employing ORVT (Online Remote Vocal Training): a) Sound production, b) Voice projection, and c) Vocabulary comprehension?

This study integrates cognitive processing theory, behavioral theory, and socio-cultural theory to examine the impact of instructions on early reading fluency and accuracy. By considering the cognitive processes involved in reading, the effectiveness of systematic phonics instruction, and the socio-cultural context of literacy development, this study aims to provide a comprehensive understanding of how phonics instruction influences early reading skills (Godwin, 2019). Evaluation of reading comprehension is crucial for providing feedback and illuminating the effectiveness, performance, and quality of the reading comprehension process (Rumelhart, 1977). But in addition to the openness and justice of the evaluation procedure—especially when it comes to teachers—the measurements derived from the appropriate instruments also need to be accurate and legitimate. there is also knowledge that the target population's attributes have an impact on the assessment process (Chandran & Shah, 2019; Van den Broek, Helde, Karlsson, 2014). Students' success level may be adversely affected by this circumstance. Hence, in addition to taking into account the aforementioned dynamics and principles and having effective communication skills, teachers must also understand the significance of assessing reading comprehension in the classroom.

II. METHOD

This is quantitative research that uses audio recordings to collect data. This research was conducted to collect data and analyze the results of using ORVT to improve students' reading comprehension, especially in achieving students' reading accuracy and fluency.

1. Research Design

The study utilized the descriptive-correlational technique, which involves two main components: descriptive analysis and correlational analysis. This aspect of the study involves examining and describing children's reading performance in the ORV (Online Remote Vocal) pretest and post-test. Specifically, it focuses on identifying prevalent miscues (errors or deviations from expected reading) and miscued words (words read incorrectly) in the readings of the participants. This descriptive analysis provides a detailed understanding of the nature and frequency of errors made by the children before and after the ORV intervention. In addition, the component of the study aims to identify any significant relationships between the ORV pretest and post-test scores. It involves analyzing the data to determine if there is a correlation or association between the performance of the children in the pretest and post-test. Additionally, correlational analysis examines differences in performance between different grade levels to assess if there are any grade-level-related patterns or trends in the ORV intervention's effectiveness. The study employed descriptive-correlational methodology to comprehensively analyze children's reading performance in the ORV pretest and post-test, focusing on both descriptive aspects (such as prevalent miscues) and correlational aspects (such as relationships between pretest and post-test scores and differences between grade levels).

2. Research Instrument

The test that has been validated and is the main tool for data collection is the Oral Reading Verification Test (ORV). This tool consists of two different texts, after which it continues with activities to check students' word recognition and a series of tests to check their level of understanding. In checking students' word recognition, there is a system for marking word recognition errors in the part being assessed. It includes five (5) types of errors, namely: mispronunciations, substitutions, omissions, insertions, and repetitions. The Oral Reading Verification Test (ORV) has four categories of student reading ability levels, namely: complete, main idea, partial, and inadequate. This test will determine the level of reading comprehension of pupils in grades 7, 8, and 9. If a student receives a score of 10-25, it will be classified as inadequate. Students with scores ranging from 26 to 51 will be placed in the partial level. Students who receive a score between 52 and 76 will progress to the main idea level. Students who receive scores ranging from 77 to 100 will advance to complete level.

3. Research Participants

The participants of this research were 61 junior high school students at UNAI Lab School, learning English as a foreign language. These students come from classes VII, VIII, and IX. There were 31 female and 30 male, aged 13 to 17 years old. They were all native speakers of Indonesian who studied English for at least six years in the Indonesian formal education system. None of them has the experience of living abroad.

4. Data Collection

After obtaining permission from the school, the researcher arranged a schedule to give a pretest first to each class, namely classes VII, VIII, and IX. This pretest aims to determine students' reading ability. The pretest questions given by the researcher were in the form of multiple choice questions and essays that were answered orally. After giving the pretest, the researcher conducted the treatment by teaching each class about fluency, accuracy, and reading comprehension. When the researcher went through the class, at that time the researcher also gave the reading text to the students and asked them to record themselves reading the material within a time limit of 3 minutes. This is part of a language learning exercise, an activity aimed at assessing students' reading fluency.

The researcher counted and noted the words read as well as the mistakes made after gathering all of the recordings of the pupils in classes VII, VIII, and IX. The researchers then carried on with the reading instruction to help the students remain stable. After the meeting ended, the researcher again gave the second reading text to be recorded again by students in grades VII, VIII, and IX with 2 minutes. All the second recordings were checked again by the researcher, as in the first check. At the same time, the researcher also gave a post-test to the students to see their reading progress. For each of the first and second student data recordings, the researcher analyzed each error and calculated the total. The researcher did not put names on the analyzed data, but only the results of their errors in reading the first and second texts.

