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Effectiveness of Marungko Approach in Teaching Through Video Lessons to The Reading Performance of Grade 1 Pupils

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Abstract — This study aimed to determine the Effectiveness of Marungko Approach though the use of video lessons to the reading performance of Grade 1 pupils. The findings of the study served as a basis of a proposed Intervention plan. This study used the Quasi- Experimental method of research to determine the significant difference of the aforementioned variables. The researcher utilized Universal Sampling in identifying the respondents of the study. The Paired Samples T-Test on The Reading Performance of Grade 1 pupils in Reading Before And After The Integration Of Marungko Approach through the use of Video Lessons in the delivery of the most essential learning competencies in teaching Reading. Based on the findings of tr study , there was a positive result brought about by the Marungko Approach through the use of video lessons in teaching having the mean of 30.6 is significantly higher compared to the pretest mean of -1.68and resulted to a Standard deviation of 1.108 in which higher than the computed t value. The result of the t-test for paired samples indicates that the posttest mean of 11.9 is significantly higher compared to the pretest mean of 10.2 (t= -6.625, df = 18, p-value <.001). Therefore the null hypothesis which states that there is no significant difference between mean pretest and mean posttest scores of the students is rejected. The result of this study indicates that the Marungko Approach in teaching reading could potentially enhance the learning of the students in this subject because the learners now can witness how the letters or words would be pronounced correctly through the utilization of video lessons in the teaching learning process particularly teaching the skills of the learners based on the most essential learning competencies. In this time of pandemic, it is very challenging to teach the learners from the scratch because it could be done in a wrong manner considering that the learners are just dependent to the technical assistance given by their parents and or guardian or siblings in learning the skills particularly in improving the skills in reading, writing as well as listening. Teaching the Grade 1 learners through the new technique in improving the basic skills in writing and reading through the use of the Marungko Approach through video lessons is quit amazing because the turn-outs made by the learners in terms of their reading and writing performance skills is really amazing. This means that integrating the video lessons really a big help to the teachers in improving their skills on how to properly teach the learners in developing the pupil's skills considering that they are just started developing their talents and skills in this challenging world- facing the new normal of learning new things. Applying

Marungko Approach also helps the teachers improved their performance the traditional way of teaching reading/English to the Grade 7 learners using the basic strategy/ies is identified as effective way in increasing the performance of the learners as what the students in the control group perceived. On the other hand, the GAVERO integrated in the experimental group results showed that it is more significantly effective in improving the Academic performance of the students in reading/English. Furthermore, integrating GAVERO in teaching the subject/s have greater impact and percentage to increase the performance level of the students and creates way in igniting their capability to work more and do extra miles in finishing their studies.

Keywords — Effectiveness; Marungko Approach; Teaching; Video Lessons; Reading Performance

I. Introduction

The development of literacy among preschoolers is an advocacy in Philippine education. Reading is a labor process that gives meaning from a print. For us to become a reader, it requires effort and practice according to Wolf (2008). To become an active reader we must be motivated in reading and appreciate the pleasure of reading. We must give what the child interest for them to be motivated. It should be viewed as a social act that can be shared to others. The child must enjoy what they are reading and have a purpose for it. According to Wolf (2008)) the learners must have support and encouragement from their teachers, tutors, and parents to make a plunge in their hard time in cumbersome reading materials. To this objective, V.L. Villacencio Elementary School is always looking ways and means to help advocating the literacy program of DepEd even in times of pandemic.

Reading is a multifaceted process involving word recognition, comprehension, fluency, and motivation. When a learner understand what she/he reads, generally she/he is motivated to continue reading. Teachers must apply strategies and approaches that will suit their interest as a young learner and Marungko Approach is one of my choice in teaching reading through the use of multimedia/video for my grade 1 pupils in V.L Villacencio Elementary School. We all know that children are very much exposed to multimedia and as a classroom teacher we should adopt the trend in teaching for them to arouse their interest especially in reading which requires motivation.

There are so many factors that can influence the reading ability of a child. These are internal and external factors. Internal factors are several factors that come from the learners themselves. The motivation, concentration, and low vocabulary mastery that students face in learning reading 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.

