

Effectiveness of Integrated Video Lessons Using Marungko Approach in Reading Skills of the Grade 1 Pupils

DIONISA G. AMORADO

Teacher III

Western Leyte College

Master of Arts in Education

Major in School Administration and Supervision

dionisa.amorado@deped.gov.ph

Abstract - This study aimed to evaluate the effectiveness of the the integrated video lessons using Marungko Approach to the Reading Performance of the Grade 1 Pupils in Tambulid Elementary School, Tambulid Ormoc City. The findings of the study were the bases for a Proposed intervention Plan. The study utilized random Sampling in identifying the respondents of the study. The test of difference between the scores in the pre-test and post-test of Grade 1 in Reading

The test of difference between the scores in pre-test and post-test of Grade 1 pupils in reading before and after the integration of the video lessons using marungko approach. Based on the table 3, it shows that the Grade 1 pupils performance in reading particularly in pre-test is 11.30 which is below the posttest result which is equal to 18.13. Based from the pre-test and post-test performance of Grade 1 pupils after the integration of the video lessons using marungko approach it boils down to the result of the computed t value of equal to 0.913 and critical t value at 0.364 level of significance after applying the specific statistical tool that was the bases whether the hypothesis will be rejected on a significance level of degree of error which is equal to 0.364. Based from the results in table 3, the hypothesis which states that there is no significant difference between the pre-test and post-test performance of the Grade 1 pupils.

The results in table 3 on the test of difference between the pre-test and post-test of Grade 1 pupils in reading after the integration of the video lessons using marungko approach implies that learners were motivated to learn and read through the presentation of video lessons using marungko approach compared to those learners before where they were not exposed to the intervention video lessons presented by the teacher allowing the learners to observe and listen to the content being presented. Some of the reasons why learners specially to those learners who are belong to the key stage 1 are really love the intervention introduced by the teacher-researcher, is that showcasing the video lessons or integrating video lessons through the Marungko approach could really makes the learning fun considering that they really witnessed how the words are being

formed, they are moving objects that always caught their attention and in return their listening skills could also be improved. Aside from that premise, learners also are more focused compare to those times that they are not yet expose to the intervention, meaning the teacher are just delivering the lessons without using any gadgets or other instructional materials that could enhance their skills and improved their attention span in such a way that could also learn things on their own pace of learning even if they are playing.

Keywords — Effectiveness, Marungko Approach Video Lessons Grade 1 Pupils

I. Introduction

Products of technology are present in the different aspects of the lives of many people in different places. It contributed widely, positively and sometimes negatively to the community. Adults and even young children are fond of using these products anytime and anywhere. Schools too have adapted and used technologies like television, projector and laptop which are all very useful in the delivery of lessons to the learners. Thus, researcher has chosen the title “The effectiveness of audio – video lesson using the Marungko Approach in teaching to improve the reading skills of the grade 1 pupils during the full face-to-face classes”.

As known by many people especially the educators, The Marungko Approach is used and proven to be efficient in teaching reading to primary grades. Then, the researcher could say that this will be more effective when combined to audio-video lessons where young learners are more interested with. This may increase the level of their interest in learning to read. This might help and improve the literacy skills of every child in school.

As an educator and as a teacher of grade one learners, it is my passion as well as my obligation to make my young learners be able to read. I have been using many techniques and strategies just to make all of my learners be readers. As time goes by, I need to adapt to the inevitable changes of the environment and address the interests and needs of my young learners.

The presence of televisions inside the classroom is one proof that changes do take place. Applying audio-video lessons encourage and arouse the interest of the new-era learners to learn. Children nowadays have great enthusiasm to technology. Thus, as teacher, I aim to provide the better way of teaching my learners by having this study “The Effectiveness of Audio-video lesson using Marungko Approach in teaching reading skills of the Gr-1 pupils during the full face-to-face classes”

With the use of Marungko Approach and Audio-Video lesson, I could say that reading lesson would be easy and efficient. Hence, having this type of study would prove its effectiveness.

In my 9 years of teaching grade one learners, I have encountered several problems in different disciplines specifically in reading. These things sometimes disappointed me, but at the end of the day, I realized that this was just a part of my job and perceived it as a matter of encouragement for improvement.

