

## Video Lesson and Marungko Approach: A Way to Upgrade the Reading Skills of Grade1 Learners

Cris Marie S. Jimena\*, Lany B. Manalese, Glicel D. Salvacion, Elena G. Siatrez,  
Mary Grace J. Villanueva, Jergen Jel C. Labaria

*For affiliations and correspondence, see the last page.*

### Abstract

This study was conducted to assess the Reading Skills of 23 Grade 1 learner in Bethlehem Elementary School, Sitio Mariwara, Princess Urduja, Narra, Palawan. The descriptive type of research was used in the study. A total of 5 teachers, 23 parents, and 23 pupils from Bethlehem Elementary School in Sitio Mariwara, Princess Urduja, Narra, Palawan served as the respondents of the study. Surveying of phone, numbers Sampling, Downloaded, Follow Schedule, Koneksyon sa Edukasyon Initiative, Unstructured Interview, and Post- Test were used in data gathering. The received data were analyzed using descriptive statistics, Wilcoxon Signed Rank Test, and Paired T-test. Twenty-three (23) Grade I learners in Bethlehem Elementary School have improved their reading skills and increased their comprehension levels. This program did significantly improve the academic performance of the beneficiaries. Teachers, parents, and the beneficiaries had a positive perception regarding the implementation of the video lesson and the Marungko Approach. The main problem encountered by the teachers was that “some parents do not have their own cellular phone/ smartphone intended as a device for the reading intervention”. Meanwhile, “motivating beneficiaries” parents to guide tasks for them was the solution done by the teachers.

**Keywords:** Comprehension Level, Marungko Approach, Learner, Video Lesson

### Introduction

Reading is indeed essential for a child’s success. The barriers faced by children with difficulty reading outweigh their desire to read and without proper guidance, they never overcome them. Learning to read is a sequential process, each new skill builds on the mastery of previously learned skills.

One of the most important gifts we can give, to our children is to help them learn to read so that they can succeed in school. Confident and active readers can use their skills to follow their passions and curiosity about the world. We all read for a purpose, to be entertained, to take a journey, to connect with others, to figure out how to do something, and to learn about history, science, the arts, and everything in this world.

Learning to read is complex, children don’t learn one reading-related skill and then move on to the next through a step-by-step process. Instead, they are learning to do many things at the same time: decoding, reading with comfortable fluency, absorbing new vocabulary, understanding what the text says, and discovering that reading is pleasurable and builds knowledge about the world.

Today, the Philippines is faced with various serious global problems like economic conditions, financial crises, natural calamities, and wars. To cope with these problems, the education sector designed different

learning delivery modalities. Under the Modular Distance learning modality, schools must make a drop box or called a learning package where teachers and parents place modules and return to the same place. The parents will also place the activities done by the learner. The second form is Online Distance Learning, learners who opt to choose this modality must have an internet connection. In this modality, the teacher and the learner will meet virtually and do their activities synchronous or asynchronous. This kind of modality is fitted to the learners who are committed to learning on their own.

Another modality is Blended learning. This is commonly tagged as “hybrid learning” since this is effective at helping a diverse student body. This modality is the combination of anything that is mentioned above. It may or may not require an internet connection and parents shall also pick up the learning modules in schools.

Lastly, is the Homeschool modality. This kind of modality is effective if the learner has an available tutor or parent who is qualified and always available to facilitate the learning of the children. There is a great challenge ahead of this “new normal”. There is a lot to adjust and embrace. But one thing is for sure, these modalities in learning presented can continually deliver quality education to our learners. As what DepEd Secretary Leonor Magtolis Briones has said “Learning will continue, COVID or no COVID”. Schools all over the world were affected.

On the other hand, reading is a problem for the learner. This problem exists in 23 Grade I class of Bethlehem Elementary School. The Informal Reading Inventory (IRI) is one of the most useful classroom tools for assessing a pupil's reading ability. Another device that aids to know the reading ability of the learners is the Monitoring Tool used by the teacher regarding the result of issues and concerns. The Multi-Factored Assessment Tool (MFAT) is also a screening tool intended to gather information on learners' strengths, needs, learning styles, and other educational concerns.

