



Influence of marungko approach in the reading performance of grade I learners: A descriptive study

Jinalou Villarta Harani¹, Roel Prochina Villcino²

¹ Department of Education, Assumption College of Nabunturan, Nabunturan, Philippines

² Dean, Department of Education, Assumption College of Nabunturan, Davao De Oro, Philippines

Abstract

Marungko Approach is designed to improve student's reading skills through the use of the modern Filipino alphabet. This study was conducted to know the influence of Marungko Approach in the reading performance of Grade I learners in the selected schools of Trento District, Division of Agusan del Sur. The researcher used the descriptive-comparative method engaging the research made questionnaires to identify the influence of Marungko Approach in the reading performance of grade I learners. The study also included the pre-test and post-test scores of the learners based on the result of Functional Literacy Assessment Tool indicated the reading level of the learners. The study found out that the implementation of Marungko Approach in terms of hindering factors, influence in reading comprehension and influence in reading performance are all agreed by the teachers. The pre-test and post-test result of reading performance in terms of vocabulary level increased to 38.2%. In terms of Fluency level, the result increased to 57.56% and in terms of comprehension level, the result also increased to 33.33 % differed from the pre-test result. And there was a significant difference between the pre-test and post-test result of the assessment in learner's reading performance concluding that the used of Marungko Approach as a reading intervention used by the teachers has greatly influenced the reading performance of the learners.

Keywords: Marungko approach, reading performance, descriptive study

Introduction

Most of the teachers uses Marungko Approach as a tool for the improvement of their learners' reading performance in the beginning reading. In this perception, Grade-I teachers are challenged when it comes to the reading performance, most especially in the beginning reading of the learners. Finding out a solution to this crucial situation, teachers used an effective way like Marungko Approach as a tool for the improvement of learners reading performances.

According to Mary Joy C. (2019), the Marungko Approach has proven to be highly effective in improving reading skills. The Marungko Approach has proven effective in enhancing the quality of teaching and learning in reading. The progress of students in reading proficiency depends on their ability to quickly or gradually grasp the techniques employed (Alvarez, 2019).

In the U.S, Ransford, *et al.* (2011) conducted a study on the effectiveness of the Lavelle Literacy Intervention (LLI), a short-term, small- group program aimed at supporting struggling readers and writers in K-2. Their research focused on two school districts and found that a significant number of students who participated in the program showed improved reading proficiency after completing a full series of Reading recovery lessons.

In the Philippines, Boltron, M. T, & Ramos, A. L. (2021) conducted a study evaluating the impact of the Marungko Approach on developing foundational reading skills in Grade 1 learners. Their findings revealed a significant improvement in beginning reading competencies between the pre-test and post-test assessments. Consequently, it was concluded that the Marungko Approach in an effective method for enhancing early-stage reading performance, which serves as a critical foundation for further progress in reading skills.

In District of Trento, within the Division of Agusan del Sur, 78% of elementary school learners achieved proficiency in the reading comprehension in the 2021- 2022 academic year. This represented a notable increase from the previous year's figure of 72%. Additionally, the report highlights a dedicated effort by educators to implement targeted reading interventions, resulting in a 15% reduction in the number of learners requiring additional support. One of this intervention used is the Marungko Approach.

Statement of the Problem

This study aimed to know the level of implementation of Marungko Approach on the reading performance of the learners of the selected 5 Grade-I teachers of Trento District.

And this study sought to answer the following questions

1. What is the level of the implementation of Marungko Approach in terms of:
 1. Hindering Factor,
 2. Influence on Reading Comprehension, and
 3. Influence on Reading Performance
2. What is the pre-test and post-test assessment result of reading performance of learners in terms of:
 1. Vocabulary
 2. Fluency
 3. Comprehension

Is there a significant difference between the pre-test and post-test result of assessment in learners reading performance using Marungko Approach?

Methods

Research Design

In this study, the researcher utilized the descriptive-comparative research design engaging the research-made questionnaires to know the influence of Marungko Approach in the reading performance of the Grade 1 learners. To assess the pre-test and post-test scores of the learners the Functional Literacy assessment Tool (FLAT) was used.

