

**Effectiveness Of Marungko Approach In Enhancing The Reading Performance
Among Grade 1 Pupils Of San Antonio Elementary School**

Abstract

This study aimed to determine the effectiveness of Marungko Approach in enhancing the reading performance of Grade 1 pupils of San Antonio Elementary School, Sta Marcela, Apayao in School Year 2023-2024. This study utilized the Quasi- Experimental type of research in gathering the responses employing the quantitative approach. To gather the necessary data needed in the study, the researcher utilized the Block-out Oral Reading Test and FLAT (Fluency and Literacy Assessment Tool) as a tool to assess the reading performance of the Grade 1 learners. The researcher prepared the research design and tools that were used in the study. Approval and recommendation from the principal were sought. The research instruments used was the BORT (Block-out Oral Reading Test). The Pre-BORT (Block-out Oral Reading Test) was administered by the researcher to identify the reading level of the Grade 1 pupils which was based on the word recognition and comprehension. The Post BORT (Block-out Oral Reading Test) using Marungko Approach was administered to test whether the reading performance of the non-reader pupils increased.

The findings reveal a significant improvement in reading performance, particularly among non-reader pupils, indicating that the Marungko Approach effectively fosters reading fluency and comprehension. The results suggest that this instructional strategy can be broadly applied in early literacy education, providing a strong foundation for developing reading skills.

Based on the findings of the study, were drawn three conclusions.

The Grade I pupils have improved their reading performance after the Marungko Approach was used in teaching reading.

The use of the Marungko Approach to teach reading resulted to a significant mean gain in the reading performance of the Grade 1 pupils from pretest to posttest.

The Marungko Approach could significantly improve the reading performance of Grade 1 pupils.

From the findings and conclusions, it is recommended that teachers should use the Marungko Approach in teaching reading and should conduct LAC Session to parents to capacitate them use the Marungko Approach in teaching their children reading. This initiative seeks to increase parental involvement in literacy education. Additionally, future research should look into how effective the Marungko Approach is in different schools to confirm its benefits and flexibility

Keywords: Marungko approach, reading performance, Reading Improvement, Language Acquisition

INTRODUCTION

“Teaching young children to read is the cornerstone of improving educational outcomes and has far-reaching implications. Unless they learn to read at an early age, children cannot absorb more advanced skills and content that rely on reading. Children who do not learn to read in the early grades risk falling further and further behind in later ones, as they cannot absorb printed information, follow written instructions, or communicate well in writing”[1].

“This implies two specific points which include the value of having good foundational competencies in the beginning reading stage so as to allow every learner to move forward in the succeeding competencies and that reading competence is crucial in developing the rest of the educational outcomes. Despite the modern advances in information technology and the development of a range of communication tools in the advance world, learning to read remains important in the sense that reading is primarily the gateway to a lot of information and competencies across aspects of life”[2].

“Despite this valuable information concerning the relevant impact of reading literacy in a country's economic growth, still there are many children around the world who are being labeled as "not good enough" in their reading literacy classes”[3]. “Reading literacy refers to understanding, evaluating, using and engaging with written text to participate in the society, to achieve one's goals and to develop one's knowledge and potential” (OECD, 2019). “In this case, it could mean that they have poor foundational reading competencies in beginning reading such as the ability to identify letter name, identify letter sound, discriminate initial sound, read familiar words and read oral passage. Hence, the failure to solidify these foundational reading skills at the beginning reading stage somehow can create a ripple effect in the latter years of a child's quest in developing higher competencies in reading and ultimately in other aspects of life as well, early reading literacy is one of the foremost important aspects of a child's first years in his academic journey. Children need reading literacy to progress through life” [4].

Thus, along this concept, “teachers need to do innovations and or adopt acceptable teaching reading approaches in order to cater the needs of the learners in the process of learning such as the development of the ability to identify letter name, identify letter sound, discriminate

initial sound, read familiar words and read oral passage in the beginning reading stage. This means that regardless of what teaching reading approach a teacher uses, the same goal should always be in sight that is to develop these foundational reading competencies for the learner to ultimately become more productive later on” [4].