III. RESULTS AND DICSUSSIONS
A. Results

This section deals with the display, analysis, and interpretation of the data. The first section includes the results from the first oral reading verification test for students in grades 7, 8, and 9, i.e., before using the ORVT. The second section includes the results from the second test of oral reading verification for the three grades, i.e., the results students achieved after using the ORVT.

B. Discussions

1. Students' Oral Reading Verification Test Results (Pre-test)

Table 1. Pre-test

	Pretest		
	Grade 7	Grade 8	Grade 9
Mispronunciations	60,34	71,39	72,82
Substitutions	9,7	2,72	5,24
Omissions	1,69	3,27	7,73
Insertions	2,53	3,27	4,49
Repetitions	25,74	19,35	9,73

The first table describes the results of the errors achieved by students in grades 7, 8, and 9 when not using ORVT in class. To get the percentage results from each class, the author uses the formula:

$$\text{Percentage} = \left(\frac{Value}{Total\ Value} \right) x\ 100 \qquad (1)$$

The provided data showcases the distribution of errors made by students across three different classes in pronunciation, substitution, omission, insertion, and repetition, before utilizing ORVT (Orthographic Vocalic Rhythmic Training). The analysis reveals that the majority of errors in mispronunciation were prevalent in Grade 7 with 60.34%, followed by Grade 8 with 71.39%, and Grade 9 with 72.82%. In terms of substitution errors, Grade 7 accounted for 9.7%, Grade 8 for 2.72%, and Grade 9 for 5.24%. Omission errors were observed at a rate of 1.69% for Grade 7, 3.27% for Grade 8, and 7.73% for Grade 9. Insertion errors were distributed with 2.53% in Grade 7, 3.27% in Grade 8, and 4.49% in Grade 9. Lastly, repetition errors were noted as 25.74% in Grade 7, 19.35% in Grade 8, and 9.73% in Grade 9. These findings provide insights into the specific areas where students encountered challenges before undergoing ORVT, across the different grade levels.

Figure 1. Shows the results before the students used ORVT

The histogram above shows the results of each error achieved by classes 7, 8, and 9. To get the average percent of each error from the three classes, the author used the formula;

$$\text{Average Percentage} = \frac{Total\ Percentage}{Number\ of\ Classes} \quad (2)$$

The analysis of errors across three classes reveals a clear pattern when considering the average percentages. Among the five types of errors, mispronunciation consistently ranks highest across Grades 7, 8, and 9, with an average percentage of 68.18%. Following closely behind are repetition errors, which hold the second-highest average percentage at 18.27%. Substitution errors secure the
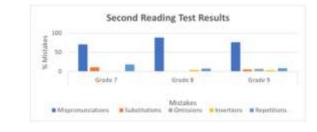
third position across the three grades, with an average percentage of 5.88%. Omission errors come next in the hierarchy, with an average percentage of 4.23%. Finally, insertion errors exhibit the lowest average percentage among the three grades, standing at 3.43%. These results highlight the common trends in error distribution across the classes and emphasize the importance of addressing mispronunciation as a primary focus for improvement.
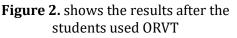
2. Students' Oral Reading Verification Test Results (Post-test)

Table 2. Post test ORVT

	Postest		
	Grade 7	Grade 8	Grade 9
Mispronunciations	70,73	88,42	75,97
Substitutions	10,98	0	5,43
Omissions	0	0	6,98
Insertions	0	4,21	3,1
Repetitions	18,29	7,37	8,53

The second table shows the results of the errors made by Grade 7, 8, and 9 students when using ORVT in class. The author used the same formula as in the first table to get the results of the percentage of errors in each class. It can be seen that there is a change in each error achieved by grades 7, 8, and 9. The achievement of the three classes when using ORVT for 5 errors has decreased, meaning that each student has made progress in reading comprehension. The table shows that the location of mispronunciation made by students were: 70.73% for grade 7, 88.42% for grade 8, and 75.97% for grade 9. The errors students made in substitution were: grade 7 reached 10.98%, grade 8 reached 0%, and grade 9 reached 5.43%. Errors made by students in omission were: grade 7 reached 0%, grade 8 reached 0%, and grade 9 reached 5.43%. Errors made by students in insertion were: grade 7 reached 0%, grade 8 reached 4.21%, and grade 9 reached 3.1%. The last is the errors students made in repetition: grade 7 reached 18.29%, grade 8 reached 7.37%, and grade 9 reached 8.53%. These are the analysis results obtained from grade 7, 8, and 9 students when they took the test after using ORVT.