One of these is the lack of children's interest in reading. I could see in the eyes of some learners their poor interest in learning to read. They might perceive reading as just a burden. This mindset would really affect to their performance in reading poorly.

Another is the lack of parent's support to the children. This one plays a vital role in the development of our learners. Children are motivated to go to school and to learn knowing that they have parents who supported them holistically. On the other hand, children with poor parental support are mostly having poor performance too in school.

Last thing is the low or average MPS during the Block-out Oral reading Test (BORT). Teachers have been doing their best and been using several techniques just for the learners to read. However, things don't go as they planned and wanted it to be.

These challenges met made myself encouraged to do more and perform this study. I know this could help me and of course to the children. This is just for the betterment of our young learners.

This study was conducted to evaluate the Effectiveness of integrated video lessons using Marungko Approach to the Reading Performance of the Grade 1 Pupils. The findings of the study were the bases for the proposed improved Reading Intervention Plan.

Specifically, the study sought to answer the following questions:

1. What is the pre-test scores of the Grade 1 pupils before the integration of the Video Lessons using Marungko Approach?
2. What is the post test scores of the of the Grade 1 pupils after the integration of the Video Lessons using Marungko Approach?
3. Is there a significant difference between the pretest and post test scores of the Grade 1 pupils in the integration of Video Lessons using Marungko Approach?
4. What improved reading intervention plan can be proposed on the findings of the study?

Statement of Hypothesis:

Ho : There is no significant difference between the pretest and post test scores of the grade one pupils before and after the integration of Video Lessons using Marungko Approach.

II. Methodology

Design. This study utilized the Quasi-Experimental research design to determine the Effectiveness of integrated video lessons using the Marungko Approach to the reading performance of the Grade 1 pupils. In the Quasi- experimental research design, the researcher prepared videos embedding the marungko approach in teaching reading that were focused on the struggling readers as well as facilitating in the giving of pretest and posttest to the identified respondents in order to gather necessary data that was significant in the study. Along with the giving of video lessons embedding the marungko approach, the researcher distributed the reading materials as well as the reading tools in validating the performance in reading to those struggling learners.. The main local of the study is in the Tambulilid Elementary School which is located in Schools District III in the Schools Division of Ormoc City. Based from the aforementioned locale, the main respondents that were chosen by the teacher-researcher was the Grade 1 learners prior to the inclusion of the Marungko Approach integrating Video Lessons in the delivery of the most essential learning competencies and after the aforesaid intervention were done. The assessment given to the respondents was carefully validated by the teacher-researcher herself which are the pretest reading and posttest performance or skills and performances of the Grade 1 pupils, the different steps to conduct the approaches were undertaken in order to validate their performances before and after the implementation of the Intervention in reading performances of the respondents. This study is mainly focus on the results of the different reading validation to gather data: The pretest reading performance of the Grade 1 pupils before the implementation of the Marungko approach through integrating video lessons, The Posttest reading performance of the Grade 1 pupils after the implementation of the Marungko Approach through integrating Video Lessons, as well as the significant difference of the pretest and posttest reading performances before and after the implementation of the Marungko Approach through the integration of Video Lessons in the delivery of the most essential learning competencies in teaching science for the 4th Grading Period. In the Quasi- experimental research design, the researcher prepared the different reading materials in the implementation of the Strategic Intervention Materials . This research is a quasi-experimental study that will be used the pre-test - post- test experimental designs. The experimental part of the study will be the learners' performance (Scores) of the Grade 1 pupils in Reading Quantitative analysis was used to determine the significant difference between the pre-test and post-test mean scores.

In this study, the researcher used the Summative Test Questionnaires in Reading to determine the least mastered competencies. Based from the identified least mastered competencies, a Marungko Approach through integrating Video Lessons were constructed. The study was conducted for one month period or depending on the number of least learned competencies in mathematics which will be divided per week. The participants for this study will be the grade 1 pupils handled by the researcher it has the lowest Mean Percentage Score.

In this study, the selected participants were exposed to the entire content of. Teaching reading through the Marungko Approach through integrating Video Lessons to the learners as well as facilitating in the giving in the average level of performance. ; The proposed intervention plan was taken based on the findings of the study.