“Consonant to this, the study will be conducted to find possible fitting solution through a teaching reading approach called Marungko that may help the Grade 1 pupils of San Antonio Elementary School in unlocking the keys of illiteracy in reading. The Marungko approach is designed to equip Grade One learners the necessary reading skills to improve their reading achievement” [5].

“In the Marungko Approach, letter-sound correspondence is taught at the phonemic level. There is a specified sequence of letter and letter sounds to be taught to the children. The Marungko sequence is arranged according to the most frequent to the least occurring letters in the Filipino language. The sequence of letter-sounds taught in the Marungko approach is as follows: m, s, a, i, o, b, e, u, t, k, l, y, n, g, ng, p, r, d, h, w, c, f, j, ñ, q, v, x, z. Unlike phonics instruction programs in English wherein vowels are introduced after the consonants, the Marungko Approach introduces vowels at the start of the sequence alongside with some consonants. For example, the sequence starts with the letters, m, s, and a. Phonemic manipulation of blending letter sounds into words is introduced at this level” [4].

“Children are then encouraged to form up words using these three (3) letters ("*masa*", "*sama*"etc). For instance, after teaching the letter sounds of m, s, a, i, o, b, e, u, students are asked to read the subsequent words: *ube* (purple yam), *ubo* (cough), *uso* (modern),

usa (deer). After reading words, students read phrases with words made from these letters (e.g. *angubassamesa*, grapes on the table) the phrases for students' progress to sentences using letter combinations (e.g., *Mayubassi Ela*. Ela has grapes.)” [5].

In addition, “sounding out or deciphering is one way of the learner in learning how to read and this is emphasized in this approach. Hence, in this approach on reading, the alphabets are rather pronounced than read. The approach follows the steps of showing the letter and naming it in front and pronouncing it properly and aloud, having the learners write the letter on the air, floor or in their desk repeatedly, showing to learners the pictures which name starts with the letter being introduced in the class having the learners pronounce the first letter of the picture shown repeatedly, then when mastery is evident, combining sounds of consonant and vowel to create a syllable then word” [4].

Generally, the Marungko approach is a "phono-syllabic" method [5]. Meaning, the letter-sounds are taught in correspondence to the phonemic level”[6]. This is why there is a specified common and familiar pattern of letters that are taught such as m, s, a,i, o, b, e, u and so on based from the Filipino language, for the purpose of helping the learners arrange their thoughts and ideas [7]. “When certain patterns of letter sounds are already taught; the phonemic manipulation of blending sound letters is presented to create words and that the learners are encouraged to produce words using the letters that are learned from the pattern of letters. Then the learners are guided to read the different words that are produced” [6]. Eventually, the words that were produced can be put together to create units of thoughts in form of phrases or sentences which consequently will be read by the learners [8].

“In San Antonio Elementary School, the first graders of various backgrounds are facing difficulties in reading. Most of them are unfamiliar with the perception between letters and their sounds. Some of them have no confidence and feel that reading is too hard for them. They show a very strong hesitation and confusion in naming and sounding out the letters to recognize the words. They also have difficulties blending and they seem to rely on memorization of the given words when reading. The Grade 1 pupils did not attend face-to-face classes in their nursery. They had face-to-face classes during their Kindergarten but for only two months due to the pandemic. The aforementioned motivated the researcher to conduct a study on the effectiveness of the Marungko Approach to enhance the reading performance of the Grade 1 pupils at San Antonio Elementary School” [8].

Statement of the Problem

This study determined the effectiveness of Marungko Approach in enhancing the reading performance of Grade 1 pupils of San Antonio Elementary School.

Specifically, it sought to answer the following questions:

1. What is the reading performance of Grade 1 pupils before and after using the Marungko Approach in teaching reading?
2. Is there a significant mean gain in the reading performance from pretest to posttest?
3. What is the effect size of the Marungko Approach to improve the reading performance of the Grade 1 pupils?