The Pre-Test was administered first Monday (6<sup>th</sup> and 7<sup>th</sup>) of April 2022 via text, call, chat, or video call. Out of 23 Grade I learners composed of 12 males and 11 females. Based on the result 8 or 35% are average readers; 1 or 4% were slow readers; 5 or 22% instructional readers; 7 or 30%, and 2 or 9% are non-readers. The result was alarming so the researcher started to seek help in order to uplift the reading ability of the learners. The researchers, therefore, were motivated to make research how to help the learners despite the new normal condition.

In the Philippines, Marungko Approach is also associated with phonics. It was first introduced to two teachers in De Los Santos Community School in Marungko, Angat, Bulacan, Philippines (Ali and Urbano, 1967). In this approach, the first thing that children knew was the letter sound of the Filipino alphabet which was called the "*Mastery of Sound Letters*" (Laud – Reyno, 2014). It was adopted as an explicit phonics instruction program in the Philippines, which is designed to prepare beginning readers with the necessary materials to improve their reading comprehension skills (Talley, 2017).

It also seeks to develop a training model to enhance teachers' ability in teaching reading in a particular grade one (Bustos-Orosa, Ferrer, 2013).

De Been (2017) stressed that beginning reading is important in grade I. The teachers were obliged, as their profession demands, to plan and provide an effective reading program (Edelman, 2017) for the development of the reading skills of the learners.

Bustos-Orosa and Ferrer (2013) noted that in the most public schools in the Philippines, for instance, Mananao Elementary School in San Manuel, Isabela, Philippines, they see Marungko Approach as an alternative reading method for beginning readers, instead of sing Cartilla method which is originated from Spanish instruction. Marungko's approach is a "*phono syllabic*" method (Flores) 2014). The letter-

sounds are taught in correspondence to the phonemic leave. There is a specified common and familiar pattern of letters that are taught such as m, a, l, o, b, e, u...based on the Filipino language, to help them organize their thoughts and ideas (Faustino, Santos, Distajo, and Ladia, 2013).

"*Sounding out*" or "*Describing*" is one way for the reader to learn how to read. This is the Marungko Approach to reading. In this approach, reading the alphabets are rather "pronounced" than reading. For example, the letter "m" would be pronounced as "mmm" not the old Pinoy style of reading it as "ma".

The use of educational video and television in the classroom has risen steadily over the past 20 to 30 years, according to a series of studies conducted by the Corporation for Public Broadcasting. These surveys measured both patterns of use and the teacher attitudes and expectations for outcomes. Not only is this technology widely used, according to the most recent study, but it is also highly valued as a means of teaching more effectively and creatively (CPB, 1997).

A video is a form of multimedia that conveys information through two simultaneous sensory channels; aural and visual. It often uses multiple presentation modes, such as verbal and pictorial representations in the case of on-screen print and closed-capturing (Mayer, 2001). This multiplicity means that video communicates the same information to students through simultaneous learning modalities and can provide students with "multiple entry points" (Gardner, 2006) into the content.

Citing Wood (1995), Aiex (1999) notes that video can be used "to promote awareness of the interrelationship between modes (picture, movement, sound, caption)" (p.2). Kozma (1991) found that the mix of spoken language, text, still images, and moving images in television and video results in higher learning gains than media that rely primarily on only one of these symbol systems. Wetzel et al. (1994) review of research concluded that combining sound with either still or moving images resulted in more learning than simply adding motion to instill images (cited in CPB, 2004).

One of the greatest strengths of television and video is the ability to communicate with viewers on an emotional, as well as a cognitive, level. Because of this ability to reach viewers' emotions, videos can have a strong positive effect on both motivation and effective learning. Not only are these important learning components on their own, but they can also play an

important role in creating the conclusions through which greater cognitive learning can take place.

In an effort to strengthen the reading proficiency of every learner and help nurture a culture of reading which considered a skill in all content areas, DepEd announced the “Hamon: Bawat Bata Bumasa” (3Bs) initiative. Education Secretary Leonor Briones, in Dep Ed memorandum number 173 s. of 2019, said that the 3B’s initiative will help strengthen the Every Child a Reader Program (ECRAP) which primarily aims to equip learners with reading skills to make them proficient and independent readers in their grade level.” Briones asked all offices at the Central, Regional and Schools Division Offices as well as in school levels, to respond to the 3 B’s initiatives by intensifying their advocacy for reading “and by pledging” their commitment to make every learner a reader at his or her grade level. Moreover, she directed all Dep Ed offices and school levels to “align their priorities towards the promotion of a culture of reading as a key step in closing achievements gaps.”