In this design, the researcher gathered the reliable and valid data of information that provided the accurate description upon the presentation of specific status of events.

Research Locale

This study was conducted in the 19 selected schools from the Districts in the Municipality of Trento, province of Agusan del Sur. Trento was formerly a barrio of Bunawan and is situated near a river called Bahayan (referring to a lead sinker at the base of a fishing net) named by the famous Baganiyas; Dago and Kawayan.

Research Respondents

The respondents of the study were the Grade I teachers of 19 schools in Trento District Municipality of Trento, Agusan del Sur. Proportionate stratified random sampling technique was used to determine the Grade 1 samples from each school. A simple random sampling through lottery was used to select the learner-respondents from each school. The table 1 shows the schools with different number of teachers and number of Grade I learners.

Research Procedure

Before the formal collection of the data needed for the study, the researcher had personally sought an approval from the School's Division Superintendent of the Division of Agusan del Sur office in a form of request letter to conduct a study of the Marungko Approach among the selected 19 schools in Trento District. Upon the approval of the letter, the researcher had given another request letter to the School's District In charge of Trento District to conduct the study in the 19 selected schools.

Likewise, the researcher had made a letter of request to all 19 school Heads concerned for her to distribute the questioners to the teachers.

Ethical Consideration

Agreed-upon standards for research ethics helps ensure that the researcher explicitly consider the needs and concerns of the people they study, that appropriate oversight for the conduct of research takes place, and that a basis for trust is established between the researcher and study participant.

Statistical Treatment of Data

The data that was obtained was tallied and tabulated. The statistical tool that was used to insure the accuracy in the analysis and interpretation of the findings were the following

Mean: This was used to determine the competency level of influence of Marungko Approach in the reading performance of learners in terms of Vocabulary, Fluency and Comprehension.

Pearson R Correlation: Pearson r correlation was the most widely used correlation statistic to measure the degree of the relationship between linearly related variables.

Pearson r correlation was used to measure the degree of relationship between the two. The point-biserial correlation was conducted with the Pearson correlation formula except that one of the variables is dichotomous.

Results

This chapter presents the results obtained from the collected data and the subsequent analyses and interpretation based on the problems presented.

Level of the implementation of Marungko Approach Hindering Factors

The level of implementation of Marungko Approach in terms of hindering factors ranked by their mean scores from highest to lowest. Each factor was assessed based on the level of agreement from the respondents, indicating how much each issue perceived as a barrier.

The indicator 'Uncooperative parents which resulted to delay or haphazard conduct of the reading tool' got the highest mean of 3.58 and the descriptive rating is moderately agreed. The indicator 'Confusion among teachers to reconcile the purpose and utilization of Marungko Approach gained the lowest mean of 2.82 and the descriptive rating is also moderately agreed.

The indicators got the overall weighted mean of 3.4 with the descriptive rating of agree indicates that, on the whole, the hindering factors are seen as considerable obstacles to the effective implementation of the Marungko Approach.

Influence on Reading Comprehension

The level of implementation of Marungko Approach in terms of influence on reading comprehension showed that the indicators which gained the highest impact factors are the 'Marungko Approach helps a lot in improving linguistic intelligence of pupils, Teacher's motivation has a great influence in pupil's reading interest, and Parental guidance and tutorial reading at home contributes in the in enhancing child's understanding and analyzing reading selection' with the same mean of 4.61 and both has a descriptive rating of strongly agree. This was followed by 'Providing variety of reading references and exercise improves reading analyzation, interpretation and comprehension of pupils' with the mean of 4.58 and the descriptive ratings are both agreed.

The indicators 'Marungko Approach had help to enhance the understanding and comprehension of pupils, Marungko Approach helps pupils in enhancing their reading abilities and reading comprehension, and Teaching aids, visual or auditory and materials using Marungko Approach had help learners to cope up and comprehend to the reading selection' both got the same mean of 4.55 with also the same descriptive rating of strongly agree. The 'Conducted regular drillings of Marungko Approach before the lesson proper enhance learner's reading ability' obtained the mean of 4.5 and the descriptive rating is strongly agreed.