Sampling. There are 30 who are included in the study. 16 respondents of the study were Males and 14 were Females and the primary means of reach is face to face implementation of the study as well as during the gathering of data in the school where the study was conducted.. Another way of contacting them are through cell phones of their respective parents.

Research Procedure. The researcher prepared the research design which is the quasi-experimental research design and tools which are the different reading materials based from the validated materials such as the consolidated test items from the self-learning materials to utilize in the study. The different tools prepared by the Teacher-researcher were the ff: validated Summative Test Questionnaire in reading from the Self Learning Modules that were focused on the different competencies in the 4th grading period. The researcher utilized the Summative Test Questionnaire to get the mean percentile scores and t-test to analyze data. It will be administered by the researcher to grade 6 pupils to measure if there is a significant difference between pre- test and posttest reading performances using the . Marungko Approach through integrating Video Lessons. In gathering the pre-test data. This research instrument will undergo validity measures. The 20 items test questions were used before the integration of the Marungko Approach through integrating Video Lessons who were given to the pupils. After one month of the intervention, posttest post validation to validate the performances was given to the Grade 1 pupils with the same test questionnaire that were given in the pre-test assessment. . Prior to the preparation of all validation tools which will be used by the teacher-researcher in determining their performances before and after the integration of the intervention together with the learning materials which were utilized in teaching reading. The Approval and recommendation from the Office of the Schools Division Superintendent, as well as to the Assistant Schools Division Superintendent being the Chairman of the Schools Division Research Committee through the Senior Education Program Specialist in Planning and Research. After the Approval of the Schools Division Research Committee, the Approved or endorsement letter from the body together with the approved letter of intent were forwarded to the Office of the Public School District Supervisor as well as to the office of the School principal in order to get full support on the conduct of the study as well as to get also approval from their end. The proposed title and design was submitted to the School Division Office for approval. Upon approval, the Division released endorsement to the District Office where the school is located. When the research was approved by the Schools Division Office and District Office, the researcher began the process of data gathering. Validation of the instruments through Experts such as the Master Teacher and in coordination with the school head and lastly to the Education Program Supervisor in Learning Resource was sought. Orientation of the participants was done. Answering and retrieval of the research tool followed. Tallying of

results and treatment of data. Analysis and Interpretation of Data. Making of Proposed problem-based strategic intervention Plan.

Ethical Issues. The right to conduct the study was strictly adhered through the approval of the principal, approval of the Superintendent of the Division. Orientation of the respondents both the learners and the teachers including the School Principal was done.

Treatment of Data. The following statistical formulas were used in this study:

The quantitative responses were tallied and tabulated. The data was treated statistically using the following statistical tool. Weighted Mean. This was utilized to assess the performance of the Grade 1 learners in Reading. T-Test For Mean Difference- This tool were used to calculate the performance of the Grade 1 learners in reading

III. Results and Discussion

TABLE 1
PRE-TEST PERFORMANCE OF GRADE 1 PUPILS IN READING

Score Range	Description	Experimental Group	
		Frequency	%
17-20	Excellent	2	7
13-16	Very Good	10	33
9-12	Good	13	43
5-8	Fair	4	14
1-4	Poor	1	3
Total		30	100
Weighted Mean		11.30	Good

Table 1 shows the pre-test performance of Grade 1 pupils in reading before the integration of video lessons using marungko approach. Marungko Approach is one of the approaches were learners particularly in the key stage 1 really the focus of the this approach. It entails the different learning opportunities to all the learners specially to those learners who are really struggling in terms of reading comprehension as well is their capacity to read basic letters or CBC. This approach to be implemented, is that it really guides the learners on how to improve their literacy performance or improve their learning skills as they experience challenges of learning the basic literacy.

