

Intensive Guided Reading Assistance: Its Effect on Fluency and Reading Attitudes of Elementary School Students

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Abstract: This systematic literature review examines the effect of intensive guided reading assistance on reading fluency and reading attitudes among elementary school students. Forty peer-reviewed articles, recognized both internationally and nationally, published between 2020 and 2025, were synthesized to identify patterns in intervention design, implementation, and outcomes. The review compares classical, large-group reading instruction with intensive, individualized guided reading approaches and traces how each model shapes decoding accuracy, comprehension, and student persistence. Findings indicate that intensive assistance, characterized by low teacher-student ratios and immediate corrective feedback, produces measurable gains in oral reading accuracy and comprehension compared to conventional classroom delivery. The review further shows that consistent success experiences during guided sessions cultivate positive reading attitudes, including persistence, curiosity, and confidence. Family involvement and structured national programs such as the *Gerakan Literasi Sekolah* (School Literacy Movement) strengthen the sustainability of these gains when aligned with classroom-level intervention. The synthesis concludes that intensive guided reading assistance functions as both a technical remediation strategy and an attitude-building mechanism. These findings offer practical direction for elementary school teachers seeking to redesign literacy instruction around individualized, evidence-based practice, particularly within resource-constrained school settings recovering from pandemic-related learning loss.

Keywords: guided reading, reading fluency, attitude towards reading, Elementary School students, literacy intervention

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Abstrak: Tinjauan literatur sistematis ini mengkaji pengaruh pendampingan guided reading (bimbingan membaca terbimbing) intensif terhadap kelancaran membaca dan sikap membaca siswa sekolah dasar. Empat puluh artikel ilmiah yang diakui secara internasional maupun nasional, terbit pada rentang tahun 2020 hingga 2025, disintesis untuk mengidentifikasi pola desain intervensi, pelaksanaan, dan hasil yang dicapai. Tinjauan ini membandingkan pembelajaran membaca klasikal skala besar dengan pendekatan membaca intensif terbimbing yang bersifat individual, serta menelusuri bagaimana masing-masing model membentuk akurasi decoding, pemahaman, dan ketekunan siswa. Temuan menunjukkan bahwa pendampingan intensif, yang dicirikan dengan rasio guru-siswa yang rendah dan umpan balik korektif yang segera, menghasilkan peningkatan yang terukur pada akurasi membaca lisan dan pemahaman dibandingkan pembelajaran klasikal konvensional. Tinjauan ini juga menunjukkan bahwa pengalaman keberhasilan yang konsisten selama sesi terbimbing menumbuhkan sikap membaca yang positif, meliputi ketekunan, rasa ingin tahu, dan kepercayaan diri. Keterlibatan keluarga serta program nasional yang terstruktur seperti Gerakan Literasi Sekolah memperkuat keberlanjutan capaian tersebut apabila diselaraskan dengan intervensi di tingkat kelas. Sintesis ini menyimpulkan bahwa pendampingan guided reading intensif berfungsi sekaligus sebagai strategi remediasi teknis dan mekanisme pembentukan sikap membaca. Temuan ini memberikan arahan praktis bagi guru di sekolah dasar yang ingin merancang ulang pembelajaran literasi berbasis praktik individual dan berbasis bukti, khususnya pada konteks sekolah dengan keterbatasan sumber daya pascapandemi.

Kata kunci: membaca terbimbing, kelancaran membaca, sikap membaca, siswa sekolah dasar, intervensi literasi

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1. INTRODUCTION

Reading proficiency remains the central pillar upon which subsequent academic achievement in Elementary School education is constructed. Children who master decoding and comprehension early are better positioned to engage with increasingly complex curricular demands as they progress through school. According to the findings of Dewani et al. (2025), a strong correlation exists between reading interest and overall literacy achievement among Indonesian Elementary School students. This relationship suggests that literacy development cannot be separated from the affective dimensions of reading experience. A study by Ananda (2025) similarly reports that basic literacy competence is closely tied to broader academic readiness in the early grades. Wigfield & Guthrie (1997) establish early theoretical grounding for this pattern by linking reading motivation to the amount and breadth of children's reading activity. Building a durable reading culture therefore requires attention to both technical skill and student disposition toward reading.