Figure 2. shows the results after the students used ORVT

In the histogram above, we can see the results of each error achieved by classes 7, 8, and 9. To get the average percent of each error from the three classes, the author uses the same formula as in the first figure. So that the average percentage results of the three classes are obtained with the following explanation: The achievement of the five errors in the three classes can be ranked from highest to lowest average percent, as follows: <u>mispronunciation</u> topped the list in grades 7, 8, and 9, with an average percent of 51.71%. In second place were errors in <u>repetition</u>, with an average percentage of 11.40%. The third-ranked error committed by grades 7, 8, and 9 was <u>substitution</u>, with an average percentage of 5.47%. The next error made by the students in grades 7, 8, and 9 with the second lowest order was <u>insertion</u>, with an average percentage of 2.44%. The last achievement of classes 7, 8, and 9 was the <u>omission</u> error, with an average percentage achieved of 2.33%.

3. Students' Reading Comprehension after applying ORVT

In this research question, data collection was focused on finding the percent of reading ability for each student in grades 7, 8, and 9. Researchers gave students reading questions and counted how many questions they could answer correctly. Through these results, students' understanding can be analyzed to what level. This level is divided into 4 categories, namely: 1) Complete (a student's ability to understand thoroughly, deeply, and comprehensively a topic, concept, or piece of information provided). 2) Main idea (students' ability to identify the main idea or essence of a text or piece of writing). 3) Partial (students only have a limited or partial understanding of something and do not yet understand the entire topic). 4)

Inadequate (students only have a poor or insufficient understanding of a topic or do not understand at all).

Table 3. Reading Comprehension Test after applying ORVT

Item	Grade 7	Grade 8	Grade 9
Complete	37.7%	33.3%	42.3%
Main Idea	42.6%	33.3%	27%
Partial	0%	14.2%	15.4%
Inadequate	21.4%	19%	15.4%

Upon examining the reading comprehension of students across Grades 7, 8, and 9, the presented table illustrates the percentage breakdown for each comprehension item. In Grade 7, 37.7% of students demonstrated a proficient grasp of the text, achieving the Complete designation, indicating a thorough understanding. Furthermore, 42.6% of students successfully identified the Main Idea, showcasing their ability to discern the essence of the text. Notably, there were no students in Grade 7 categorized under Partial 0%, suggesting a lack of limited understanding among the cohort. However, a notable 21.4% of students struggled with the Inadequate designation, indicating a complete lack of understanding of the text.

In Grade 8, 33.3% of students attained the Complete status, reflecting a comprehensive understanding of the text's entirety. Similarly, 33.3% successfully grasped the Main Idea, demonstrating a strong ability to capture the core concept of the text. However, 14.2% of students fell into the Partial category, indicating a moderate understanding of the text. Conversely, 19% of students exhibited an Inadequate understanding, highlighting an area for improvement in comprehension within this class. These findings underscore the varying levels of comprehension proficiency across the grade levels and emphasize the importance of addressing areas of weakness to enhance overall reading comprehension skills.

In Class 9, 42.3% of students demonstrated a commendable level of comprehension, achieving a thorough understanding of the text. This highlights a strong grasp of the topic at hand. Additionally, 27% of students successfully identified the Main Idea of the text, albeit slightly lower than those who attained

Complete status. However, there were 15.4% of students categorized under Partial understanding, indicating a moderate grasp of the topic or concept. Similarly, another 15.4% of students fell into the Inadequate understanding category, signaling an opportunity for improvement in text comprehension. These insights underscore the need for targeted strategies to enhance comprehension skills among students in Class 9.

To put it briefly, even though some classes demonstrate excellent reading comprehension skills, there is still room to improve the support provided to students who might struggle in some areas. In order to give every student an equal chance to improve their reading proficiency, it is essential to implement a consistent ORVT approach. By filling in comprehension skill gaps across a range of student ability levels, this inclusive strategy hopes to promote a more welcoming and encouraging learning environment.