Selecting approach is also an important thing that must be considered as another factor. Students have different characteristics, abilities, and levels. So, teachers will find ways on how to

teach the child to read according to their levels and needs and learning media can also be considered as one of important factors that can influence learners reading ability. That's why I chose the use of multi - media in teaching reading using the Marungko Approach because this approach has basic skills in teaching reading because this would be of great help for them to be motivated to learn reading easily.

As a classroom teacher for 11 years , lots of problems were encountered ,one is their reading performance. First day of class I observed that some of them cannot read the words thoroughly especially English words/texts. Some are struggling readers. Few of them can read thoroughly but cannot comprehend of what they read. Learners have a hard time in reading even simple English 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. Second, to have the effectiveness of the teachers during classroom discussion. Third, to increase the academic performance of the Grade 1 pupils particularly in MTB-MLE subject. Fourth, other teachers may appreciate and adopt the instruction or approach using Marungko in class discussion so that their teaching during discussion will be more effective and meaningful. The result of the study will be the basis for a proposed intervention plan.
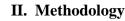
This study evaluated the effects of Marungko Approach in Teaching Through Video lessons to the Performance in Reading of the Grade 1 Pupils V.L. Villacencio Elementary School in Ormoc City Division ENROLLED IN SY 2021-2022. The findings of the study were be the bases for an IMPROVEMENT Plan.

Specifically, it sought to answer the following questions:

1. What is the reading performance of the Grade 1 pupils before the Marungko Approach applied in teaching?
2. What is the reading performance of the Grade 1 pupils 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 Grade 1 pupils?
4. What IMPROVEMENT plan can be proposed based on the findings of the study?

Null Hypothesis:

HO: There is no significant difference in the reading performance before and after the implementation of Marungko Approach on the performance of the Grade 1 pupils.

II. Methodology

Design. This study utilized the Quasi- Experimental type of research in gathering the responses employing the quantitative approach. V.L. Villacencio Elementary School in Ormoc City District 9 of Schools Division of Ormoc City is the main locale of the study. The Grade 1 pupils are the main respondents of the study and the data based on the pupils' reading performance; To gather the necessary data needed in the study, the researcher utilized the Block-out Oral Reading Test and or Phil-IRI to test the reading performance of the Grade 1 pupils. Self made test based on the covered competencies. Another tool used was the region wide test item bank to test the reading performance of the Grade 1 pupils. Legend: Frustration Level- it is a level of ability in which the child answers 0-19 percent out of the questions asked or the zero to two questions out of the six questions based on the passage of the selection. Instructional Level- it is a level of ability in which the child answer 50-82 percent of the questions asked of three to four questions out of the six questions based on the passage or selection. Independent Level- it is a level of ability in which child answer 83-100 percent of the questions asked or five(5) to (6) questions out of the six questions based on the passage or selection.; Proposed Intervention Plan based on the findings of the study.

Sampling. There are Eighteen (19) Learners who are included in the study and the primary means of reach is through Facebook Messenger and Cellphone numbers. If in case there were learners who are not in reached, the researcher conducted home visitation.

Research Procedure. The researcher prepared the research design and tools to be utilized in the study. Approval and recommendation from the principal was sought. The research instruments used were the BORT (Block-out Oral Reading Test). The Pre-BORT (Block-out Oral Reading Test) were administered by the researcher to identify the reading level of the Grade 1 pupils which based on the word recognition and comprehension which is also relative to their knowledge of the lessons. After the integration of the Marungko Approach through video lessons to the Grade 1 pupils, the Post BORT(Block-out Oral Reading Test) will be administered to attest whether the reading performance of the Non-reader pupils is increased. Data were collated and submitted to appropriate statistical treatment. Tallying of results and treatment of data. Analysis and Interpretation of Data. Making of Proposed Improvements

Ethical Issues. The right to conduct the study was strictly adhered through the approval of the principal, approval of the Superintendent of the. Orientation of the respondents was done.