Despite this recognized importance, many elementary schools continue to struggle in bringing all students to grade-level reading proficiency. Contemporary assessment data point to a persistent stagnation in reading outcomes across diverse student populations. Budiantoro et al. (2024) argue that the transition toward Society 5.0 demands higher-order comprehension skills that a considerable proportion of students have not yet mastered. This demand places additional pressure on instructional systems that were designed for an earlier and less complex literacy standard. Astri and Amalia (2024) identify that low reading ability among Elementary School students is frequently driven by a combination of internal readiness gaps and inadequate external environmental support. Ardiansyah and Nugraha (2022) add that many first-grade students enter formal schooling without the foundational phonemic awareness needed to keep pace with classroom instruction.

A recurring explanation for these gaps in the literature is the structural limitation of classical, large-group reading instruction. Whole-class delivery models are generally not designed to accommodate the wide variance in decoding ability found within a single elementary classroom. Fajriyah et al. (2022) demonstrate that classical instructional models frequently fail to identify and address specific phonetic and decoding weaknesses at the individual level. Rohman et al. (2022) similarly describe persistent challenges in teaching beginning reading to large groups. Khasanah & Fadilah (2025) report that teachers themselves acknowledge the difficulty of providing individualized reading support while simultaneously meeting curriculum coverage targets. These structural constraints suggest that reform at the level of instructional design, rather than curriculum content alone, is required to close the fluency gap.

National literacy initiatives were introduced partly to address these structural shortcomings, yet implementation has not consistently matched policy intent. The *Gerakan Literasi Sekolah (GLS)*, or the School Literacy Movement, was designed to cultivate a reading culture across Indonesian schools through structured, school-wide activities. Anugrah et al. (2026) point to a persistent discrepancy between the strategic goals of GLS and the way the program is actually implemented in everyday school practice. Rafida et al. (2022) reach a

comparable conclusion in their evaluation of GLS implementation in East Java, noting inconsistent execution across school sites. Trenggana & Warta (2025) find that while GLS strengthens students' critical thinking capacity, its direct contribution to individual reading fluency remains limited without more intensive, targeted support. This policy-practice gap indicates that broad literacy movements alone are unlikely to resolve fluency deficits without complementary classroom-level intervention.

Intensive guided reading has increasingly been proposed as the classroom-level intervention capable of closing this gap. This approach restructures instruction around small groups or individual students, allowing content and pacing to be matched to each learner's current reading level. Juliana (2025) reports that guided reading strategies are highly effective in enhancing reading comprehension and sustaining student engagement in Indonesian elementary classrooms. Hamzah et al. (2019) extend this finding by showing that structured guided reading significantly improves mastery of complex text among fourth-grade students. Aqilah et al. (2024) further demonstrate that a reading guide strategy applied in first grade meaningfully improves early reading skill acquisition. Taken together, these studies suggest that shifting from a teacher-centered, whole-class model toward a student-centered guided approach provides the scaffolding that struggling readers require.

While the evidence base for intensive guided reading continues to grow, existing studies tend to isolate either technical fluency outcomes or affective outcomes rather than examining both in an integrated manner. Bersky & Alwi (2024) document the academic consequences of low reading ability among early-grade students but do not extensively address the character dimension of the intervention process. Yudiana et al. (2023) offer a critical review of gaps in individual reading services yet stop short of synthesizing fluency and character outcomes together. Hidayati & Nofridasari (2024) conduct a systematic review of factors influencing beginning reading but likewise treat cognitive and affective outcomes as separate strands of inquiry. This fragmentation leaves an unresolved question regarding how intensive guided reading assistance simultaneously shapes both reading fluency and the reading attitudes, such as persistence and curiosity, that sustain long-term literacy engagement. The present systematic literature review therefore asks how intensive guided reading assistance affects Elementary School students' reading fluency and reading attitudes, synthesizing forty recent studies to provide an integrated answer to this question.

