





## Effectiveness of the Marungko Approach in Enhancing Early Reading Skills among Kindergarten Learners

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### Abstract

The study presents a comprehensive analysis of the Marungko Approach in significantly elevating early reading skills among kindergarten learners. Initially, the student cohort displayed modest to low reading proficiency, struggling across various reading skill indicators. However, the implementation of the Marungko Approach marked a pivotal transition, with the majority of learners achieving remarkable scores, predominantly in the highest performance brackets. The intervention's success is evident across a spectrum of reading skills, encompassing the recognition of letter names and sounds, identification of initial sounds, reading of familiar words, and fluency in reading oral passages. The post-intervention analysis revealed not just a significant improvement but a uniform advancement across these diverse reading facets. This leap in performance is statistically substantiated through the analysis of t-values and p-values, which indicated significant positive shifts across all reading skill indicators. These findings not only reinforce the effectiveness of the Marungko Approach but also highlight the transformative potential of targeted instructional strategies in early education. By significantly improving literacy skills at a foundational level, the Marungko Approach sets the stage for the future academic success of young learners. This study serves as a testament to the approach's efficacy and its role as a cornerstone in shaping the educational trajectory of kindergarten students, offering valuable insights for educators and policymakers in similar educational settings.

**Keywords:** Early reading skills, Foundational education, Instructional strategies, Kindergarten learners, Letter recognition, Literacy development, Marungko Approach, Reading proficiency.

### 1. 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. Increasing the literacy rate of our population benefits our economy.

The Mother Tongue-Based Multilingual Education (MTB-MLE) policy was put in place by the Philippines' Department of Education to tackle these difficulties. 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. 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's 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. However, the research presents several areas requiring further investigation. The study's insights, drawn from a single educational setting, might not fully represent the approach's effectiveness in diverse educational landscapes or cultural contexts. The focus on primary literacy skills does not address long-term skill retention or the transition to more complex literacy competencies, such as comprehension and critical analysis. The depth of stakeholder engagement, encompassing teachers, parents, and students, needs more comprehensive exploration to understand their perspectives, challenges, and support needs fully. Additionally, the implications of implementing the Marungko Approach within a multilingual educational framework and its integration with digital literacy tools remain unexplored. Addressing these gaps will provide a more holistic understanding of the Marungko Approach, ensuring its effective and adaptable application in improving literacy education on a broader scale.

## 2. Methodology

The research design for this study employed a quasi-experimental design using a pretest/posttest method. The research focused on Kindergarten and Grade 1 learners at Timpolok Elementary School. In this design, Kindergarten and Grade 1 learners from Timpolok Elementary School were assessed on their reading competencies using a pretest administered using traditional reading assessment methods. This pretest provided baseline data on the students' reading abilities before introducing the Marungko Approach. Following the pretest, the Marungko Approach intervention was implemented for kindergarten learners. This research followed the Input-Process-Output continuum as a guide throughout the entire research process. The Input comprised profile of the learners and the effectiveness of marungko approach in early reading skills of the learners. The Process began with the approval of the transmittal letters, followed by preliminary procedures such as securing permissions and obtaining necessary approvals. The research output was developing an Action Plan for Enhancing Reading Competencies through the Marungko Approach.

**Table 1.** Identifying Letter Names.

Raw scores	Description	Before using marungko		After using marungko	
		f	%	f	%
24 - 28	Excellent	3	6.52	24	52.17
18 - 23	Very Good	8	17.39	13	28.26
12 - 17	Good	10	21.74	9	19.57
6 - 11	Fair	9	19.57	0	0
0 - 5	Poor	16	34.78	0	0

