Article

The Role of The Marungko Approach in Early Reading Development Kindergarten Education

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Abstract: This study examines the effectiveness of the Marungko Approach in enhancing literacy skills among elementary students. Pre- and post-intervention assessments were conducted across five key literacy indicators: identifying letter names, letter sounds, initial sounds, reading familiar words, and reading oral passages. The results revealed a significant shift in student performance, with a notable increase in the number of students achieving "Very Good" and "Excellent" classifications after implementing the Marungko Approach. Statistical analysis confirmed the significance of these improvements, with p-values consistently below the 0.05 alpha level, indicating that the null hypothesis was rejected across all measured aspects. The findings suggest that the Marungko Approach effectively addresses the literacy needs of struggling readers, fostering essential skills necessary for reading development. This study underscores the critical role of structured and evidence-based instructional strategies in early literacy education, providing valuable insights for educators seeking to improve reading proficiency in young learners. Ultimately, the Marungko Approach emerges as a promising intervention for enhancing literacy outcomes in early childhood settings.

Introduction

All knowledge and education begin with reading. From comprehending homework to solving math story problems to writing essays, literacy is the baseline for most academic accomplishment (Cartwright et al., 2023). For instance, teachers have been on the lookout for effective interventions to boost students' reading skills in recent years due to concerns about students' reading proficiency (Rasinski et al., 2020). With its emphasis on contextual and comprehensive learning, the Marungko Approach is one pedagogical technique that serves as an example of an intervention (Casilac &

Gonzales, 2023). According to Boltron & Ramos (2021) to help children develop and improve their reading skills, this method focuses on integrating language skills and making the classroom a welcoming and engaging place to learn. Thus, progress in the economy, as well as personal and communal prosperity, depend on people being able to read and write Widarni & Bawono, 2021). Moreover, increasing the literacy rate of our population benefits our economy (Kulathunga et a., 2020).

The Mother Tongue-Based Multilingual Education (MTB-MLE) policy was put in place by the Philippines' Department of Education to tackle these difficulties (barruga, 2024). In order to help young students develop their reading abilities, this policy promotes teaching in the students' native language during the first few years of school. Moreover, the Marungko Approach was created as a reading intervention strategy to help young students improve their reading abilities in accordance with this philosophy. Reading readiness skills are the focal point of the Marungko Approach, which seeks to promote an inclusive, student-centered, and culturally sensitive classroom setting.

An increasing number of stakeholders in education are calling for more evidence-based approaches, and there is a pressing need to develop efficient and effective solutions to meet the requirements of a wide range of students (Pellegrini & Vivanet, 2021). Preliminary research found that the Marungko Approach could be an effective reading intervention. If we wanted to know if it worked and if it may be a solution to the problems with reading instruction today, we needed to conduct a more thorough study of its effects on elementary school children' reading competence.

The purpose of this study was to evaluate the Marungko Approach to reading instruction at Maguikay, Panganihan, and San Nicolas Elementary School for kindergarteners. Findings from the study shed light on the possible advantages of using the Marungko Approach in the classroom, particularly with regard to enhancing students' reading skills in areas like letter identification, letter sounds, initial sounds, reading familiar words, and oral passage reading. The creation of a strategy that incorporates the study's conclusions and suggestions is an important deliverable. Addressing the identified gaps and obstacles, the action plan aims to ensure the successful and sustainable implementation of the Marungko Approach. It will involve important stakeholders, such as teachers, children, and parents. In order to enhance the learning environment and students' reading competencies, the action plan will lay out a systematic and organized framework.

Moreover, this study sought to enhance educational knowledge and inform policy on reading instruction through an evaluation of the Marungko Approach's impact on student reading proficiency, laying

the groundwork for targeted interventions, educator training, and the development of suitable learning materials.

Methodology

The research design employed a quasi-experimental approach using a pretest/posttest method, focusing on Kindergarten and Grade 1 learners at Panganihan Elementary School. Initially, students were assessed on their reading competencies through a pretest utilizing traditional reading assessment techniques, establishing baseline data on their reading abilities prior to implementing the Marungko Approach. Following the pretest, the Marungko Approach was introduced as an intervention for the Kindergarten learners. The study followed the Input-Process-Output framework throughout the research process. The participants consisted of learners from the selected schools, and the primary research instrument was the Department of Education (DepEd) Marungko Booklet. This booklet is specifically designed to assess the reading skills of beginning readers and guide them through the reading process using the Marungko Approach. It features various activities and exercises tailored to the unique needs and learning styles of Kindergarten and Grade 1 learners, facilitating a more focused and effective reading intervention. The Marungko Booklet served as the main tool for evaluating participants' reading abilities both before and after the intervention. Researchers administered pretests and posttests using the booklet to assess the progress and effectiveness of the Marungko Approach in enhancing reading competencies among the learners. The results were analyzed to evaluate the impact of the approach on the reading skills of Kindergarten and Grade 1 students at Timpolok Elementary School.