2. LITERATURE REVIEW

2.1 Theoretical Foundations of Reading Fluency Development

Theoretical accounts of reading development provide the conceptual foundation for understanding why intensive, individualized instruction is expected to outperform uniform classroom delivery. Castles et al. (2018) describe reading acquisition as a developmental progression from novice decoding to expert, automatic word recognition, a progression that depends on the quality and specificity of instructional feedback received at each stage. Ziegler & Goswami (2005) contribute a psycholinguistic grain-size account explaining why languages and orthographies with irregular grapheme-phoneme correspondence require more explicit and sustained decoding practice than transparent orthographies. These two frameworks jointly

imply that fluency gains depend less on total instructional time and more on the precision with which instruction is matched to a learner's current developmental stage, a condition that intensive guided reading is structurally positioned to meet.

2.2 Intensive Intervention for Diverse Learner Profiles

A related body of intervention research has examined how structured, intensive support benefits students who are furthest behind grade-level expectations. Hudson's (2020) review of reading fluency interventions for Elementary School students with learning disabilities reports consistent gains when instruction includes repeated, guided oral reading practice. Sullivan et al. (2017) trace longitudinal reading growth among children with disabilities and find that early, sustained support produces compounding benefits across subsequent school years. Solari (2022) extends this line of inquiry to English learners, reporting that structured word-reading interventions produce measurable gains regardless of students' first-language background. These findings collectively suggest that the mechanisms underlying intensive guided reading are not specific to any single learner subgroup but generalized across students with varied learning profiles, which strengthen the rationale for adopting intensive guided reading as a broadly applicable instructional strategy.

2.3 Instructional Media and Content as Moderating Factors

Beyond structural and cognitive factors, the literature also identifies instructional media and content as moderating variables in fluency and motivation outcomes. Hendratno (2022) finds that interactive storybooks meaningfully stimulate reading interest among lower-grade students when integrated into classroom practice. Dewi et al. (2023) report, through a meta-analysis of innovative learning media, that varied and engaging materials consistently improve beginning reading outcomes across studies. Istiq'faroh (2020) shows that folklore-based reading materials enhance both comprehension and motivation, suggesting that culturally relevant content amplifies the benefits of structured reading practice. Masdarita et al. (2025) add a cautionary note, however, finding that the cumulative effect of unresolved reading barriers can erode student motivation over time if intervention is delayed, indicating that the content and timing of guided reading sessions matter as much as their frequency and structure.

2.4 Synthesis and Positioning of the Present Review

Taken together, the theoretical, intervention-based, and media-related strands of literature reviewed above indicate that reading fluency and reading attitude are shaped by an interacting set of instructional, cognitive, and contextual factors rather than any single dominant cause. Existing studies, however, tend to examine these strands separately, with fluency-focused research rarely engaging directly with attitude or motivational outcomes. This separation leaves a gap in understanding how intensive guided reading assistance operates as an integrated mechanism that addresses both technical and affective dimensions of reading development simultaneously. The present review is positioned to address this gap by synthesizing findings across all three strands within a single analytic framework.

3. RESEARCH METHOD

3.1 Research Design

This study employed a Systematic Literature Review (SLR) design to synthesize existing evidence on intensive guided reading assistance in Elementary School education. The SLR approach was selected because it allows for a transparent, replicable synthesis of trends across a defined body of peer-reviewed literature rather than reliance on a single primary study. This design is appropriate for the research question because it enables comparison of intervention characteristics, outcomes, and contextual factors across studies conducted in different school settings. The review followed a structured sequence of search, screening, data extraction, and thematic synthesis to minimize selection bias in the interpretation of findings.

3.2 Population and Sample

The unit of analysis in this review was the individual peer-reviewed article rather than individual students or schools. The sample consisted of forty articles selected through purposive sampling from two databases, Scopus (quartile Q1-Q2) and Sinta 2, based on their direct relevance to intensive reading intervention, reading fluency, or reading attitude in Elementary School populations. Table 1 summarizes the inclusion and exclusion criteria applied during the sample selection process.

Table 1. Inclusion and Exclusion Criteria for Article Selection

Criterion	Inclusion	Exclusion
Publication period	2020 to 2025	Prior to 2020, unless foundational theory
Database	Scopus & Sinta	Non-indexed or predatory outlets
Population	Elementary school students	Secondary or tertiary populations
Intervention focus	Guided or intensive reading assistance	General curriculum studies without reading focus
Outcome measures	Fluency, comprehension, and attitude towards reading	Studies without measurable literacy outcome

The screening process narrowed an initial pool of candidate articles down to forty studies that met all five criteria listed above.