4. The Degree of Reading Enhancement

This section showcases data for grades 7, 8, and 9 from the reading comprehension assessment results for 61 students. The assessment carried out is divided into 3 parts, namely: 1) Sound Production, 2) Voice and Project, and 3) Vocabulary Knowledge. Oral reading scores are assessed based on the categories and grading scale below:
a) Excellent
b) Highlys Satisfactory
c) Satisfactory
d) Needs Improvement

a) Sound Production

This assessment analyzes students in five focused aspects: pronunciation, articulation, enunciation, stress and blend, and intonation. Pronunciation is the way the sounds in words are pronounced, including intonation, accent, and voice stress. Articulation means producing clear sounds when speaking. Enunciation is clarity and accuracy in pronouncing words. This includes clear and separate pronunciation of each syllable and consonant in the word. Stress and Blend is the emphasis given to certain syllables in a word. Intonation is the rise and fall of the voice when someone speaks.

Table 4. Result of Sound Production

	Grade 7	Grade 8	Grade 9
Pronunciation	64% on category 2	76% on category 2	65% on category 2
Articulation	43% on category 3	57% on category 2	54% on category 2
Enunciation	71% on category 2	67% on category 2	42% on category 3
Stress and Blend	57% on category 2	57% on category 2	50% on category 3
Intonation	79% on category 1	71% on category 2	65% on category 2

Based on the analysis of Grade 7 students' performance across various dimensions as depicted in the table, it is evident that their pronunciation skills exhibit a mix of strengths and areas for improvement. Notably, 64% of students achieved a Highly Satisfactory rating (category 2) in pronunciation, indicating commendable proficiency. Articulation, at 43%, falls within the Satisfactory category (category 3), suggesting a need for enhancement. However, enunciation attained a high score of 71%, placing it in the Highly Satisfactory category (category 2), reflecting clear and effectively delivered words. Stress & Blend, reaching 57%, signifies a satisfactory level, showcasing proficient emphasis and smooth word blending. Impressively, Intonation scored 79%, earning an Excellent rating (category 1), highlighting adept use of intonation. Overall, the data presents a comprehensive overview of Grade 7 students' pronunciation skills, illustrating both strengths and areas warranting further attention. This analysis underscores the importance of continued efforts to improve proficiency in these areas for enhanced oral communication.

The Grade 8 students' performance in various aspects of pronunciation, including pronunciation, articulation, enunciation, stress and blend, and intonation, was assessed. The results showed that students had a satisfactory level of 76% in pronunciation, falling into the Highly Satisfactory category. Articulation was also satisfactory, with 57% falling into the Highly Satisfactory category. Enunciation was highly satisfactory, with 67% demonstrating

clear and well-delivered words. Stress and Blend was also highly satisfactory, with 57% demonstrating good stress and blend skills. Intonation was highly satisfactory, with 71% demonstrating effective intonation use. Overall, the students demonstrated satisfactory levels in various aspects of pronunciation, but some areas still need improvement.

The data reveals that Grade 9 students have good and satisfactory pronunciation skills, with a score of 65% in Highly Satisfactory. They have an adequate standard in articulation, with 54% falling into category 2 of Highly Satisfactory. Enunciation is satisfactory, with 42% falling into category 3, suggesting they need to work harder to improve their enunciation. Stress and Blend is satisfactory, with 50% falling into category 3, indicating they need more practice in stressing and blending words. Intonation is highly satisfactory, with 65% falling into category 2. Overall, the data indicates that Grade 9 students have a fairly good ability in various aspects of pronunciation, but there are still areas that need further attention to improve their performance

b) Voice and Project

This assessment analyzes students in five focused aspects: Pitch, Volume or Project, and Mood & Tone. Pitch refers to the high and low frequencies of sound. Volume or projection refers to how loud or louder the voice is when reading. Mood refers to the mood or feeling shown in the text, while tone refers to the author's attitude or approach towards the subject or audience which helps students to better interpret the meaning of the text.

Table 5. Result of Voice and Project

	Grade 7	Grade 8	Grade 9
Pitch	43% on category 3	57% on category 2	46% on category 3
Volume or Projection	71% on category 2	71% on category 2	62% on category 2
Mood and Tone	43% on category 3	67% on category 2	62% on category 2

Based on the findings presented in the table, it can be inferred that 43% of Grade 7 students exhibit a Highly Satisfactory level in terms of tone,

indicating proficiency in controlling the variations in their voice pitch. Volume or projection demonstrates a higher level of achievement, with 71% of students falling into the Highly Satisfactory category. This signifies a strong capability in managing voice strength, ensuring clear and audible communication to others. Mood and Tone are rated as Satisfactory for 43% of students. While this indicates a satisfactory level, there remains room for improvement. Given that mood and tone convey emotions and attitudes in speech, further focus and development in this area are warranted. In summary, Grade 7 students generally excel in pitch and volume/projection aspects. However, there is a notable opportunity for enhancement in mood and tone to achieve a higher level of satisfaction.

