

## EFFECTIVENESS OF USING MARUNGKO APPROACH IN TEACHING READING AMONG KINDERGARTEN LEARNERS

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### ABSTRACT

*In Philippine education, the development of preschool reading is encouraged. Reading is a labor-intensive process that uses written language to convey meaning. To become a reader requires effort and practice, according to Wolf (2008). If we want to become engaged readers, we need to be motivated to read and appreciate the pleasure of reading. We need to cater to children's interests if we want to motivate them. It must be regarded as a social activity that may be enjoyed in groups. Readability, motivation, comprehension, and word recognition are all crucial elements of the intricate process of reading. A student is often driven to read more when they comprehend what they are reading. One of the many issues I faced as a classroom instructor was their reading performance. On the first day of class, I saw that several of them had trouble fully recognising simple syllables and characters. Some people have trouble reading. A small percentage of them can read words well, but they struggle to understand what they read. Even basic Filipino words are difficult for learners to read, and some of them have trouble understanding what they read. The purpose of this study is to gather evidence that the Marungko Approach is one of the strategies for improving students' poor reading performance. The Marungko Approach uses the current Filipino alphabet to help pupils become more proficient readers. Letters are organised according to their sounds rather than their conventional arrangement. For the pupils to better retain and absorb the letters, they are then introduced in songs and poetry that have been localised and contextualised. This research assessed how the Marungko Approach to Reading Instruction affected the kindergarten students at Longos Integrated School's reading performance.*

**Keywords:** *Marunko Approach, Teaching, Kindergarten Learners*

## RATIONALE:

Preschool literacy development is promoted in Philippine education. Reading is a labor-intensive process that obtains meaning from print. According to Wolf (2008), it takes work and practice to become a reader. We must be driven to read and value the joy of reading if we want to become active readers. To motivate children, we must provide for their interests. It needs to be considered shared activity that may be enjoyed with others. Word recognition, comprehension, fluency, and motivation are all important components of the complex process of reading. When a learner understands what she/he reads, generally she/he is motivated to continue reading.

There are numerous things that can influence a child's reading ability. These are both internal and external factors. Internal factors are those coming from the learners themselves. Students' motivation, focus, and low vocabulary competence are some of the challenges they deal with when learning to read while external factors are some factors that come from outside the students. Learning media, classroom environment, and the teacher can be said as the external factors that can also give influence to the students reading ability. Approach selection is also an important issue that must be considered. Students differ in terms of their characteristics, abilities, and levels. As a result, teachers will discover strategies to teach each child to read based on their levels and needs.

As a classroom teacher, lots of problems were encountered, one is their reading performance. First day of class I observed that some of them cannot recognized letters and simple syllable thoroughly. Some are struggling readers. Few of them can read syllable thoroughly but cannot comprehend of what they read. Learners have a hard time in reading even simple Filipino words and some can't even comprehend what they read. This study is to find proof that using Marungko Approach is one of the instructions that could solve the low performance of pupils in reading. The Marungko Approach is designed to improve students' reading skills through the use of the modern Filipino alphabet. Instead of introducing letters arranged traditionally, letters are arranged based on the sound of the letters. The letters are then introduced in localized and contextualized songs and poems for the students to remember and learn them better.

This study evaluated the effects of Marungko Approach in Teaching Reading to the Performance in Reading of the Kindergarten learners of Longos Integrated School.

## STATEMENT OF THE PROBLEM:

The study was conducted to test the effectiveness of using Marungko Approach in teaching Reading to Kindergarten Learners.

Specifically, the study will answer the following questions:

1. What is the reading performance of the kindergarten learners before the Marungko Approach applied in teaching?
2. What is the reading performance of the kindergarten learners after the Marungko Approach applied in teaching?
3. Is there a significant difference in the reading performance before and after the application of Marungko Approach of the Kindergarten learners?

## HYPOTHESIS:

The research study will test the following null hypothesis:

There is highly significant difference in the reading performance before and after the implementation of Marungko Approach on the performance of the kindergarten learners.

## SIGNIFICANCE OF THE STUDY

This action research was conducted to test the effectiveness of using Marungko Approach on the reading performance of kindergarten learners. The following are the beneficiaries of the study.

**Students.** The study is beneficial to the learners, testing the effectiveness of using Marungko Approach will provide sufficient information in enhancing and developing reading skills. Learning approach play a significant role in helping the child learn and develop mentally.

**Teachers.** This study is beneficial to teachers. Using Marungko Approach in teaching Reading will help the teachers in enhancing the students' performance. This will help them to easily teach reading. This could result in an effective teacher who delivers learning to learners.