3.3 Research Instrument

The primary instrument used to collect data in this review was a structured data extraction matrix developed by the researcher. The matrix recorded, for each article, the publication year, database of origin, research design, intervention type, sample characteristics, and reported outcomes related to fluency or attitude towards reading. This coding instrument functioned as the equivalent of a documentation study protocol, ensuring that data extracted from each article followed a consistent and comparable format across the full sample.

3.4 Data Collection Technique

Data collection proceeded through a systematic database search using the keywords “guided reading,” “intensive assistance,” “reading fluency,” and “Reading Attitude” combined using Boolean operators within the Scopus and Sinta 2 search interfaces. Titles and abstracts of

the resulting records were first screened against the inclusion and exclusion criteria in Table 1, after which full texts of the remaining candidates were retrieved and reviewed in detail. Each article that passed full-text review was then coded into the data extraction matrix described in Section 3.3, with two independent coding passes conducted to check consistency of interpretation. Articles with incomplete methodological reporting or unclear outcome measures were removed at this stage, resulting in the final sample of forty studies.

3.5 Data Analysis Technique

Extracted data were analyzed using thematic content analysis to identify recurring patterns across the forty selected studies. Articles were first grouped according to their primary research focus, namely reading fluency, reading attitude, or instructional method, consistent with the classification presented in Table 2. Within each thematic group, findings were compared to identify convergence and divergence in reported outcomes, intervention components, and contextual moderators. This comparative synthesis, rather than statistical meta-analysis, was used because the included studies varied substantially in design and measurement approach, making narrative and thematic synthesis the more appropriate analytic strategy.

4. RESULT

This section presents the descriptive and thematic findings derived from the forty reviewed articles, organized into five subsections corresponding to the distribution of the literature, the structural comparison between instructional models, the predictors of fluency, the factors shaping reading attitude, and the operational structure of guided reading sessions.

4.1 Distribution of the Reviewed Literature

The reviewed literature was first classified according to its database of origin and its primary thematic focus, as summarized in Table 2. This classification step was necessary to establish the overall composition of the evidence base before proceeding to thematic synthesis.

Table 2. Distribution and Classification of Reviewed Literature

Source Category	Reading Fluency	Reading Attitude	Instructional Method	Total
International-indexed	7	5	3	15
National-indexed	6	4	5	15
Contextual/regional	4	3	3	10
Total	17	12	11	40

The classification in Table 2 shows that reading fluency was the most frequently studied theme, accounting for seventeen of the forty reviewed articles. This concentration indicates that fluency has received the greatest empirical attention within the current literature, while reading attitude and instructional method occupy comparatively smaller shares of the research landscape, though both remain substantial enough to support thematic synthesis. The imbalance suggests an opportunity for future primary research to more directly investigate instructional method as a standalone variable. Overall, this distribution confirms that the evidence base is sufficiently concentrated on fluency to support a focused synthesis, while still offering enough

coverage of attitude and method themes to contextualize the fluency findings.

4.2 Structural Comparison Between Classical and Intensive Instruction

To clarify why intensive guided reading is positioned as an alternative to conventional practice, the reviewed literature was used to construct a structural comparison between classical classroom reading and intensive guided reading, presented in Table 3. This comparison draws on recurring descriptive features reported across the intervention studies included in the review, particularly the accounts of teacher-student ratio and corrective feedback frequency documented by Sargiani et al. (2022), together with the structural limitations of classical, large-group instruction reported by Fajriyah et al. (2022), Rohman et al. (2022), and Khasanah & Fadilah (2025).

Table 3. Structural Comparison of Classical and Intensive Guided Reading Instruction

Feature	Classical Classroom Reading	Intensive Guided Reading
Teacher-student ratio	High (1:25 or more)	Low (1:1 to 1:5)
Feedback frequency	Occasional and general	Immediate and specific
Content delivery	Uniform for all students	Tailored to individual level
Student participation	Predominantly passive listening	Active reading and response
Instructional focus	Curriculum coverage	Individual skill mastery

This comparison indicates that the defining advantage of intensive guided reading lies in its capacity to deliver immediate, individualized feedback, a feature structurally absent from the high-ratio classical model described by Fajriyah et al. (2022) and Khasanah & Fadilah (2025). The five features summarized in Table 3 recur consistently across the reviewed intervention studies as the mechanisms through which intensive assistance produces measurable gains in fluency and comprehension. Each feature also corresponds to a specific stage in the conceptual pathway through which fluency develops, as illustrated in Figure 1. Collectively, these structural differences establish the baseline rationale for why intensive guided reading is expected to outperform classical instruction on fluency-related outcomes.