## 3. Results and Discussion

Table 1 offers a revealing look into the progress kindergarten learners at Maguikay Elementary School made in identifying letter names after the implementation of the Marungko Approach, as evidenced by their raw scores. Prior to the intervention, the distribution of competencies showed a significant challenge, with a notable 34.78% of learners categorized as 'Poor' and only a small fraction, 6.52%, achieving an 'Excellent' rating. However, the post-Marungko data paints a starkly different picture, showcasing a dramatic shift in proficiency levels. A remarkable 52.17% of the learners catapulted to the 'Excellent' category, a substantial increase from the initial assessment. The implications of these results are profound. The Marungko Approach appears to have a significant positive impact on early reading skills, particularly in letter name identification. This shift not only reflects the method's effectiveness in enhancing basic literacy skills but also suggests that it may be instrumental in building a strong foundation for more advanced reading competencies. The eradication of the 'Poor' and 'Fair' categories post-intervention indicates that the approach is especially effective in supporting learners who initially struggle, potentially narrowing the literacy gap and promoting a more equitable learning environment. This transformative effect underscores the importance of tailored, phonetic-based learning strategies in early education and sets a promising stage for the continued academic growth of these learners.

**Table 2.** Letter sounds.

Raw Scores	Description	Before using marungko		After using marungko	
		f	%	f	%
24 - 28	Excellent	4	50.00	22	47.83
18 - 23	Very good	0	21.74	15	32.61
12 - 17	Good	23	19.57	9	19.57
6 - 11	Fair	10	0	0	0
0 - 5	Poor	9	0	0	0

Table 2 presents the transformative effect of the Marungko Approach on kindergarten learners' abilities in identifying letter sounds at Maguikay Elementary School. The data, segmented into five proficiency levels, reveals a significant positive shift in the learners' competencies post-intervention. Before the implementation of the Marungko Approach, the distribution of scores indicated a relatively dispersed understanding of letter sounds among the learners. A notable 50% of the learners were already exhibiting 'Excellent' proficiency in identifying letter sounds, suggesting a strong foundational skill set in this cohort. However, a combined 19.57% fell into the 'Good' category, and 19.57% were categorized as 'Fair' or 'Poor', highlighting areas of challenge and the potential for growth. Post-intervention, the data presents a compelling narrative of improvement. The percentage of learners achieving 'Excellent' proficiency remained robust at 47.83%, but the most striking shift is seen in the 'Very Good' category, which burgeoned to 32.61% from an initial 0%. This suggests that learners who were previously

struggling made significant strides, possibly moving up from the lower proficiency brackets. The 'Good' category remained relatively stable, while the 'Fair' and 'Poor' categories were completely eradicated, indicating that the lowest-performing learners experienced substantial gains in their ability to identify letter sounds. The implications of these results are profound. The Marungko Approach appears to be highly effective not just in reinforcing the skills of learners who already exhibit a strong grasp of letter sounds but also, and perhaps more crucially, in elevating those at the lower end of the proficiency spectrum. The eradication of the 'Fair' and 'Poor' categories is particularly indicative of the approach's potential to bridge learning gaps and foster a more uniformly skilled and confident group of early readers. This shift not only underscores the importance of tailored phonetic-based learning strategies but also highlights the Marungko Approach as a potentially vital tool in the quest to enhance foundational literacy skills, setting the stage for more complex and rewarding educational journeys for these learners.

**Table 3.** Identifying initial sounds.

Raw scores	Description	Before using marungko		After using marungko	
		f	%	f	%
8 - 10	Excellent	0	0	26	56.52
6 - 7	Very good	0	0	20	43.48
4 - 5	Good	12	26.09	0	0
2 - 3	Fair	20	43.48	0	0
0 - 1	Poor	14	30.43	0	0