**School Administrators.** As the head of teachers, they consolidate learning data and monitor the development of both teachers and students. The administration provides the teachers with the proper delivery of learning. Using learning approach must be observed in the teaching process, hence, providing appropriate aid to both teachers and learners will result in higher school performance.

**Future Researchers.** The outcome of this study about the performance of students in Reading in a new normal would be helpful for future researchers. Studying the same concept for

clarification, modification and even contradiction of the result would provide them with an accurate and more reliable result for their study.

## DEFINITION OF TERMS

The following defined terminologies will be used in this study.

**Learning Approach.** It refers to the skills and behaviors that children use to engage in learning. It incorporates emotional, behavioral, and cognitive self-regulation as well as initiative, curiosity, and creativity.

**Marungko Approach.** It is designed to improve students' reading skills through the use of the modern Filipino alphabet. Instead of introducing letters arranged traditionally, letters are arranged based on the sound of the letters.

**Reading Skills.** It refers to abilities that pertain to a person's capacity to read, comprehend, interpret and decode written language and texts.

## TYPE OF STUDY

According to some studies, the performance of learners was influenced by different variables. To determine whether using Marungko Approach enhances the students' reading performance, the experimental method of research will be used with comparative and correlational design.

Experimental research is a study conducted with a scientific approach using two sets of variables. The first set acts as a constant, which you use to measure the differences of the second set. It is a powerful tool for understanding cause-and-effect relationships. It allows us to manipulate variables and observe the effects, which is crucial for understanding how different factors influence the outcome of a study (Adi Bhat, 2019).

The pretest-Posttest Control Group was the design of the experimental method. Using this design, the subject in the experimental group will be using Marungko Approach as a learning approach in Reading while the control group will receive no treatment. The performance of kindergarten learners of Longos Integrated School will be measured before and after the treatment.

## PARTICIPANTS

The respondents of the study were the kindergarten learners of Longos Integrated School in the district of Cabangan, Zambales for the school year 2022-2023. The study will use simple random sampling with a margin of error of 0.05.

**Table 1**

*Number of Kindergarten Learners of DBMIS Classified into Gender*

Grade Level	Gender	Population Size	Proportion
Kindergarten	Male	8	33.33
	Female	16	66.67
<b>Total</b>		24	100

## DATA COLLECTION

The researcher asked permission from the Schools Division Superintendent to conduct the study. Following permission approval, the researcher communicated with the school principal about the date and time of data collection. The confidentiality of the results will ensure after the date and time will set, and the researcher spoke with the target respondents about data collection. Throughout the study, the researcher explained the research goals and carefully discuss how the questions will be answered.

Statistical tools and methods were used to consolidate, analyze, and treat data.

## INSTRUMENTS

The data were collected using researcher-made Reading Assessment Tools anchored from the Marungko Approach Reading Materials. The 20-item assessment tool were given to the controlled and experimental groups before and after the innovation. The instrument was validated by selected kindergarten teachers in Cabangan District.

## DATA ANALYSIS

The following statistical tools were used in the analysis of data.

1. Average or mean. An average is a result obtained by adding two or more amounts together and dividing the total by the number of amounts or by another total. Mean will be used to describe the level of performance and academic achievement of the students.
2. Standard Deviation. This were used to measure of how dispersed the data is in relation to the mean.

3. Paired T-test. This will be used to test the difference in the student's performance before and after using Marungko Approach in teaching Reading.

## RESULTS AND DISCUSSION

This part presents the results and discussions of the findings.

The presentation follows the sequence of the specific problems.

1. Reading Performance of Kindergarten Learners before using Marungko Approach

**Table 2**

*Reading Performance of Kindergarten Learners before using Marungko Approach*

	<i>Mean</i>	<i>MPS</i>	<i>N</i>	<i>S.D</i>
<i>Pretest</i>	10.89	64.03	35	2.25

The table 2 above shows the Reading Performance of Kindergarten learners before using Marungko Approach. Based on the results, it was found out that the Mean Score which is coming from the scores divided by the 35 total number of respondents is equal to 10.89 which brings to the Mean Percentage Score of the kindergarten learners in reading which is equal to 64.03 percent and resulted to a Standard Deviation which is equal to 2.25. The result implied that most of the kindergarten learners who took the pre- reading test are belong in the poor and fair level reading performances which means that the respondents have experiencing difficulties in learning themselves in sounds and letters. The results further explained that considering the respondents are belong to key stage 1 particularly in kindergarten, they really need guidance on how to read letters and doing the sound of every letter. They need proper guidance on how to start the whole process in improving the whole learning skills in reading which could also motivates and guides the parents or guardian to guide their children in improving their learning skills.