To make every learner a “proficient reader”, Briones noted that schools across the country are tasked to “help learners develop” their reading skills, however, school initiatives are still not enough based on the recent results of National Assessments for students learning, she explained.”

The use of videos and audiovisual materials in the classroom enhances the creativity and attention of students and leads to direct results in learning. When it comes to getting students involved and participating in class activities, videos will undoubtedly be a perfect tool. Nowadays, both adolescents and children are used to seeing dozens of videos daily; it is their basic channel of communication and they are already in the habit of using videos as sources of information.

The researcher employed the Marungko Approach, a method associated with phonics, as a learning intervention in improving the learner’s reading ability.

The study made use of a gal-experimental research design with pre-test assessment in the areas of phonemic awareness and letter knowledge, phonics and decoding, and (3) fluency and proficiency. Findings revealed that the reading performance and comprehension skills of the participants significantly improved after the implementation of the Marungko Intervention. The study determined the effectiveness of Marungko and Traditional.

The approach in the reading performance of Kindergarten Learners in Filipino of Bai Sarpinang

Elementary School, Bagumbayan District II Experimental design was used. The result showed that the control group and experimental group were of the same level of reading performance at the start of the study. A T-test revealed that Marungko and Traditional Approach were both effective in teaching reading in Filipino to Kindergarten learners. However, the mean gain scores of both approaches did not show a significant difference. These results were used to the conclusion that both were effective in teaching reading.

### Action Research Questions

Reading fluency has been identified as one of the necessary components for becoming a strong reader. Instructional techniques designed to improve reading fluency are generally easy to implement. Many parents are eager to assist in the growth of their children’s academic skills. This article describes a procedure for improving oral reading fluency that is easy for parents to learn and carry out. Training parents is relatively simple and can be done by the classroom teacher or other school personnel. Parents in turn are asked to work with their children for 15 minutes a day. Reading materials at the child’s instructional level in used and recording procedures incorporate goal setting and progress monitoring.

Specifically, it sought to answer the following questions:

1. What are the reading skills of the 23 Grade I learners’ class before and after using the Video Lesson and Marungko Approach?
2. Is there a significant difference in the reading levels of the learners before and after the implementation of the Video Lesson and Marungko Approach?
3. What is the effect of the Video Lesson and Marungko Approach in improving the reading ability of the pupils?

### Proposed Intervention and Strategy

Reading is important because it develops our thoughts, and gives us endless knowledge and lessons to read while keeping our minds active. Reading books helps us understand and makes us smarter, not to mention the knowledge, vocabulary, and thinking skills we develop.

A video lesson or lecture is a video that presents educational material for a topic that is to be learned.

The format may vary. It might be a video of the teacher speaking to the camera, photographs, text about the topic, or some mixture of these.

Videos can be used to provide students with extension work. This aims to add to what they've learned. It gives us students expanded opportunities to apply the knowledge and skills they have acquired. Equally important, videos can be used for revising concepts and reinforcing them for students who need further explanation. Effectiveness: Video learning is effective on both sides of the classroom; educators can use it to create time and space for active learning. Once a video is created, it can be reused and updated as needed, leaving more time in the classroom for live discussions and engagement with students.

In the world today where information is abundant, reading books is one of the best ways to be informed. Though reading might seem like simple fun, it can be helping your body and mind without you even realizing what is happening-from self-development. (Mark, 2019)

The Marungko Approach is designed to equip Grade One pupils with the necessary reading skills to improve their reading. Likewise, it seeks to develop a training model to enhance teachers' competence in the teaching of reading in the primary grades most especially in Grade One. The goal of this strategy in reading is to enable grade one pupils to instill in their minds to appreciate songs and poems created for Filipino children and eventually to communicate in written and oral forms through effective reading instructions. The Marungko approach provides materials for success in teaching reading. It starts with letter sounds rather than names. Certain comical stories of letters to signify their sound are being introduced. Instead of the usual arrangement (order) of letters in the alphabet, it starts with m,s, a,l,o...