The indicator 'Applying reading teaching technique and strategies such as Marungko Approach used by the teacher contributes in easy fast comprehension of learner' gained the mean of 4.47 with the descriptive rating of agree. 'Lack of reading materials and textbook in public school had affect the reading skills of learners got the lowest mean, but still had the descriptive rating of agree. The overall indicators got the average mean of 4.48 which is described as agree.

Influence on Reading Performance

The level of implementation of Marungko Approach in terms of influence on reading performance showed that the highest impact factors are ‘The use of pictures to immediately remember the word and Pictures attached to the given word had arouse learner’s interest. These two indicators got the same mean of 4.5 with the descriptive rating of strongly agree. The next indicators ‘The learners can easily have cues on the word shown through the pictures used and Engaged learners in a print-rich learning environment got also the same mean of 4.45 and the same

descriptive rating of agree. The overall indicators gained the total average mean of 4.48.

Level of Competency of Reading Performance of Learners

Vocabulary: Table 1 presents the level of competency of reading performance of learners in terms of vocabulary based from the pre-test and post-test result of Functional Literacy Assessment Tool (FLAT) used by the teachers in determining the reading level of their learners.

Table 1: Vocabulary

Total No. of Pupil’s Tested	Word Level			
	Pre-Test result	Post-Test result	Description (Increase/Decrease)	% of increase
1025	267	369	Increased	38.2%

In Table 1, the number of pupils tested has the total of 1,025 pupils. Out of the total number of pupils tested, only 267 pupils got into the vocabulary level and the rest who did not passed the required task in the vocabulary level based on the FLAT Assessment Tool were still remained in the letter level or nothing level. It means that the pupil can point out or read any 5 letters from the given material but cannot read the word. In the post-test result of the assessment tool, there

were now 369 pupils got into the vocabulary level which has a percentage increase of 38.2% with no decrease.

Fluency: Table 2 presents the level of competency of reading performance of learners in terms of fluency based from the pre-test and post-test result of Functional Literacy Assessment Tool (FLAT).

Table 2: Fluency

Total No. of Pupil’s Tested	Fluency Level			
	Pre-Test result	Post-Test result	Description (Increased/Decreased)	% of increase
1025	172	271	Increased	57.56%

In Table 2, out of 1025 pupils who got tested, only 172 were able to passed the fluency level which means that they can read the words from the given materials fluently. The rest of the pupils tested remained in the previous level. In the post-test assessment, after using Marungko Approach, the number of pupils in the Fluency level were increased to 271

with a percentage of 57.56% and there was no decreased.

Comprehension: Table 3 presents the level of competency of reading performance of learners in terms of comprehension based from the pre-test and post-test result of Functional Literacy Assessment Tool (FLAT).

Table 3: Comprehension

Total No. of Pupil’s Tested	Comprehension Level			
	Pre-Test result	Post-Test result	Description (Increase/Decrease)	% of increase
1025	189	252	Increased	33.33%

In table 3, out of 1,025 pupils tested, only 189 were belonged in the comprehension level. The pupils who did not passed the required task from the assessment tool in the comprehension level remained in the previous level. After using the Marungko approach, the post-test result increased to 252 which has the percentage of 33.33% with no decrease.

Difference Between Pre-test and Post-test Results

Table 4 presents the significant difference between the pre-test and post-test result of assessment using Marungko Approach Based on the Functional Literacy Assessment Tool used in assessing the reading performance of the pupils.

Table 4: Difference in Learners Reading Performance

Competency level	Total No. of Pupil’s Tested	Word Level			
		Pre-Test result	Post-Test result	Description (Increase/Decrease)	% of increase
Word level	1,025	267	369	Increased	38.2%
Fluency Level	1,025	172	271	Increased	57.56%
Comprehension Level	1,025	189	373	Increased	33.33%
Total		628	1,013		43.1%
Mean		209.3	337.7		

FLAT result

In Table 4, the total number of pupils tested was 1,025. Before using Marungko Approach, the of pre-test assessment results of the three competency levels was 628 with a mean of 209.3. After using Marungko Approach the results of post-test assessment from the three competency levels increased to 1,013 with a mean of 337.7 and has the total percentage increase of 43.1%.