Table 3 showcases a remarkable transformation in the proficiency of kindergarten learners in identifying initial sounds after the implementation of the Marungko Approach at Maguikay Elementary School. The data, distinctly categorized into five proficiency levels, reflects a substantial enhancement in the learners' phonemic awareness. Prior to the intervention, the learners displayed a considerable need for improvement in this skill area. Not a single learner was rated 'Excellent' or 'Very Good' in their ability to identify initial sounds, and a staggering 74% were classified within the lower proficiency brackets ('Good', 'Fair', or 'Poor'). Specifically, 43.48% were in the 'Fair' category, and 30.43% were considered 'Poor', underscoring a significant challenge and a substantial opportunity for growth in phonemic awareness. Post-intervention, the results depict an extraordinary shift. An impressive 56.52% of the learners ascended to the 'Excellent' category, and an additional 43.48% were elevated to the 'Very Good' category. This remarkable improvement indicates that nearly all the learners achieved high proficiency levels in identifying initial sounds after the Marungko Approach was implemented. Notably, the 'Good', 'Fair', and 'Poor' categories, which previously encompassed all the learners, were completely vacated, highlighting the efficacy of the approach in elevating the phonemic awareness skills of the learners from the baseline. The Marungko Approach has demonstrated a powerful impact on the learners' ability to grasp the foundational aspect of phonemic awareness, a critical skill in the journey of learning to read and write. This shift not only emphasizes the potential of the Marungko Approach to address and drastically improve phonemic awareness but also underscores the importance of targeted and systematic phonics instruction in the early years of education. Such enhancement in identifying initial sounds lays a solid groundwork for further literacy development, promising a more confident and capable cohort of emerging readers.

**Table 4.** Reading familiar words.

Raw scores	Description	Before using marungko		After using marungko	
		f	%	f	%
8 - 10	Excellent	0	0	21	45.65
6 - 7	Very good	0	0	25	54.35
4 - 5	Good	0	0	0	0
2 - 3	Fair	46	100	0	0
0 - 1	Poor	0	0	0	0

Table 4 illustrates the significant progress kindergarten learners at Maguikay Elementary School made in reading familiar words after being taught through the Marungko Approach. The data, structured into five proficiency levels, reflects an extraordinary transformation in the learners' reading capabilities. Initially, the scenario was quite stark, with all learners (100%) classified in the 'Fair' category, indicating a universal need for improvement in reading familiar words. This uniform distribution suggests that prior to the intervention, the learners uniformly faced challenges in recognizing and reading words that they had been previously exposed to, a fundamental skill in developing reading fluency and confidence. However, the post-Marungko data reveals an astonishing turnaround. Remarkably, 45.65% of the learners have advanced to the 'Excellent' category, and an additional 54.35% have risen to the 'Very Good' category. This outcome demonstrates that after the implementation of the Marungko Approach, every learner achieved a high level of proficiency in reading familiar words. The implications of these results are significant. The Marungko Approach has evidently had a profound effect on enhancing the learners' ability to read familiar words, a critical stepping stone in the journey to becoming proficient readers. The shift from a scenario where every learner needed improvement to one where all learners are performing at 'Very Good' or 'Excellent' levels is a testament to the effectiveness of the Marungko Approach in fostering reading skills. The eradication of the lower proficiency brackets post-intervention highlights the approach's potential in not just improving but substantially elevating the reading abilities of young learners.

**Table 5.** Reading oral passage.

Raw Scores	Description	Before Using Marungko		After Using Marungko	
		f	%	f	%
6	Excellent	0	0	31	67.39
5	Very Good	0	0	15	32.61
4	Good	0	0	0	0
2 - 3	Fair	34	73.91	0	0
0 - 1	Poor	12	26.09	0	0