The sequence of letters in the MTB-MLE of the K to 12 Curriculum for Grade One is almost similar to that of the Marungko Approach. Considering that there is no single reading material available for Grade One pupils, it is of great help to design and craft a sole reading material for the learners that will serve as a gateway to improving pupil's reading skills, thus leading to the betterment of the teaching and learning progression (Mark, 2019).

This study was conducted to gain the applicable technique for improving the oral reading of the 23 learners of Bethlehem Elementary School. The Video Lesson will be used by the 14 learners and the remaining 9 learners will provide a copy of the

Marungko Approach. Whatever outcomes the researcher found would be her springboard to make better her reading ability for the coming year knowing her weaknesses and strengths.

## Methodology

### Participants

The study was administered at Bethlehem Elementary School specifically to:

1. Grade I learners - This is composed of 12 males and 11 females a total of 23 who need attention and help to improve their reading skills.
2. Parents/ Guardian-This refers to the father/mother and someone who cares for and assist the learner. It also contributed ideas, opinions, suggestions, plans about what to do, and taking responsibility for the assigned task.
3. School Head - He is the head of the school. He assists the teachers by making updates to the needs of the learners.
4. Teacher/Researcher - A person whose job is to teach the learner in Elementary the different areas. The teacher is aware of the situation, condition, and problems that exist for the individual learner they handle. The teacher has the chance to make interventions/innovations for better teaching.
5. SDO Officials - Aware of the roles as leaders and manage schools and evaluate and give full support to the programs, projects, and activities to achieve quality education during this time of the pandemic.

### Data Gathering Methods

The use of the Marungko Approach and Video Lessons is a device that aids the reading skills of Grade I learners with the following methods:

1. Surveying of phone numbers- The researchers asked volunteer parents/guardians to get the phone number of 23 Grade I learners used for commutation purposes for this school year 2021-2022.
2. Sampling- The researcher contacts 2 learners 1 male and 1 female and asked to read a simple selection for Grade I Filipino.
3. Downloaded printed copies - The researchers downloads and provide a printed copy of the Marungko set of reading materials which will

be given to the learners who have no gadgets like tablets or smartphones. The researcher will also download a video lesson on the Marungko approach and share it with the learners through Group Chat on messenger which the learners can view through available gadgets.

4. Follow Schedule- The researcher shall follow the schedule of sharing Video Lessons and distributing of Marungko Approach. This will be done during Work From Home (WFH) and be assured of safety protocols through the guidance of the parent/ guardian.
5. Koneksyon sa Edukasyon Initiative- Observation will be conducted by the researcher by monitoring the attendance, utilization, and participation through text, chat, call, or video call.
6. Unstructured Interview- The researcher will conduct personally to confirm some issues and concerns of learners by home visiting.
7. Post-Test- The researcher administered the Post-Test to analyze the result.

### Ethical Issues

The researchers asked permission from SDO Officials and school heads for the approval to conduct action research in a letter form.

The researcher informed the learners, parents/ guardians to conduct oral reading Pre-Test (Filipino), administered Multi- Factored Assessment Tool (MFAT), and to administered Monitoring Tool regarding issues and concerns through chat, text., call, or video call.

Authors of books, journals, publications as well as websites on the internet that will be used as references in the conduct of this study will be properly granted.

### Data Gathering Methods

This research proposal will make see of the Early Grade Reading Assessment (EGRA). This is a way the ability to read and understand a simple text and one of the most fundamental skills a child can learn.

The Video Lessons are appropriate for Grade I learners who are having the Smart Phone and the rest who have NO Cell Phones and used the printed Marungko Approach to upgrade their reading ability.

To test the effectiveness of this intervention, the researcher will conduct reading to the Grade I class together with the adviser.

After the use of the intervention for 8-10 weeks the Grade I learners will undergo Post Reading Assessment to assess the effectiveness of using Video Lessons and using the Marungko Approach.

## Results and Discussion

### Reading Skills Before Using the Strategy

Table 1.1 *Reading skills before using the video lesson and Marungko Approach*

<i>Reading Skills</i>	<i>f</i>	<i>%</i>
Average	8	34.78
Slow	1	4.35
Syllable	5	21.74
Letter/Sound	7	30.43
Non-reader	2	8.70
Total	23	100.00

Shown in Table 1.1 is the reading skills of the grade I learners before using the video lesson and the Marungko Approach. The majority of the learners, or 34.78%, had average reading skills ( $f = 8$ ). More so, 7 or 30.43% of the learners can read letters/sounds. Consequently, 21.74% of them can read syllables ( $f = 5$ ). There were 2 or 8.70% who were non-readers. Furthermore, 4.35% was identified as slow reader ( $f = 1$ ).