Hypothesis

There is no significant mean gain in the reading performance of the Grade 1 pupils from pretest to posttest.

Conceptual Framework

Education is a continuous process in which every parent aims or wishes to give it as a gift to their children for their future.

“This study is anchored on the passage “train a child to be good while he is still young so that when he grows old, he will not depart from it”. As the child goes to school, he learns the rudiments in life, so at this stage of education our children should be provided with the strong foundation of education” [9].

“Learning Reading is one of the most critical parts of an individual that needs to be developed. Learning reading begins at an early age stage of the child which may come during the numbers of years of age. To transfer learning effectively, one must possess strategies or approaches that will work out especially in teaching reading. Some strategy or approach that is widely used is the Marungko Approach. Marungko Approach is designed to equip pupils with the necessary materials to improve their achievement in reading” [7].

The focus of this research is to compare students receiving intervention using Marungko approach, in order to determine the effectiveness of the intervention method. The structure of various theories of reading acquisition and finally, theories of reading remediation and the practical application of this remedial method.

“A child’s knowledge of phonological structure is the central condition enabling reading acquisition in an alphabetic system. Theories of reading acquisition differ in their belief that reading development is a top down versus a bottom-up process. However, reading

theories are generally framed with a similar belief that reading evolves through a series of stages beginning with a non-reading stage and passing through several stages of skill development” [8].

“In the book *Stages of Reading Development*, there are six stages of development. Stage 0, up to age 6, is a pre reading stage that is characterized by the growth in knowledge and use of spoken language. Increasing vocabulary, use of words and syntax is apparent. Most children also acquire some knowledge of print at this stage. They may, for example, learn the names of the letters of the alphabet and learn to print their own name and some letters not in their names” [9].

Although much of their reading may best be described as "pretend reading," most children do learn to hold the book right-side up and turn the pages. Some may learn to point at a word [10].

“In a similar manner, LLI is a short-term, small-group, supplemental literacy intervention system designed for students in grades K-2 who struggle with reading and writing. The study evaluated the use of LLI in two U.S. school districts” [11].

“TRI can significantly improve the basic word reading and comprehension skills of struggling readers in Kindergarten and First Grade. They also found that TRI can actually help struggling readers catch up to the progress of their peers” [12].

Similarly, “RTI is a method of academic intervention used to provide early, systematic assistance to children who are having difficulty learning. Their research focused on the question: (a) Are there significant differences in phonemic awareness, word identification, phonemic decoding, spelling, reading comprehension, and oral reading fluency for first grade

students at risk for reading difficulties who receive the research intervention and those who receive the reading instruction and intervention typically provided in their schools?” Progress was measured using the Texas Primary Reading Inventory and the Woodcock-Johnson III Letter-Word identification subtest. Students receiving supplemental reading intervention using the RTI system had significantly higher outcomes than peers receiving typical school instruction on multiple measures of reading” [13]. “By the same token, Reading Recovery is a school-based, short-term intervention designed for children aged five or six, who are the lowest literacy achievers after their first year of school. These children are often not able to read simple books or even write their own name before the intervention” [14]. The intervention involves intensive one-to-one lessons with a trained reading recovery literacy teacher for 30 minutes a day, for an average of 20 weeks. Progress in literacy was measured using Text Reading Level (TRL), a sub-task of An Observation Survey of Early Literacy Achievement [15].

“The vast majority of students enrolled in the program became more efficient and effective readers after a full series of Reading Recovery lessons. Most of the students labelled as at-risk at the beginning of the study went on to have high levels of literacy achievement by the end of the academic year” [14].

“Students at two schools using the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) at the beginning of the school year. Students identified as needing strategic or intensive support received additional instruction. All students received core instruction while readers identified as being at risk for reading failure also received small group instruction” [16].