Discussions**Level of Implementation of Marungko Approach in terms of Hindering Factors**

Uncooperative parents which resulted to delay or haphazard conduct of the reading tool has the highest mean score, indicating that uncooperative parents are seen as the most significant hindrance. The lack of parental cooperation can delay or disrupt the effective use of the Marungko Approach. Limited Training Exposure for Teachers shows that teachers feel they have not received sufficient training on how to utilize the Marungko Approach. This implies that increased training and professional development opportunities are crucial for teachers to feel confident and competent in using this reading tool. Teachers' passivity or reluctance to use the Marungko Approach is another significant barrier.

This may be due to a lack of motivation, insufficient training, or confidence in the method. Addressing this requires fostering a more proactive attitude through incentives, support, and encouragement. Some learners' refusal to engage with the reading approach is a moderate hindrance. This could stem from various factors, including lack of interest, difficulty in understanding, or insufficient motivation. Confusion among teachers to reconcile the purpose and utilization of the Marungko Approach the purpose and utilization of the approach can lead to inconsistent implementation.

According to Mary Joy C. (2019). The Marungko Approach has demonstrated its effectiveness in enhancing reading skills. It's crucial for parents to understand their child's reading level, ensuring that support isn't limited to the classroom but extends to the home environment. The program's achievement hinges on the combined support of parents, the dedication of teachers, and the determination of students to excel in learning. Jonabeth Et.al. (2022) concludes that video-based Marungko Approach remedial reading strategy posted significant difference in the performance of the respondents. Since the overall result suggests a significant difference in learners' performance from frustration to instructional level based on Phil.Iri. standards. Thus, a suitable opportunity for learners to develop their reading comprehension even outside the school premises and during their convenient study time. According to Bañez and Urayan (2019), the success of remedial reading program highly depends on the rigour of its implementation and availability of culturally and age-appropriate instructional resources that are designed to address the needs of learners.

Level of Implementation of marungko Approach in terms of Influence on Reading Comprehension.

The level of implementation of Marungko Approach in terms of its effect on the reading comprehension of learners are all agreed by the teachers. This simply indicates a strong agreement among teachers regarding the positive impact of

the Marungko Approach and other factors on reading comprehension. The indicators show that the Marungko Approach, combined with supportive elements such as teacher motivation, parental guidance, and diverse reading materials, significantly enhances reading comprehension among pupils. However, challenges like the lack of reading materials in public schools still need to be addressed to ensure comprehensive reading skill development.

According to Laurente (2021), becoming an active reader and being motivated to read helps a learner develop an appreciation for the pleasure of reading. The study of Boltron & Ramos (2021) concluded that the Marungko Approach in an effective method for enhancing early-stage reading performance, which serves as a critical foundation for further progress in reading skills. This, in turn, contributes to improved and solidified comprehension abilities crucial for higher levels of education. Repaso, J.C., and Macalisang, D.S. (2024) revealed a significant improvement in the early reading skills of Grade 1 pupils after using the supplementary reading material. This indicated that the reading material effectively enhanced the grade 1 pupil's reading performance.

Level of Implementation of Marungko Approach in terms of Influence on Reading Performance.

It is presented in table 4 the implementation of Marungko Approach in terms of the level of influence in reading performance of Grade 1 learners. Based on the result of the survey, the selected teachers of Trento District who answered the given survey questionnaire was generally agreed that the implementation of the Marungko Approach positively influenced the reading performance among Grade 1 learners. The results indicated that visual aids, such as pictures, play a significant role in enhancing the reading performance of Grade I learners. The use of pictures not only helps in immediate word recall but also arouses interest and provides cues that aid comprehension. Additionally, engaging learners in a print-rich environment is crucial for their reading development.

A study conducted by Santos and De Vera (2020), demonstrated that the learners' reading performance levels were highly satisfactory across various categories including reading comprehension, phonetic awareness, and reading in isolation. One of the study's recommendations is the utilization of the Marungko Approach as a reading intervention and instructional method for Grade 1 pupils. Bustos-Orosa and Ferrer (2013) noted that eventually, the words produced through the Marungko Approach can be assembled into meaningful units of thought, such as phrases or sentences, which learners then read. Yayen (2018) determined that the used of Marungko Approach effectively enhanced pupils' comprehension skills and reading ability. Given the documented effectiveness of the Marungko Approach in improving reading ability, the researchers regarded it as a viable approach.