The pathway through which these structural features translate into fluency development is illustrated conceptually in Figure 1, adapted from the developmental progression described by Castles et al. (2018) and the corrective feedback sequence documented in the intervention studies of Sargiani et al. (2022).

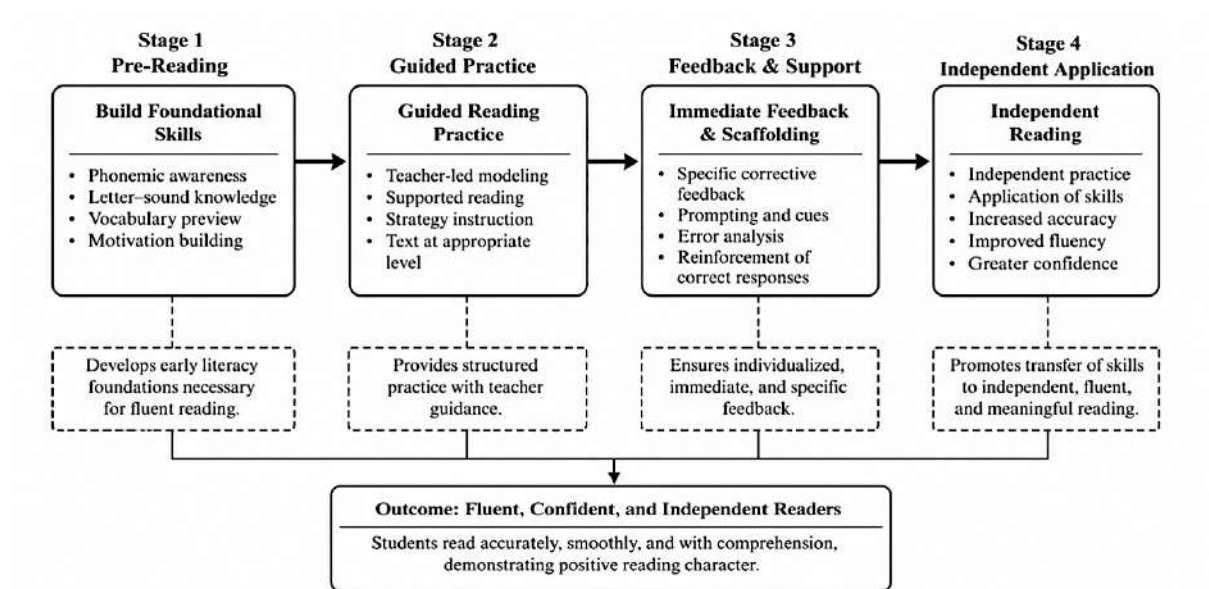


Figure 1. Conceptual Framework of Intensive Guided Reading Assistance

The conceptual framework in Figure 1 depicts fluency development as a staged progression rather than a single instructional event. Each stage corresponds to a specific instructional activity identified across the reviewed studies, beginning with foundational decoding support and culminating in independent, fluent reading. The staged structure reinforces the pattern already observed in Table 3, in that individualized feedback appears at every stage rather than only at the point of final assessment. This progression provides the conceptual bridge between the structural comparison in Table 3 and the specific fluency predictors examined in the following subsection.

4.3 Predictors of Reading Fluency

Building on this conceptual pathway, the reviewed literature was further synthesized to identify the specific predictor variables most strongly associated with fluency gains, summarized in Table 4. These predictors were extracted from studies that explicitly measured or ranked the relative contribution of instructional and learner-level variables to fluency outcomes.