“Data analysis indicated that kindergarteners who received supplementary reading instruction throughout the school year outperformed those who received just one semester of supplementary instruction in measures of phonemic awareness and early decoding skills. Their findings suggested there may be an advantage to starting reading intervention from the beginning of the kindergarten school year as a way of ensuring strong performance in key early literacy skills before first grade. In addition, they found that a number of readiness skills could be addressed within the context of the supplementary lessons; suggesting that waiting for students to be ready for supplementary reading instruction may disadvantage students when it comes to academic progress” [16].

“A quantitative study to determine if there was a significant difference in reading comprehension and reading attitudes of fourth-grade at-risk students before and after participating in Guided Reading instruction was conducted. The teacher modeled reading and comprehension strategies for the students to implement when reading text. The students practiced these strategies during each Guided Reading lesson and were encouraged to practice on their own. Reading levels were determined using STAR Reading, a computerized assessment of reading levels” [17].

“Student achievement gains in reading were significantly greater over time for students in the Guided Reading treatment group when compared with students in the SRA research group. The findings of this study suggested that over time, a meaning-based instructional approach significantly affected the reading achievement scores of struggling readers more than a skill based instructional approach” [18].

The importance of early literacy development cannot be overstated, as it serves as the foundation for future academic success. Numerous studies have explored effective instructional strategies for teaching reading to young learners, particularly in the context of structured literacy programs.

“Early interventions focusing on phonological awareness, letter knowledge, and the quality of instructional practices are crucial for improving reading outcomes. This aligns with the objectives of the Marungko Approach, which emphasizes systematic instruction in letter-sound correspondence and phonemic awareness to enhance reading performance among Grade 1 pupils” [19].

“Literacy programs on early grade reading outcomes significantly improve reading skills among beginning readers. This supports the premise of the Marungko Approach, which emphasizes systematic instruction in phonics and letter-sound correspondence. The structured nature of the Marungko Approach aligns with the evidence presented by Smith and Johnson, suggesting that similar methodologies can lead to enhanced reading performance in Grade 1 pupils” [20].

“In the Philippine context, combining traditional literacy instruction with technology to foster engagement and improve reading outcomes enhance early reading among Grade 1 students. This insight is particularly relevant for educators implementing the Marungko Approach, as it suggests that incorporating digital resources could further support students' reading development. The findings underscore the need for innovative teaching strategies that cater to the diverse learning needs of young readers” [21].

Additionally, “phonics-based methods, such as the Marungko Approach, are more effective in promoting reading fluency and comprehension than whole-language approaches. This evidence reinforces the rationale for utilizing the Marungko Approach in teaching Grade 1 pupils, as it is grounded in research that supports phonics instruction as a critical component of early literacy education” [22].

Research Paradigm

INDEPENDENT VARIABLES

Use of Marungko Approach

DEPENDENT VARIABLES

Reading Performance
of Grade 1 pupils



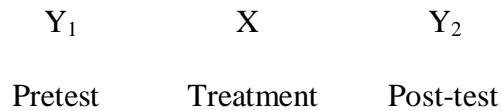
Figure 1. A paradigm showing the process of the study.

RESEARCH METHODOLOGY

Research Design

This study utilized the quasi- experimental type of research in gathering the responses employing the quantitative approach.

A diagram of one-group pretest-posttest design:



Where:

Y₁– pretest before using the Marungko Approach in teaching reading

X – the use of Marungko Approach in teaching reading

Y₂– posttest after using the Marungko Approach in teaching reading

Locale of the Study

The study was conducted at San Antonio Elementary School (SAES). This school comprises Kindergarten – Grade VI classes. There are 8 permanent teachers, 1 Administrative Assistant, 1 volunteer teacher and 110 pupils of 64 male and 46 female. The school is located along the barangay highway at Purok 1, San Antonio, Sta. Marcela, Apayao.

Fig 2- study area



Respondents of the Study

The respondents of the study were the 22 Grade 1 pupils from section Dahlia of San Antonio Elementary School during the school year 2023-2024.