Based from the results in table 1, It was that from the highest level of performance which is the Excellent level of performance having the score ranging from 17-20, there were 2 respondents or 7 percent out of the 30 total number of respondents who were validated before the integration of the intervention which is the Marungko Approach in the delivery of the most essential learning competencies. In the Very good level of performance, having the scores or set of scores ranging from 13-16, from the descriptive performance which is very good, there were 10 respondents or 33 percent were able to achieved this level. On the other hand, in the good level of performance, it can be gleaned that in this level of performance, it has the most number of respondents among all other level of performances having the scores ranging from 9-12 has the highest percentage of 43 percent or it has composed of 13 total number of learners among the 30 total number of respondents who were taken the examination or validation got this level. Regarding the performance level which is considered as the 2nd to the lowest performance level in terms of reading skills of the grade 1 pupils which is the fair level of performance having the scores ranging from 5-8 has 4 total number of learners or pupils or it has an equivalent percentage of 14 percent. While the last level of performance which is the lowest reading level of performance which is the poor level of performance having the scores ranging from 1-4, it has composed of 1 respondent only or it has an equivalent percentage which is equal 3 percent.

The results in table 1 about the pre-test performance of Grade 1 pupils in reading before the integration of the choice strategy of the teacher researcher in validating the performance of the grade 1 learners specially on the reading skills or performance of the respondents by utilizing the different video lessons with marungko approach, the pre-test results implied that the grade 1 learners really need a motivating materials in order to improve their reading ability or skills with the use of marungko approach. Based on the data presented in table 1, most of the Grade 1 pupils belong to good level of performance maybe they have a background as to the sounds of alphabet from Kindergarten class and exposure to the Grade 1 class before the implementation of the video lesson. The above findings is the manifestation that the learners really have the background knowledge as to how to read some words suited to the their level.

TABLE 2
POST-TEST PERFORMANCE OF GRADE 1 PUPILS IN READING

Score Range	Description	Experimental Group	
		Frequency	%
17-20	Excellent	25	83
13-16	Very Good	5	17
9-12	Good	0	0
5-8	Fair	0	0
1-4	Poor	0	0
Total		30	100
Weighted Mean		18.13	Excellent

Table 2 shows the posttest performance of Grade 1 pupils in reading after the integration of video lessons using marungko approach during the delivery of the lessons which were focused on the different learning competencies for the 4th grading period. Marungko Approach is one of the approaches were learners particularly in the key stage 1 were able to create or makes reading an interesting one while learning. It entails the different learning opportunities to all the learners specially to those learners who are really struggling in terms of reading comprehension as well as their capacity to read basic letters. After the implementation of the intervention, it can be gleaned how the chosen approach was touched the learner’s learning routine, from the time they learn things specially in reading, comprehend the different passages that they have reads and creates avenue to make learning fun and interesting.

Table 2 shows the post-test performance of grade 1 Pupils after the integration of video lessons with marungko approach. The results in table 2 showed that there was a big difference form the result from pre-test to post-test, learners performance were improved with the integration of video lessons using marungko approach. On the table above, it shows that 83% or 25 learners out of 30 were able to achieved the score ranging from 17-20 or inn the excellent level of performance. While 5 out of 30 learners or 17% of the total population were able to achieved Very good level of performance with a score ranging from 13-16. For good level of performance with a score ranging from 9-12, Fair level of performance with a score ranging from 5-8 and a score ranging from 1-4 or poor level of performance, nobody achieved this level of performance or zero percent. This is a manifestation that video lessons are effective to teaching-learning process especially to key stage 1. After the integration of video lesson the weighted mean from 11.30 interpreted as good were increased to 18.13 interpreted as excellent. The teacher gave her best to craft or create video lesson using marungko approach to improve the performance of the Grade 1 learners.

The results in table 2 implied that after the implementation of the intervention in teaching beginning reading to the grade 1 learners, there were changes really in their capacity to read the cvc or even their motivation to learn things on their own and appreciate the things that they have encountered. Furthermore, it can concluded that comparing to the level of performance in the pretest performance or those performance in which no intervention yet is given to them, there was really improvement to the reading skills and performance of the Grade 1 pupils considering that there was a positive increase in the performance of the learners from the pretest to the posttest where the performance before the integration of the intervention which is good was being improved to excellent level of performance ion the pretest. Moreover, utilizing the Marungko Approach to the teaching and learning process could make the struggling to become independent as well as improved their reading performance or skills.