Table 4. Predictors of Reading Fluency Identified Across the Reviewed Literature

Predictor Factor	Reported Impact Level	Representative Source
Oral reading practice	High	(Kim et al. (2021))
Text difficulty alignment	High	(Sargiani et al., 2022)
Reading attitude	Moderate	(Khanolainen et al., 2023)
Vocabulary knowledge	High	(Castles et al., 2018)
Frequency of guided sessions	Moderate	(Castells et al., 2022)

The predictors summarized in Table 4 indicate that oral reading practice, appropriately matched text difficulty, and vocabulary knowledge are consistently rated as high-impact factors across the studies reviewed. Session frequency and reading attitude function as moderating factors, suggesting that the quality of each guided session matters more than sheer repetition

alone. This distinction between high-impact and moderating predictors is consistent with the staged progression shown in Figure 1, where feedback quality is embedded throughout rather than concentrated at a single point. These findings collectively suggest that instructional design decisions, such as text selection and feedback precision, deserve greater emphasis than scheduling decisions alone when planning intensive guided reading programs.

4.4 Factors Shaping Reading Attitude

Turning from fluency to the affective dimension of reading, the reviewed studies were also analyzed for the environmental and motivational factors that sustain student engagement, as summarized in Table 5. This analysis was conducted separately from the fluency predictors in Table 4 because the reviewed studies frequently examined affective and technical outcomes using distinct measures and outcome indicators. The factors in Table 5 were synthesized from the findings of Hendratno (2022) on interactive storybooks, Dewi et al. (2023) on innovative learning media, Istiq'faroh (2020) on culturally relevant reading materials, and Khanolainen et al. (2023) and Curiel (2023) on classroom-based motivational support.

Table 5. Factors Influencing Reading Interest and Motivation Across Reviewed Studies

Factor	Description	Primary Impact Observed
Interactive media	Use of digital or illustrated storybooks	Initial engagement
Family support	Home-based reading encouragement	Long-term reading habit
Teacher encouragement	Positive reinforcement during sessions	Classroom confidence
Peer collaboration	Reading within small, supportive groups	Social motivation

The factors listed in Table 5 suggest that sustained reading attitude is shaped by a combination of school-based and home-based support. Interactive media is primarily associated with initial engagement, whereas family support is more closely related to the development of longer-term reading habits, consistent with the family-support findings of Rochaendi (2025) and Janul & Sunendar (2024). Teacher encouragement and peer collaboration further contribute to students' confidence and social motivation during reading activities, in line with the classroom-based strategies described by Curiel (2023). This layered pattern of support is also reflected in the reading attitude traits reported across the reviewed studies, as summarized in Figure 2.

Figure 2 was constructed from the attitude-related outcomes reported by Wang et al. (2017), Curiel (2023), and Khanolainen et al. (2023) across the reviewed studies.

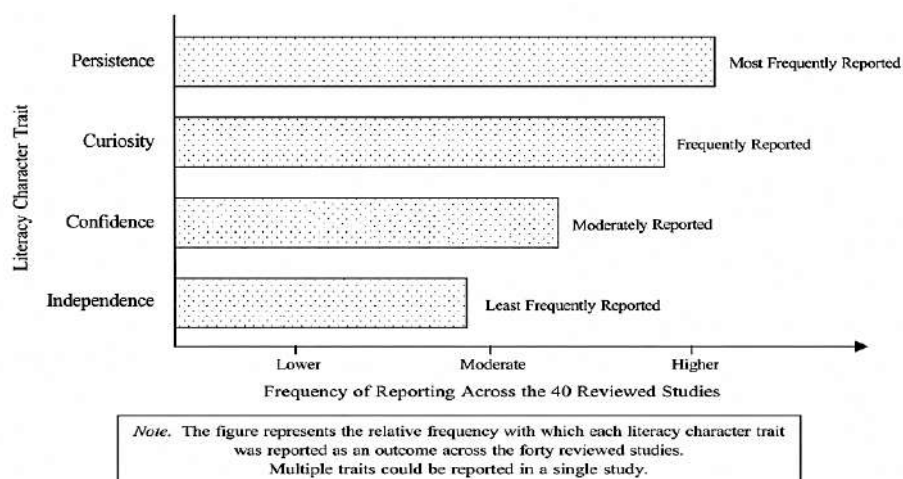


Figure 2. Distribution of Literacy Character Traits Reported Across the Reviewed Studies