Research Instrument

To gather the necessary data needed in the study, the researcher utilized the Block-out Oral Reading Test and FLAT (Fluency and Literacy Assessment Tool) as a tool to assess the reading performance of the Grade 1 pupils.

List 1. Rubric in identifying the functional literacy level of the pupils

Functional Literacy Level	Description
Below Letter Level	It is a level of ability in which a child cannot recognize 4 out of 10 letters
Letter Level	It is a level of ability in which a child correctly recognizes at least 4 out of 10 letters with ease
Word Level	It is a level of ability in which a child reads at least 5 out of the 10 words from the wordlist
Paragraph Level	It is a level of ability in which a child reads the text like he/ she is reading a sentence. Reads the text fluently and with ease, even if he/she is reading slowly. Reads the text with one to three mistakes only
Story Level	It is a level of ability in which a child reads the short story with one to three mistakes
Story Level+Comprehension	It is a level of ability in which a child can answer 4 out of 5 comprehension questions correctly

Research Procedure

The researcher prepared the research design and tools that were used in the study. Approval and recommendation from the principal were sought. The research instrument used was the BORT (Block-out Oral Reading Test). The Pre-BORT (Block-out Oral Reading Test) was administered by the researcher to identify the reading level of the Grade 1 pupils which was based on the word recognition and comprehension. The Post BORT (Block-out Oral Reading Test) using Marungko Approach was administered to test whether the reading performance of the non-reader pupils increased.

The pretest was administered on November 7-8, 2023. Data gathered were recorded. After the administration of the pretest, the 22 Grade one-Dahlia pupils were taught reading using the Marungko Approach from November 14, 2023 to February 16, 2024. The oral reading posttest was administered to the pupils from February 20 to 21, 2024. The data gathered were recorded to compare with the pretest.

Statistical Treatment of Data

The data gathered on the effectiveness of Marungko Approach in enhancing the reading performance of the Grade 1 pupils of San Antonio Elementary School were treated with a weighted mean and T-test for mean difference. The latter was used to calculate the significant difference of the reading performance of the Grade 1 pupils.

Limitations

The study is limited to a small sample of Grade 1 pupils (22 participants), which may restrict the generalizability of the findings to a broader population. A larger sample size could provide more robust data and enhance the reliability of the results.

The research is conducted in a single school setting, which may not account for variations in teaching practices, student demographics, and socio-economic backgrounds that could influence the effectiveness of the Marungko Approach in different contexts.

The intervention period may be relatively short to fully assess the long-term effects of the Marungko Approach on reading performance. Future studies could benefit from a longer follow-up period to evaluate sustained improvements in literacy skills.

The study may be subject to biases related to the researcher's involvement in the implementation of the intervention, which could affect the objectivity of the results. Additionally, the reliance on a single measurement tool (BORT) may not capture all aspects of reading proficiency.

Factors such as parental involvement, classroom dynamics, and other educational interventions occurring simultaneously may impact the reading performance of the pupils, making it difficult to isolate the effects of the Marungko Approach.

RESULTS AND DISCUSSION

This part of the research presents the analysis and interpretation of data gathered during the conduct of the research. Statistical technique was employed to reveal the data needed to formulate sound conclusions. The data gathered were presented in the order of the questions as presented in Chapter 1 of this paper. These include the pretest and posttest performance of the respondents before and after the conduct of the Marungko Approach.

Table 1. Reading levels of the Grade 1 pupils in their pretest

Reading Level	Frequency	Percentage
Below Letter Level	4	18.18
Letter Level	5	22.73
Word Level	8	36.36
Paragraph Level	3	13.64
Story Level	2	9.09
Story + Comprehension Level	0	0

Table 1 above shows the reading levels of the Grade 1 pupils in their pretest. Eight (8) or 36.36 percent of the respondents are within Word Level, 5 or 22.73 percent are in Letter Level, 4 or 18.18 percent are Below Letter Level, 3 or 13.64 percent are in Paragraph Level, and 2 or 9.09 percent of the respondents are within Story Level.