### Reading Skills After Using the Strategy

Table 1.2. *Reading skills after using the video lesson and Marungko Approach*

<i>Reading Skills</i>	<i>f</i>	<i>%</i>
Fast	6	26.09
Average	9	39.13
Slow	6	26.09
Syllable	2	8.70
Total	23	100.00

Presented in Table 1.2 is the reading skills of the grade I learners after using the video lesson and the Marungko Approach. As shown, most of the learners, or 39.13%, had average reading skills ( $f = 9$ ). However, it is worth noting that 6 or 26.09% had fast

reading skills after exposure to the video lesson and Marungko Approach. It can also be gleaned that 6 or 26.09% had slow reading skills and 2 or 8.70% could only read syllables.

### *The Difference in the Reading Skills*

Table 2. *Difference between the reading skills of Grade I learners before and after the implementation of video lesson and the Marungko Approach*

	Before the Implementation		After the Implementation		df	t	p
	M	SD	M	SD			
Reading Skills	3.833	3.312	3.833	3.710	22	15	.036

A Wilcoxon-Signed Rank Test was performed to determine the difference in the reading skills of the grade I learners before and after the implementation of the video lesson and the Marungko Approach. The reading skills of the grade I learners before the implementation of the video lesson and Marungko Approach (M = 3.833, SD = 3.312) was significantly different from their reading skills after the implementation of the strategy (M = 3.833, SD = 3.710),  $t(23) = 15.000$ ,  $p = 0.036$ .

### **Acknowledgement**

The researchers would like to extend their overwhelming gratitude to the following individuals who gave meaningful encouragement and valuable support. Above all, to the Almighty God for continuous blessings and guidance that strengthen them in facing different challenges in life; To Bethlehem Elementary School teachers, students, and parents that served as the respondents of the study; To the Public Schools District Supervisor of Narra Del Sur District, Dr. Mario t. Solatorio for allowing them to conduct this study; To the Western Philippines University-Main Campus for the knowledge they gained; To their Professor in MEM 206, Ms. Jergen Jel C. Labaria, for boosting their confidence in making a research paper; To their groupmates and classmates, for encouragement to the researchers to finish this research proposal and for the valuable memories

shared; And to everyone who made this study possible, the researchers extend their deepest appreciation. May God shower you with all His abundant graces.

### **References**

- Carol, A. (2021). Improve Reading Fluency with Parent Tutoring. *TEACHING Exceptional Children Plus*, 1(2).
- Cruse, E., & Ed, M. (2007). *Using Educational Video in the Classroom: Theory, Research, and Practice*.
- DepEd orders schools to "intensify" reading advocacy. (2019, December 24). Manila Bulletin.
- How do you feel about the New Normal Learning Modality?. (2020, December 15). Brainly.ph.
- HR. (2019, January 17). *Why Is Reading Important? The 11 Benefits Of Books - Best Practice in HR*. Best Practice in HR.
- Mark. (2021, January 6). *Marungko Approach*. DepEd Tambayan.
- Marungko Approach Reading Material*. (2017). Blogspot.com.
- Marungko.doc - Jhon Michael C Rapisora BEED 2-1 What is...* (2021, February 12).
- Reading Technique*. (2021). Scribd.
- Reading 101: A Guide for Parents. (2021). Reading Rockets.
- Wikipedia Contributors. (2020, September 10). *Video lesson*. Wikipedia; Wikimedia Foundation.

### **Affiliations and Corresponding Information**

#### **Cris Marie Jimena**

Barakbarakan Elementary School  
Department of Education - Philippines

#### **Lany Manalese**

Antipuluan Elementary School  
Department of Education - Philippines

#### **Glicel Salvacion**

Antipuluan Elementary School  
Department of Education - Philippines

#### **Elena Siatrez**

Bethlehem Elementary School  
Department of Education - Philippines

#### **Mary Grace Villanueva**

Barakbarakan Elementary School  
Department of Education - Philippines

#### **Jergen Jel Labaria**

Western Philippines University