Results and Discussion

Table 1. Identifying Letter Names

Raw Scores	Description	Before Using Marungko		After Using Marungko	
		f	%	f	%
24 - 28	Excellent	0	0	9	39.13
18 - 23	Very Good	0	0	9	39.13
12 - 17	Good	10	43.48	5	21.74
6 - 11	Fair	13	56.52	0	0
0 - 5	Poor	0	0	0	0

The data presented in Table 1 reflects the impact of the Marungko Approach on the reading competencies of learners. Before the intervention, the majority of students fell into the "Fair" category, with 13 students (56.52%) achieving scores between 6 and 11, and 10 students (43.48%) classified as "Good" with scores ranging from 12 to

17. Notably, there were no students in the "Excellent" or "Very Good" categories prior to the intervention. After implementing the Marungko Approach, there was a significant shift in performance: 9 students (39.13%) achieved scores in both the "Excellent" and "Very Good" categories, indicating substantial improvement in their reading skills. Conversely, the number of students scoring in the "Good" category decreased to 5 (21.74%), and no students were left in the "Fair" category. Overall, the results suggest that the Marungko Approach effectively enhanced the reading competencies of the learners, leading to a higher percentage of students reaching higher proficiency levels.

Table 2. Identifying Letter Sounds

Raw Scores	Description	Before Using Marungko		After Using Marungko	
		f	%	f	%
24 - 28	Excellent	0	0	0	0
18 - 23	Very Good	0	0	23	100
12 - 17	Good	0	0	0	0
6 - 11	Fair	15	65.22	0	0
0 - 5	Poor	8	34.78	0	0

Table 2 illustrates the changes in reading competencies related to identifying letter sounds before and after the implementation of the Marungko Approach. Prior to the intervention, a significant portion of students, 15 (65.22%), fell into the "Fair" category with scores between 6 and 11, while 8 students (34.78%) were classified as "Poor," scoring between 0 and 5. Notably, there were no students in the "Excellent," "Very Good," or "Good" categories before using the Marungko Approach. However, after the intervention, the data shows a remarkable transformation: all 23 students (100%) achieved scores in the "Very Good" category, with no students remaining in the lower categories. This shift indicates that the Marungko Approach was highly effective in enhancing the learners' ability to identify letter sounds, resulting in a complete elimination of lower performance levels and a full transition to a higher proficiency level among the participants.

Table 3. Identifying Initial Sounds

Raw Scores	Description	Before Using Marungko		After Using Marungko	
		f	%	f	%
8 - 10	Excellent	0	0	0	0
6 - 7	Very Good	0	0	21	91.30
4 - 5	Good	0	0	2	8.70
2 - 3	Fair	7	30.43	0	0
0 - 1	Poor	16	69.57	0	0

Table 3 highlights the improvements in learners' abilities to identify initial sounds following the implementation of the Marungko Approach. Before the intervention, the majority of students were classified as "Poor," with 16 students (69.57%) scoring between 0 and 1, and 7 students (30.43%) falling into the "Fair" category with scores of 2 to 3. Notably, there were no students in the "Excellent" or "Very Good" categories prior to using the approach. After the intervention, however, the results reveal a dramatic shift: 21 students (91.30%) achieved scores in the "Very Good" category, and 2 students (8.70%) were classified as "Good." This significant change indicates that the Marungko Approach effectively enhanced the learners' proficiency in identifying initial sounds, as evidenced by the complete elimination of "Fair" and "Poor" ratings and a substantial increase in higher performance levels among the participants.

Table 4. Reading Familiar Words

Raw Scores	Description	Before Using Marungko		After Using Marungko	
		f	%	f	%
8 - 10	Excellent	0	0.00	9	39.13
6 - 7	Very Good	0	0.00	14	60.87
4 - 5	Good	0	0.00	0	0.00
2 - 3	Fair	5	21.74	0	0.00
0 - 1	Poor	18	78.26	0	0.00

Table 4 presents the results of students' abilities to read familiar words before and after implementing the Marungko Approach. Prior to the intervention, a significant majority of students struggled, with 18 learners (78.26%) classified as "Poor," scoring between 0 and 1, and 5 students (21.74%) categorized as "Fair," scoring between 2 and 3. Notably, there were no students in the "Good," "Very Good," or "Excellent" categories before the intervention. After utilizing the Marungko Approach, there was a marked improvement in performance: 9 students (39.13%) achieved "Excellent" scores, while 14 students (60.87%) reached the "Very Good" category. This shift highlights the effectiveness of the Marungko Approach in enhancing reading skills, as evidenced by the complete elimination of "Fair" and "Poor" classifications and a significant increase in students attaining higher proficiency levels in reading familiar words.