As none of the respondents has reached the highest reading level which is the Story + Comprehension Level, this means that these learners do not have the competencies to identify letter names, identify letter sounds, identify initial sounds, read familiar words, read paragraphs, read story, and comprehend on a story read.

“Expectedly, in the concept of learning from simple to complex competencies, the learners’ poor foundational competence surely results to problems in the development of complex competencies such as in this case the reading of sight words in monosyllabic and

polysyllabic formation and the simple oral passages. The best predictor of their later reading and spelling abilities are the children's knowledge of letter names and sounds. Hence their lack of competence in naming letters simply expectedly results to a chain of failure in other higher competencies such as the case of combining these letters to form syllables and eventually into words" [23]. Letter name and letter sound knowledge predict subsequent literacy skills independently of other important predictors including phonological awareness and oral language [24]. Simply, these learners if will continually have poor knowledge of letter names and sounds, they will be more likely to struggle with learning to read and be classified as having reading disabilities [25] and if not intervened will consequently fall further behind their peers in reading acquisition, leading to gaps in spelling, reading fluency, vocabulary, and comprehension skills [26].

Table 2. Reading levels of Grade 1 pupils in their posttest

Reading Level	Frequency	Percentage
Below Letter Level	1	4.55
Letter Level	3	13.64
Word Level	1	4.55
Paragraph Level	9	40.91
Story Level	1	4.55
Story+Comprehension Level	7	31.82

It can be gleaned from table 2 the reading levels of Grade 1 pupils in their posttest. Majority or 9 or 40.91 percent of the respondents are within Paragraph Level, 7 or 31.82 percent are within Story + Comprehension Level, 3 or 13.64 percent are in Letter Level and 1 or 4.55 percent each is in Story Level, Word Level and Below Letter Level.

The data collected show that the majority of pupils progressed from lower reading levels (below letter and letter levels) to higher levels (word and paragraph levels) after the

intervention. This aligns with previous research that emphasizes the importance of structured phonics instruction in early literacy development. Systematic phonics instruction, similar to the Marungko Approach, significantly improves reading outcomes for beginning readers[27]

When Marungko approach was utilized in teaching reading, the Grade 1 pupils' reading level has improved as shown in Table 4. Clearly, the utilization of the Marungko approach provided positive end in developing the learners' reading competencies like the skill to identify letter names, identify letter sounds, identify initial sounds, reading familiar words, reading paragraphs, reading story, and comprehend on a story read. While it is true that there are many factors that affect students' acquisition of reading skills and successful display of them [28] alongside this finding, "it is also right to mention that the teaching approach in reading is a crucial tool which will be explored and maximized by the teacher albeit the reading process is assumed to be influenced by various factors associated with the reader, the text, and the tasks or items consistent"[29].

"During Marungko teaching sessions and individual practice reading time, no Grade 1 pupil was observed to be refusing to read when called. The Grade 1 pupils showed mastery in hearing, identifying, and manipulating individual sounds which was very crucial as it lays the basic foundation for reading words, phrases, sentences to paragraph that resulted to the majority of the learners being in the Paragraph level" [26].

The contribution of phonemic awareness, to children's reading abilities has mostly focused on word recognition. Using their understanding of the grapheme-phoneme relationship is one of the strategies/skills children use to decode words in printed form [30]. Phonemic awareness is the best predictor to the beginning reading proficiency of children [31].

“Marungko Approach in teaching reading could potentially enhance the learning of the students because the learners now can witness how the letters or words would be pronounced correctly in the teaching learning process” [32]

Table 3. Mean and standard deviation of the pretest and posttest results

	Mean	Standard Deviation
Pretest	2.73	1.2
Posttest	4.23	2.4

Table 3 shows the mean and the standard deviation of the pretest and posttest. With the pretest mean and standard deviation of 2.73 and 1.2, respectively and the posttest mean and standard deviation of 4.23 and 2.4, respectively, the Grade 1 pupils have improved in their reading level after being exposed to Marungko approach. However, with the standard deviation higher in the posttest, the approach has been effective only to some pupils.