2. Reading Performance of Kindergarten Learners after using Marungko Approach

**Table 3**

*Reading Performance of Kindergarten Learners after using Marungko Approach*

	<i>Mean</i>	<i>MPS</i>	<i>N</i>	<i>S.D</i>
<i>Pretest</i>	14.71	73.57	35	2.46

Table 3 shows the Reading Performance of Kindergarten Learners when exposed to Marungko Approach. Based on the result, it was found out that the Mean Score which is coming from the scores divided by the 35 total number of respondents is equal to 14.71 which brings to the Mean Percentage Score of the kindergarten learners in reading which is equal to 73.57 percent and resulted to a Standard Deviation which is equal to 2.46. The result implied that most of the kindergarten learners who took the post-reading test are belong in the fair and good level of reading performances which means that the respondents have learning the subject by themselves or through the assistance of their parents or guardians in learning sounds and letters. The results further explained that considering the respondents are belong to key stage 1 particularly in kindergarten, they really need guidance thus, the Marungko Approach is one way of giving the best service to the young learners considering that this age are just starting on how to read letters and doing the sound of every letter.

3. Is there a significant difference in the reading performance before and after the application of Marungko Approach of the Kindergarten learners?

**Table 4**

*T- Test Table*

<b>Significance of learners' performance with</b>	<b>t-Value</b>	<b>Decision at 5% alpha</b>
<b>Reading Performance before using Marungko Approach</b>	3.96	Reject Ho (Highly Significant)
<b>Reading Performance after using Marungko Approach</b>	7.93	Reject Ho (Highly Significant)

Table 4 shows that there is a significant improvement on the reading performance of the kindergarten learners after using Marungko Approach in Reading. With the t-value of 3.96



and 7.93.

Lockheed (1991) says that instructional materials are critical ingredients in learning and that the curriculum could not be easily implemented without them. Instructional materials are essential since they help the teacher and learners avoid overemphasis on recitation and rote learning that can easily dominate a lesson. Resource material allow learners to have practical experiences which help them to develop skills and concepts and to work in a variety of ways. The work of Sampath (1990) graphically explain that people learn more through the senses of sight and hearing compared to other senses.

### **SUMMARY, CONCLUSION AND RECOMMENDATION**

This study aimed to determine the effectiveness of Marungko Approach in teaching Reading among kindergarten learners of Longos Integrated School. It aimed to answer the following; 1. What is the reading performance of the kindergarten learners before the Marungko Approach applied in teaching? 2. What is the reading performance of the kindergarten learners after the Marungko Approach applied in teaching? And 3. Is there a significant difference in the reading performance before and after the application of Marungko Approach of the Kindergarten learners?

The respondents of the study were 24 kindergarten learners of Longos Integrated School in the district of Cabangan, Zambales for the school year 2022-2023. The data were collected using researcher-made Reading Assessment Tools anchored from the Marungko Approach Reading Materials. The 20-item assessment tool were given to the respondents before and after the innovation.

### **CONCLUSION**

Based on the findings, the following conclusions were formulated:

The reading performance of kindergarten learners got increased after using the Marungko Approach in reading. It implies the importance of using learning approach especially in teaching reading.

There is highly significant difference in the reading performance before and after the implementation of Marungko Approach on the performance of the kindergarten learners.

This study indicates that integrating Marungko Approach in reading could potentially enhance the reading skills of the learners.





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## **RECOMMENDATION**

The following recommendation are advised in light of the facts and conclusions presented above:

The proposed intervention should be utilized by kindergarten teachers so that they will be guided on how to teach the skills to the learners. Reading teachers should integrate and practice the use of Marungko Approach because it will help the learners to easily read syllables and words.

The School Head should closely monitor the teacher's performance on the integration of Marungko Approach in order to test the effectiveness of the strategies vis a vis to the reading performance of the kindergarten learners.

## REFERENCES

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## ASSESSMENT TOOL IN READING (MARUNGKO APPROACH)

Pangalan: \_\_\_\_\_ Iskor: \_\_\_\_\_

Sabihin ang pangalan ng letra at ang tunog nito.

<b>Aa</b>	<b>Mm</b>	<b>Ss</b>	<b>Bb</b>	<b>Tt</b>
<b>Kk</b>	<b>Ll</b>	<b>Nn</b>	<b>Gg</b>	<b>Pp</b>

Basahin ang mga pantig.

<b>a-ma</b>	<b>a-sa</b>	<b>sa-ma</b>	<b>i-sa</b>	<b>i-sa-ma</b>
<b>ba-ta</b>	<b>ka-ba</b>	<b>la-ta</b>	<b>ma-sa-ma</b>	<b>ka-ma</b>