TABLE 3
TEST OF DIFFERENCE BETWEEN THE SCORES IN THE PRE-TEST AND POST-TEST OF GRADE 1 PUPILS IN READING

Groups	Test Scores		Computed T	Critical T	Decision	Interpretation
	Pre	Post				
Grade 1 Pupils Experimental	11.30	18.13	0.913	0.364	Reject Ho	Significant

Table 3 shows the test of difference between the scores in pre-test and post-test of Grade 1 pupils in reading before and after the integration of the video lessons using marungko approach. Based on the table 3, it shows that the Grade 1 pupils performance in reading particularly in pre-test is 11.30 which is below the posttest result which is equal to 18.13. Based from the pre-test and post-test performance of Grade 1 pupils after the integration of the video lessons using marungko approach it boils down to the result of the computed t value of equal to 0.913 and critical t value at 0.364 level of significance after applying the specific statistical tool that was bases whether the hypothesis will be rejected on a significance level of degree of error which is equal to 0.364. Based from the results in table 3, the hypothesis which states that there is no significant difference between the pre-test and post-test performance of the Grade 1 pupils.

The results in table 3 on the test of difference between the pre-test and post-test of Grade 1 pupils in reading after the integration of the video lessons using marungko approach implies that learners were motivated to learn and read through the presentation of video lessons using marungko approach compared to those learners before where they were not exposed to the intervention video lessons presented by the teacher allowing the learners to observe and listen to the content being presented. Some of the reasons why learners specially to those learners who are belong to the key stage 1 are really love the intervention introduced by the teacher-researcher, is that showcasing the video lessons or integrating video lessons through the Marungko approach could really makes the learning fun considering that they really witnessed how the words are being

formed, they are moving objects that always caught their attention and in return their listening skills could also be improved. Aside from that premise, learners also are more focused compare to those times that they are not yet expose to the intervention, meaning the teacher are just delivering the lessons without using any gadgets or other instructional materials that could enhance their skills and improved their attention span in such a way that could also learn things on their own pace of learning even if they are playing.

IV. Conclusion

Based from the findings of this research, it can be concluded that there is a significant difference between the pre and post-test scores of grade 1 pupils in reading. Therefore; Integration of video lesson using marungko approach in reading is an effective learning materials for remediation in enhancing the learners' skills in reading.

V. Recommendations

1. The proposed iintervention plan should be used.
2. Supervisors and Administrators should initiate trainings and workshops may it be f2f or in virtual platforms on how to develop video lessons using marungko approach and other subjects to be taken by the learners in all grade levels.
3. School Heads should encourage teachers in all subject areas to develop Video lessons in their subjects handled.
4. Teachers should develop video lessons especially for reading and numeracy.
5. Based from the results of the study having the excellent and good performances level, teachers should continue to adopt the activities to maintain the performance of Grade 1 pupils.
6. In order to maintain the performance of the pupils in integrating the video lessons using marungko approach, the School Head should monitor the utilization and crafting of the video lesson.
7. In relation to the abovementioned, the researcher is giving the authority to the future researcher to conduct the same study to validate the significant findings of the study.

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AUTHOR'S PROFILE**DIONISA G. AMORADO**

The author is 31 years old , married, born on October 12, 1991 at Ormoc City, Leyte, Philippines. She is currently living at Tambulilid, Ormoc City where her school assignment is also located. She finished her Bachelor's degree in Elementary Education Major in General Education at Sto. Niño College of Ormoc located in Doña Feliza Mejia, Ormoc City, Leyte. She graduated in this college with flying colors. Right after her graduation, she took the Professional Civil Service Exam and was able to pass the test. Later, she then took the Licensure Examination for Teachers and was able to get a very satisfactory rating. She was also elected as a Barangay Councilor in Tambulilid, Ormoc City during her college days. She also served as a Barangay Sangguniang Kabataan Chairman in her high school days. She served her barangay for almost six years while continuing her study. She then resigned from being a barangay councilor when she got hired by the Department of Education as a teacher last 2013. She is now finishing her Master's degree of Arts in Education major in Management and Supervision at Western Leyte College of Ormoc City.

Currently, she is waiting for her appointment as a Teacher III in the Department of Education, Division of Ormoc. She is a Grade – I Teacher at Tambulilid Elementary School which is situated at Barangay Tambulilid, Ormoc City, Leyte, Philippines. She is the clinic coordinator, the information officer of the school, and the secretary in their School Teachers Association.