Table 4. T-test of reading levels of Grade 1 pupils from pretest to posttest

	Mean	T-Computed	T-tab @ 5%	Decision
Pretest	2.73	9.51	1.72	Reject null hypothesis
Posttest	4.23			

Table 4 presents the paired samples T-Test on the reading performance of Grade 1 pupils before and after they are exposed to Marungko Approach.

The result of the t-test for paired samples indicates that the posttest mean of 4.23 is significantly higher compared to the pretest mean of 2.73. Therefore, the null hypothesis which

states that there is no significant mean gain in the reading performance of the Grade 1 pupils from pretest to posttest is rejected.

The result of this study indicates that the Marungko Approach in teaching reading could enhance the reading performance of the Grade 1 pupils. Marungko Approach is a reading instruction that is developed to help beginning readers attain reading fluency. This approach suits the early reading needs of the pupils by leading them to understand letter-sound correspondence in order to recognize words instantly [33].

Table 5. Effect size of the Marungko Approach to improve the reading performance of the Grade 1 pupils

	Mean	Standard Deviation	Effect Size	Interpretation
Pretest	2.73	1.2	0.8	Large effect size
Posttest	4.23	2.4		
Difference	1.5			

It can be gleaned from table5 the effect size of the Marungko Approach to improve the reading performance of the Grade 1 pupils. The effect size .8 interpreted as large effect size means that Marungko Approach could significantly improve the reading performance of pupils. Effect sizes above .4 are considered to have a significant impact on educational outcomes [34]. “The Marungko Approach is intended to equip pupils with the necessary reading skills to improve their achievement in reading. It also aims to create a training program that would improve teachers’ skills to teach reading in the primary grades”[35].

SUMMARY

The study resulted to various findings.

Majority or 8 or 36.36 percent of the Grade 1 pupils are within the reading level Word Level in their pretest, before the integration of the Marungko Approach in teaching reading. None of the respondents has reached the highest reading level which is the Story + Comprehension Level. However in their posttest, after the integration of the Marungko Approach in teaching reading, majority or 9 or 40.91 percent of the Grade 1 pupils leveled up to the reading level Paragraph Level. Moreover, with the standard deviation higher in the posttest, specifically 2.4 in the posttest and 1.2 in the pretest, the Marungko Approach has been effective only to some pupils.

The result of the t-test for paired samples yielded to the posttest mean of 4.23 which is significantly higher compared to the pretest mean of 2.73 rejects the null hypothesis that there is no significant mean gain in the reading performance of the Grade 1 pupils from pretest to posttest.

The Marungko Approach has an effect size of .8 to improve the reading performance of the pupils.

CONCLUSIONS

Based on the findings of the study, the following conclusions were drawn:

1. The Grade I pupils have improved their reading performance after the Marungko Approach was used in teaching reading.
2. The use of the Marungko Approach to teach reading resulted to a significant mean gain in the reading performance of the Grade 1 pupils from pretest to posttest.
3. The Marungko Approach could significantly improve the reading performance of Grade 1 pupils.

RECOMMENDATIONS

From the findings and conclusions, the following are recommended:

1. Teachers should use the Marungko Approach in teaching reading.
2. Teachers should conduct LAC Session to parents to capacitate them use the Marungko Approach in teaching their children reading.

Disclaimer (Artificial intelligence)

Option 1:

Author(s) hereby declare that NO generative AI technologies such as Large Language Models (ChatGPT, COPILOT, etc.) and text-to-image generators have been used during the writing or editing of this manuscript.

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Author(s) hereby declare that generative AI technologies such as Large Language Models, etc. have been used during the writing or editing of manuscripts. This explanation will include the name, version, model, and source of the generative AI technology and as well as all input prompts provided to the generative AI technology

Details of the AI usage are given below:

1. the purpose of AI usage is to generate references based on the suggestions given.
2. AI was use to generate additional related literature about this study
- 3.

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