The data from grade 8 shows that 57% of students in this grade have achieved high satisfactory in pitch, volume or projection, and mood and tone. This indicates that they can effectively control their voice's highs and lows. The majority of students also achieved high achievement in volume or voice projection 71%, demonstrating their ability to manage the strength of their voice for clear and easily understood messages. Similarly, 67% of students have achieved high satisfaction in mood and tone, indicating their ability to convey mood and attitude well in speaking. These results indicate that students have made significant progress in their speaking or reading skills.

The data from class 9 indicates that 46% of students have achieved satisfactory pitch levels, indicating a need for further development in sound control. However, 62% of students achieved high achievements in volume or sound projection, mood, and tone, indicating good voice strength regulation and effective communication. The ninth graders showed significant improvement in volume or projection, as well as in mood and pitch, indicating significant development in their reading skills, even though there was a slight disparity in tone attainment. Although there is still room for improvement in

some areas, like tone, class 9 students' overall performance demonstrates a strong foundation in reading.

c) Vocabulary Knowledge

In this final assessment, two key aspects were evaluated: word recognition and word-meaning recognition. Word recognition involves students identifying words they encounter without necessarily comprehending their meanings, enabling them to recognize words within a text without grasping each word's significance individually. On the other hand, word-meaning recognition represents a more sophisticated cognitive process wherein students not only identify words but also comprehend their meanings, thereby enhancing their overall understanding of the text.

Table 6. Result of vocabulary Knowledge

	Grade 7	Grade 8	Grade 9
Word recognition	50% on category 3	67% on category 2	65% on category 2
Word-meaning recognition	57% on category 2	62% on category 2	50% on category 3

The data shows that 50% of grade 7 students have achieved satisfactory levels in word recognition, indicating their ability to identify words correctly. In terms of word-meaning recognition, 57% of students have achieved a high level of satisfaction, indicating their ability to recognize and understand the meaning of words well. This positive achievement in language comprehension abilities is a testament to the overall good achievements of grade 7 students in recognizing words and understanding their meaning. Despite room for improvement, these satisfactory and high results suggest that they have developed strong reading skills at that stage.

The data for class 8 reveals that 67% of students have achieved high satisfactory in word recognition, indicating a solid foundation of understanding. Additionally, 62% of students have demonstrated strong recognition of word meanings, indicating solid language comprehension abilities. These results indicate that students have made significant progress in their language comprehension and understanding, indicating a high level of satisfactory and progress in their language skills. Overall, these results demonstrate a strong foundation for language comprehension and understanding in grade 8.

The 9th grade data reveals a high level of word recognition achievement, with 65% of students identifying words well. However, there is room for improvement in understanding the meaning of words. The majority of students have achieved a good level of satisfactory 50% in recognizing words and understanding their meaning. Further development in this area could lead to a higher level of satisfaction in the future

IV. CONCLUSION AND SUGGESTION
A. Conclusion

The objective of this research is to identify the reading performance profiles of students and the most common reading errors that were noted in the ORV (Orthographic Vocalic) Training pretest and posttest results. The findings indicate that during the pretest, classes 7, 8, and 9 exhibited a high incidence of errors across all five aspects, suggesting significant room for improvement. However, following the implementation of ORVT, there was a notable enhancement in test results, signifying a reduction in error frequency compared to the pretest.

The most common reading errors affecting students' oral reading performance were found to be repetitions and pronunciation mistakes. Reading comprehension was examined further and divided into four categories. Remarkably, students in grades 7, 8 and 9 demonstrated mastery in understanding the content of a text, indicating their comprehension skills. Additionally, grades 7, 8, and 9 students received assessments that fell into the Highly Satisfactory category, demonstrating the program's ability to produce results that are on the same level with or better than expected. All things considered, the ORVT program has improved most students' reading abilities, helping them to go from making mistakes all the time to comprehending texts more effectively. The program has helped improve participants' word recognition,

comprehension, accuracy, and fluency in English reading.

B. Suggestion

The discussion regarding this research is still very limited and requires a lot of input. The suggestion for future authors is to study it more deeply and comprehensively about Exploring Students' Reading Fluency and Accuracy through the Implementation of ORVT.

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