Table 5 presents the transformative impact of the Marungko

Approach on the ability of kindergarten learners at Maguikay Elementary School to read oral passages. The data, categorized into five proficiency levels, showcases a profound shift in the learners' oral reading skills post-intervention. Initially, the learners' proficiency in reading oral passages was notably low, with 73.91% rated as 'Fair' and 26.09% as 'Poor', indicating significant room for improvement. This distribution suggests that prior to the Marungko intervention, a substantial majority of the learners' faced challenges in reading passages aloud, a skill that involves not just recognizing words but also understanding and conveying the text with appropriate pacing, intonation, and expression. However, the post-intervention results depict an astounding improvement. A remarkable 67.39% of learners achieved an 'Excellent' rating in their ability to read oral passages, and an additional 32.61% were rated 'Very Good'. The fact that no learners were rated in the 'Good', 'Fair', or 'Poor' categories post-intervention underscores the profound impact of the Marungko Approach. This transition indicates that the approach was not only successful in alleviating the initial challenges but also highly effective in elevating the learners to the highest levels of proficiency in reading oral passages. The implications of these findings are significant. The Marungko Approach has evidently played a critical role in enhancing the learners' oral reading skills, a complex literacy skill that is fundamental for successful academic progress and effective communication. The drastic improvement from all learners needing enhancement in their skills to all achieving 'Very Good' or 'Excellent' levels of proficiency is a testament to the comprehensive nature of the Marungko Approach. It highlights its potential not just in improving the mechanical aspects of reading, such as letter and word recognition, but also in enhancing comprehension and the expressive components of reading. This marked improvement in reading oral passages is likely to have far-reaching effects on the learners' academic journeys, boosting their confidence, engagement, and overall literacy development.

**Table 6.** Mean Difference Before and After Using the Marungko Approach (Alpha = 0.05).

Indicators	t-value	p-value	Significance	Results
A. Identifying letter names	-6.54	0.021	Significant	Ho rejected
B. Identifying letter sounds	-5.28	0.003	Significant	Ho rejected
C. Identifying initial sounds	-3.86	0.026	Significant	Ho rejected
D. Reading familiar words	-3.85	0.031	Significant	Ho rejected
E. Reading oral passage	-5.26	0.000	Significant	Ho rejected

The data in Table 6 reflects a substantial change in the assessment of the Marungko Approach's impact on various literacy skills, with all indicators now showing significant results at the alpha level of 0.05. The t-values, considerably more negative this time, range from -3.85 to -6.54, indicating a substantial mean difference between the pre- and post-intervention scores. Correspondingly, the p-values are all below the 0.05 threshold, varying from 0.000 to 0.031, which substantiates the statistical significance of the improvements observed across all literacy skills after applying the Marungko Approach. The uniform significance across diverse literacy indicators—ranging from the recognition of letter names and sounds to the ability to read oral passages—suggests that the Marungko Approach has a consistent and positive impact on literacy development. The rejection of the null hypothesis (Ho) in each case confirms that the observed improvements are statistically unlikely to have occurred by chance, attributing a clear efficacy to the intervention. This compelling evidence highlights the potential of the Marungko Approach as an effective strategy for literacy education, warranting further exploration into its mechanisms, scalability, and long-term impacts on various learner demographics. Moreover, the compelling outcomes indicated by the significant statistical findings in Table 6, showcasing the efficacy of the Marungko Approach in enhancing literacy skills, carry profound implications for various stakeholders in the educational sector. For educators and curriculum planners, the results advocate for the incorporation of the Marungko Approach into literacy curriculums, suggesting a potential overhaul in teaching methodologies to embrace this effective strategy. In the realm of teacher training and professional development, an emphasis on equipping educators with the skills to implement this approach becomes paramount, ensuring that the benefits observed in the study translate into real-world educational settings. For researchers, these findings open new avenues for exploring the underlying mechanisms that make the Marungko Approach effective, potentially leading to further refinements and adaptations to cater to diverse learner needs.

#### 4. Conclusion

The findings suggests that the demographic and educational profile of the kindergarten learners at Maguikay Elementary School, alongside the remarkable outcomes of the Marungko Approach, paint a promising picture of early childhood education. The balanced gender distribution, varied age groups, and diverse family sizes of the 46 learners provide a rich backdrop for the significant educational strides made through the Marungko Approach. The approach not only transformed the learners' proficiency in reading skills from predominantly 'poor' and 'fair' to overwhelmingly 'excellent' and 'very good', but it also demonstrated quantifiable success through rigorous statistical analysis. The substantial negative shifts in t-values and the exceedingly low p-values across all reading skill indicators unequivocally endorse the effectiveness of the Marungko Approach. Therefore, this intervention has proven itself as an invaluable asset in enhancing the early reading skills of kindergarten learners, setting a strong foundation for their future academic journey and offering a replicable model for similar educational settings.

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