Treatment of Data. the effects of Marungko Approach in Teaching through video lessons to the performance in reading of the Grade 1 pupils in V.L. Villacensio Elementary School on the area focused was treated through a weighted mean and descriptions (refer to appendices for the scoring and description). T-Test For Mean Difference- This tool was to calculate the significant difference of the reading performance of the Grade 1 pupils.

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III. Results and Discussion

Table 1
**SAMPLES STATISTICS OF THE READING PERFORMANCE OF
GRADE 1 PUPILS BEFORE EXPOSED TO MARUNGKO APPROACH IN TEACHING
READING**

	Mean	MPS	N	S.D
Pretest	10.2	51.00	19	2.23

The table 1 above shows the Samples Statistics of the Reading Performance of Grade 1 pupils who were not yet Exposed to Marungko Approach through video lessons in the delivery of the most essential learning competencies in teaching Reading. Based the results, it was found out that the Mean Score which is coming from the scores divided by the 19 total number of respondents is equal to 10.2 which brings to the Mean Percentage Score of the Grade 1 learners in reading which is equal to 51.00 percent and resulted to a Standard Deviation which is equal to 2.23. The abovementioned data in table 1 is brought about by the leaners in Grade 1 level in which they just experience Printed modular learning approach in learning sounds, letters based on the Self-learning modules given by the teachers in order to complete the suggested learning competencies in Reading. The aforesaid Self- Learning Modules was quality assured by the different Personnel from the central office and undergone series of tests before it was applied to the field.

Based on the result in table 1 which fucoses on the reading performance of the Grade 1 pupils before the integration of the Marungko Approach through Video Lessons to identify the reading performance of the Learners in Reading if they are independent or not. The result implied that most of the Grade 1 pupils 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 explains that considering the respondents are belong to key stage 1 particularly in Grade 1, they really need guidance on how to read letters and doing the sound of every letter they utter as well as in writing the letters because giving modules and learning on their own as beginner on learning the whole skills it is really difficult for them to improve them. 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.

Table 2
**SAMPLES STATISTICS OF THE READING PERFORMANCE OF
GRADE 1 PUPILS AFTER EXPOSED TO MARUNGKO APPROACH IN TEACHING
READING**

	Mean	MPS	N	S.D
Pretest	**11.9**	**59.50**	**19**	**2.60**

The table 2 above shows the Samples Statistics of the Reading Performance of Grade 1 pupils who were already Exposed to Marungko Approach through video lessons in the delivery of the most essential learning competencies in teaching Reading. Based the results, it was found out that the Mean Score which is coming from the scores divided by the 19 total number of respondents is equal to 11.9 which brings to the Mean Percentage Score of the Grade 1 learners in reading which is equal to 59.50 percent and resulted to a Standard Deviation which is equal to 2.60. The abovementioned data in table 2 is brought about by the leaners in Grade 1 level in which they were already experienced learining the skills in reading through the use of Marungko Approach using video lessons in learning sounds, letters based on the Self-learning modules given by the teachers in order to complete the suggested learning competencies in Reading. The aforesaid video lessons through the application of Marungko Approach was undergone thorough validation or quality assurance before it was utilized by the researcher to the Grade 1 pupils.

Based on the result in table 2 which fucoses on the reading performance of the Grade 1 pupils after the integration of the Marungko Approach through Video Lessons to identify the reading performance of the Learners in Reading if they are independent or not. The result implied that most of the Grade 1 pupils 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 thorugh the assisntance of their parents or guardians in learning sounds and letters. The results further explains that considering the respondents are belong to key stage 1 particularly in Grade 1, they really need guidance thus, the video lessons in 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 they utter as well as in writing the letters because giving modules and learning on their own as beginner on learning the whole. Since the parents or guardian knew already how to give proper technical assistance to their children together with the help of teachers, they can already guide their schoolchildren through the assistance of the Marungko Approach in teaching with the use of video lessons.