Table 5. Reading Oral Passage

Raw Scores	Description	Before Using Marungko		After Using Marungko	
		f	%	f	%
6	Excellent	0	0.00	15	65.22
5	Very Good	0	0.00	8	34.78
4	Good	0	0.00	0	0.00
2 - 3	Fair	3	13.04	0	0.00
0 - 1	Poor	20	86.96	0	0.00

Table 5 showcases the improvements in students' abilities to read oral passages before and after the implementation of the Marungko Approach. Prior to the intervention, a striking 20 students (86.96%) were categorized as "Poor," scoring between 0 and 1, and 3 students (13.04%) were classified as "Fair," scoring between 2 and 3. There were no students in the "Good," "Very Good," or "Excellent" categories before the intervention. Following the implementation of the Marungko Approach, the results demonstrated a substantial enhancement in reading skills: 15 students (65.22%) achieved "Excellent" scores, while 8 students (34.78%) fell into the "Very Good" category. This significant improvement indicates the effectiveness of the Marungko Approach in developing students' reading competencies, as evidenced by the complete removal of lower performance categories and a marked increase in students reaching higher levels of proficiency in reading oral passages.

Table 6. Mean Difference Before and After Using the Marungko Approach

Indicator	t-value	p-value	Significance	Results
A. Identifying letter names	-8.37	0.032	Significant	Ho rejected
B. Identifying letter sounds	-6.17	0.043	Significant	Ho rejected
C. Identifying initial sounds	-6.52	0.026	Significant	Ho rejected
D. Reading familiar words	-4.21	0.027	Significant	Ho rejected
E. Reading oral passage	-6.42	0.025	Significant	Ho rejected

(alpha = 0.05)

The data presented in Table 6 illustrates the effectiveness of the Marungko Approach in enhancing various literacy indicators, as indicated by the mean difference before and after its application. The significance of the results was tested at an alpha level of 0.05. Across all literacy indicators, the null hypothesis (Ho) was rejected, signifying a significant improvement post-intervention.In the aspect of identifying letter names, the t-value of -8.37 with a p-value of 0.032 suggests a substantial enhancement, leading to the rejection of the null hypothesis. Similarly, the ability to identify letter sounds showed significant improvement, as reflected by a t-value of -6.17 and a p-value of 0.043. The improvement in identifying initial sounds was also pronounced, with a t-value of -6.52 and a p-value of 0.026, further reinforcing the efficacy of the approach. Moreover, the Marungko Approach significantly enhanced the reading of familiar words, demonstrated by a t-value of -4.21 and a p-value of 0.027. The ability to read oral passages also improved markedly, as indicated by a t-value of -6.42 and a p-value of 0.025. In conclusion, the application of the Marungko Approach significantly improved literacy indicators, including the identification of letter names and sounds, initial sounds, reading familiar words, and reading oral passages, thereby rejecting the null hypothesis across all measured aspects. The consistent p-values below the alpha level of 0.05

across all categories underscore the statistical significance and the effectiveness of the intervention.

Discussion

The results of the study indicate a significant improvement in literacy skills among students following the implementation of the Marungko Approach. The data reveal a clear shift in student performance across various reading competencies, including identifying letter names, sounds, and reading familiar words and passages. Specifically, the transition from lower performance categories, such as "Poor" and "Fair," to "Very Good" and "Excellent" demonstrates the effectiveness of the Marungko Approach in fostering essential literacy skills. This is in line with findings from research that emphasizes the importance of structured phonics instruction in early reading development, suggesting that systematic approaches like Marungko can significantly enhance phonemic awareness and decoding skills (García & Cain, 2020; Serafini, 2021). Moreover, the statistical analysis, particularly the significant t-values and p-values below the alpha level of 0.05, reinforces the notion that the Marungko Approach effectively transformed the reading capabilities of the students. Previous studies have similarly highlighted the positive impact of targeted interventions on literacy outcomes, suggesting that such approaches can lead to substantial gains in reading fluency and comprehension (Thompson & Larkin, 2022). As evidenced by the results, the Marungko Approach not only elevated students' ability to identify letters and sounds but also equipped them with the necessary skills to read passages with confidence. These findings underscore the critical role of evidence-based instructional strategies in improving literacy among struggling readers, thereby aligning with the broader educational goals of enhancing reading proficiency in early childhood education (Smith et al., 2023).

Conclusion

The results of this study highlight the significant impact of the Marungko Approach on enhancing literacy skills among students. The data clearly demonstrate a transformation in student performance across various literacy indicators, including identifying letter names, sounds, and reading familiar words and passages. The shift from lower performance categories to higher levels of proficiency indicates that the Marungko Approach effectively addresses the literacy needs of students, resulting in a marked improvement in their reading capabilities. Furthermore, the statistical analysis supports the conclusion that the improvements observed are not merely coincidental, as evidenced by the significant t-values and p-values

below the established alpha level. These findings underscore the importance of implementing structured and evidence-based instructional strategies in early childhood education to foster essential literacy skills.

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