Figure 2 indicates that persistence and curiosity were the most frequently reported reading attitude outcomes, followed by confidence and independence across the reviewed studies. Because the available synthesis identifies the relative ordering of these traits rather than exact frequencies, the figure represents their relative prominence rather than numerical counts. This pattern suggests a relatively consistent profile of reading attitude outcomes across the reviewed studies, although the prominence of individual traits may vary across instructional and school contexts. The prominence of persistence and curiosity is also compatible with the emphasis on immediate and specific feedback identified in Table 3, as repeated successful reading experiences may support students' willingness to persist and explore texts. Overall, the convergence of structural, motivational, and attitude-related findings provides a basis for the operational synthesis presented in the following subsection.

4.5 Operational Structure of Effective Guided Reading Sessions

Finally, the operational steps through which intensive guided reading sessions are typically structured in the reviewed literature are summarized in Table 6. This operational sequence was reconstructed by comparing the procedural descriptions reported by Aqilah et al. (2024), Juliana (2025), and Hamzah et al. (2019) across the reviewed intervention studies.

Table 6. Operational Steps in Effective Guided Reading Sessions

Phase	Primary Activity	Instructional Goal
Pre-reading	Vocabulary introduction and prediction	Building background knowledge
Guided reading	Teacher-supported oral or silent reading	Real-time decoding support
Discussion	Meaning-making and text analysis	Comprehension checking
Word work	Focused phonics or morphology practice	Strengthening decoding skill
Extension	Reflective writing or creative response	Personal connection to text

Table 6 demonstrates that effective guided reading sessions across the reviewed studies follow a broadly consistent five-phase structure, moving from preparatory vocabulary work through to reflective extension activities. Each phase in Table 6 corresponds directly to one or more of the predictors identified in Table 4 and the attitude traits identified in Figure 2,

indicating strong internal consistency across the reviewed evidence base. This consistency suggests that the five-phase structure reflects a genuine underlying instructional logic shared across studies conducted in different school contexts. Taken together, the findings presented in Tables 2 through 6 and Figures 1 and 2 indicate that intensive guided reading assistance operates through a coherent set of structural, motivational, and procedural mechanisms that jointly produce gains in both reading fluency and reading attitude.

5. DISCUSSION

Intensive guided assistance produces measurable improvement in reading fluency scores among elementary school students. This improvement occurs because small-group and individual sessions, characterized by the low teacher-student ratio and immediate feedback summarized in Table 3, allow teachers to identify and correct specific decoding errors at the moment they occur. This pattern is consistent with the findings of Sargiani et al. (2022), who report that intensive reading interventions effectively improve accuracy and comprehension among struggling readers. Kim et al. (2021) further support this interpretation by identifying text reading fluency as a strong longitudinal predictor of later reading comprehension, a relationship that mirrors the staged progression from decoding to independent reading illustrated in Figure 1. Together, these findings indicate that fluency gains from intensive guided reading are best understood as a function of feedback precision, consistent with the moderate impact of session frequency alone reported in Table 4.

Positive reading attitude develops when students repeatedly experience success during structured guided reading sessions, consistent with the attitude-related factors summarized in Table 5 and the trait distribution shown in Figure 2. This pattern emerges because consistent, achievable success gradually replaces reading-related frustration with a sense of academic competence and self-efficacy. Curiel (2023) provides practical classroom evidence showing that teacher-led motivational strategies directly strengthen student persistence during reading tasks, aligned with the teacher encouragement factor identified in Table 5. Khanolainen et al. (2023) extend this finding by showing that engagement depends heavily on the emotional safety of the reading environment. Wang et al. (2017) offer a complementary account through the fluency-engagement loop, in which improved fluency itself becomes a source of motivation that reinforces further reading practice, a mechanism consistent with the co-occurrence of high fluency predictors and frequently reported persistence and curiosity traits shown in Table 4 and Figure 2. This reciprocal relationship indicates that reading attitude and fluency growth reinforce one another as intertwined outcomes of intensive guided reading.