Table 3
**PAIRED SAMPLES T-TEST ON THE READING PERFORMANCE
OF GRADE 1 PUPILS BEFORE AND AFTER THE INTEGRATION
OF MARUNGKO APPROACH THROUGH VIDEO LESSONS**

	Paired Differences		t	df	p-value
	MEAN	S.D.			
PRE-POST	-1.68`	1.108	-6.6254	18	<.001**

**Highly Significant

The Table 3 Presents The Paired Samples T-Test On The Reading Performance of Grade 1 pupils in Reading Before And After The Integration Of Marungko Appproach through the use of Video Lessons in the delivery of the most essential learning competencies in teaching Reading. Based on the findings of tr study , there was a positive result brought about by the Marungko Approach through the use of video lessons in teaching having the mean of 30.6 is significantly higher compared to the pretest mean of -1.68and resulted to a Standard deviation of 1.108 in which higher than the computed t value.

The result of the t-test for paired samples indicates that the posttest mean of 11.9 is significantly higher compared to the pretest mean of 10.2 (t= -6.625, df = 18, p-value <.001). Therefore the null hypothesis which states that there is no signficant difference between mean pretest and mean posttest scores of the students is rejected.

The result of this study indicates that the Marungko Approach in teaching reading could potentially enhance the learning of the students in this subject because the learners now can witness how the letters or words would be pronounced correctly through the utilization of video lessons in the teaching learning process particularly teaching the skills of the learners based on the most essential learning competencies. In this time of pandemic, it is very challenging to teach the learners from the scratch because it could be done in a wrong manner considering that the learners are just dependent to the technical assistance given by their parents and or guardian or siblings in learning the skills particularly in improving the skills in reading, writing as well as listening.

Teaching the Grade 1 learners through the new technique in improving the basic skills in writing and reading through the use of the Marungko Approach through video lessons is quit amazing because the turn-outs made by the learners in terms of their reading and writing performance skills is really amazing. This means that integrating the video lessons really a big help to the teachers in improving their skills on how to properly teach the learners in developing the pupil's skills considering that they are just started developing their talents and skills in this challenging world- facing the new normal of learning new things. Applying Marungko Approach also helps the teachers improved their performance the traditional way of teaching reading/English to the Grade 7 learners using the basic strategy/ies is identified as effective way in increasing the

performance of the learners as what the students in the control group perceived. On the other hand, the GAVERO integrated in the experimental group results showed that it is more significantly effective in improving the Academic performance of the students in reading/English. Furthermore, integrating GAVERO in teaching the subject/s have greater impact and percentage to increase the performance level of the students and creates way in igniting their capability to work more and do extra miles in finishing their studies.

IV. Conclusion

Based from the findings, this study indicates that integrating Marungko Approach through the integration of video lessons in teaching reading could potentially enhance the reading skills of the pupils

V. Recommendations

1. The proposed intervention plan should be utilized by the Grade 1 Teachers so that they will be guided on how to teach the skills to the learners.

2. The teachers in reading should integrate and practice the use of Marungko Approach through the use of video lessons based to the most essential competencies using mother tongue to monitor and validate the learners' performance.

3. The school head should conduct INSET which are related to the integration of Marungko Approach though the use of video lessons so that teachers will be guided on how to cvraft video lessons using the norms of DepEd

4. The School Head should closely monitor the teacher's performance on the integration of Marungko Approach through the use of video lessons in order to test the effectiveness of the strategies vis a vis to the reading performance of the Grade 1 pupils.
In relation to the abovementioned, the researcher is giving the authority to those future researchers to conduct a true experimental design (where there is an experimental and control groups) be conducted to assess the effectiveness of the method over other methods of teaching Reading).

ACKNOWLEDGMENT

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AUTHOR'S PROFILE

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The author is the only child of Mr. and Mrs. Cresencio A. Gomonit and was born on January 9, 1985 at Libas ,Merida , Leyte Philippines, a mother of two kids and married to Mr. Adonis V. Laurente currently employed at Leyeco V Inc. Ormoc City. She finished her Elementary level at Libas Elementary School, Libas Merida , Leyte and graduated her Secondary level at Merida Vocational School , Merida Leyte. She finished her Bachelor of Elementary Education (BEED) major in Science at Western Leyte College of Ormoc City.

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