Pre-Test and Post-Test Result of Reading Performance of Learners in terms of Vocabulary

The result indicates a significant improvement in learners vocabulary skills from the pre-test to the post-test. The increase in the average word level score shows that the learners made progress in their vocabulary competency after using Marungko Approach. This improvement is a positive outcome, indicating that the intervention Marungko

Approach during that period was effective in enhancing learner's vocabulary skills.

According to Schmitt (2014), understanding the form-meaning link of a word is generally sufficient for comprehension, whereas production requires additional aspects of word knowledge such as word class, functions, and collocations. Boltron and Ramos (2021) revealed a significant improvement in beginning reading competencies between the pre-test and post-test assessments. Consequently, it was concluded that the Marungko Approach in an effective method for enhancing early-stage reading performance, which serves as a critical foundation for further progress in reading skills. A study conducted by Avelina Vales (2019) revealed that the Marungko Approach effectively enhanced the reading level of Grade One pupils.

Pre-Test and Post-Test Result of Reading Performance of Learners in terms of Fluency Level.

The result of the assessment indicates a significant improvement in the fluency level of the learners after using Marungko Approach in reading. The increased of pre-test and post-test in the fluency level showed that the intervention using Marungko Approach was effective in enhancing the reading fluency skills of the learners.

Gamse *et al.* (2008) found that teachers in Reading First schools provided more phonics instruction compared to those in similar non-Reading First schools. Escobar and Valmonte (2022) study the Effects of Marungko Approach in Improving the Reading Ability of Grade 3 pupils. The results of their research revealed that utilization of Marungko Approach is much frequent and the extent of improvement of the pupils' reading ability in to a very great extent in letter sound, letter name, familiar word, and oral passage.

Pre-Test and Post-Test Result of Reading Performance of Learners in terms of Comprehension Level.

From the result of pre-test and post-test of the assessment, the effectiveness of using Marungko Approach as an intervention in enhancing the reading performance of Grade 1 Learners was being analyzed by comparing the pre-test and post-test FLAT results. The increased in the number of learners reaching a certain level of comprehension indicates improvement in the reading performance of Grade 1 learners using Marungko Approach. Overall, the data reflects a beneficial influence of the interventions on comprehension, contributing to a more holistic enhancement of reading skills. The findings highlighted the importance of continuous assessment to ensure balanced development across all aspects of reading, including comprehension.

The Marungko Approach, when combined with a mentor-mentee setup, significantly enhances students' reading proficiency and story comprehension (Rubin & Traverro, 2022). Therefore, the researcher recommend that elementary teachers explore strategies to improve students' reading proficiency and story comprehension, given the critical importance of reading in learning. Additionally, the Marungko Approach should be considered for teaching reading to elementary students, as it effectively enhances their reading skills and comprehension.

Difference between Pre-test and Post-test Result

The results from the FLAT assessments revealed a strong positive trend in learners' reading performance. Substantial

increased in word level, fluency, and comprehension demonstrate the efficacy of Marungko Approach in the reading performance of Grade 1 Learners. The data highlighted the need for continued and potentially more focused efforts on comprehension to ensure balanced progress across all reading competencies. Overall, the findings reflected a significant difference between the pre-test and post-test result of the assessment using Marungko Approach in reading and broad-based improvement in reading skills among the pupils tested.

According to H. Aluaya (2023), the Marungko Approach is designed specifically to equip students with the necessary reading skills to elevate their academic performance. Additionally, it aims to establish a training framework to sharpen teachers' effectiveness in teaching reading, especially in the early grades. Laisa D. and Husna L. (2023) revealed there is a direct proportional relationship between measured variables, implying that the more Marungko Approach Practiced by the teacher, the better the pupils' reading development particularly on phonics, word recognition and comprehension is expected occur and vice versa.

Conclusions

Based on the result of the study, it is concluded that the used of Marungko Approach greatly influenced the reading performance of the learners in terms of vocabulary, fluency and comprehension. This approach is a very useful tool that can be recommended for the teachers in enhancing the reading performance of the learners and reduce the number of non-readers.

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