The structured, sequential design of guided reading protocols, summarized in Table 6, contributes to the efficient use of instructional time within intensive sessions. Following a defined sequence of pre-reading, guided practice, discussion, and extension activities allows teachers to target specific cognitive gaps while maintaining curricular coherence. Aqilah et al. (2024) confirm that structured guided reading methods are particularly effective for early reading acquisition when implemented consistently across sessions. Kim (2010) similarly demonstrates that oral and silent reading fluency are closely related constructs, both of which benefit from the structured practice embedded in guided reading protocols. Ziegler & Goswami

(2005) offer a theoretical explanation for this benefit, noting that orthographies requiring fine-grained phonological analysis demand more explicit, staged instruction. These converging findings indicate that the procedural consistency shown in Table 6, rather than instructional novelty alone, is the primary driver of skill transfer in guided reading sessions.

External support from families and communities strengthens the durability of school-based reading interventions over time, consistent with the family support factor identified in Table 5. This synergy occurs because students who receive consistent encouragement outside the classroom are more likely to practice reading skills independently between guided sessions. Rochaendi (2025) highlights the critical role of family support in enhancing reading skills among early-grade students, particularly in households where reading materials are limited. Simatupang (2024) extends this finding to the preschool-to-primary transition, showing that collaborative literacy training between families and schools eases the shift into formal reading instruction. Janul & Sunendar (2024) similarly find that literacy culture is strengthened when independent, home-based reading is paired with collaborative, school-based reading activity. These findings collectively suggest that intensive guided reading assistance achieves its fullest effect when embedded within a broader ecosystem of home and school support.

National literacy programs such as the *Gerakan Literasi Sekolah* provide the policy infrastructure within which intensive interventions can be scaled beyond individual classrooms. This structural support matters because individual teacher-led interventions are difficult to sustain without institutional backing and resource allocation at the school level. Trenggana & Warta (2025) report that GLS meaningfully strengthens students' critical thinking and broader literacy culture, even though its direct effect on individual fluency remains comparatively modest. Fitria et al. (2022) argue that GLS must incorporate digital literacy components to remain relevant within the demands of Society 5.0. Kironoratri et al. (2026) show that adaptive, technology-supported learning innovations can strengthen school-wide literacy culture without displacing the individualized attention central to guided reading. This body of evidence indicates that policy-level programs and classroom-level intensive assistance function as complementary strategies for improving elementary literacy outcomes.

6. CONCLUSION

Intensive guided reading assistance is an effective strategy for improving both the technical fluency and the reading attitude of elementary school students. The individualized structure allows educators to identify and address specific decoding gaps that frequently remain unaddressed within conventional, large-group classroom instruction, while the low teacher-student ratio and immediate corrective feedback described in Table 3 create repeated opportunities for reading success. This success experience is the mechanism through which fluency and attitude reinforce one another, as reflected in the reciprocal pattern discussed in the Discussion section. Evidence synthesized across forty reviewed studies shows that students receiving intensive guided assistance demonstrate measurable gains in reading accuracy, comprehension, persistence, curiosity, and confidence. These combined outcomes indicate that the shift from classical to intensive instructional models represents a necessary step for strengthening elementary literacy education.

This review has several limitations. First, the synthesis relies on thematic and narrative comparison rather than statistical meta-analysis, so the reported impact levels in Table 4 reflect relative patterns across studies rather than pooled effect sizes. Second, the forty reviewed studies were not stratified by grade level, so the extent to which intensive guided reading affects lower-grade and upper-grade elementary students differently remains unclear. Third, most reviewed studies originate from the Indonesian context, which may limit the generalizability of the findings to other education systems.

Future research should consider conducting grade-specific analyses to determine whether the effect of intensive guided reading assistance on fluency and reading attitude varies across early and upper elementary grades. Longitudinal designs are also needed to examine whether the attitude gains observed immediately after intervention are sustained over subsequent school years. Finally, future studies could employ quantitative meta-analysis where sufficient comparable effect sizes are available, to complement the thematic synthesis presented in this review.

Schools and educators should prioritize the integration of small-group guided reading sessions into regular instructional schedules rather than treating such sessions as supplementary activity. These sessions require consistent access to level-appropriate reading materials and sustained teacher feedback to achieve the outcomes described in this review. Schools should also actively cultivate partnerships with families to reinforce reading practice within the home environment, given the demonstrated role of external support in sustaining literacy gains. Adopting these recommendations offers a practical pathway for schools seeking to build a durable, school-wide reading culture that benefits all students.

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