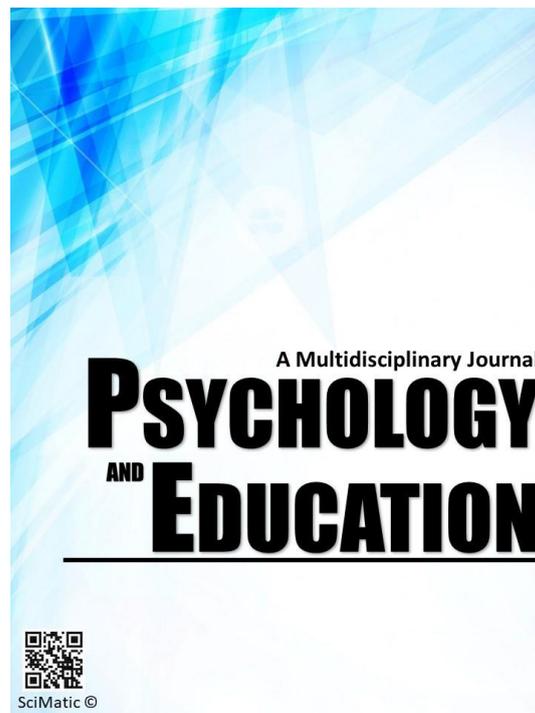


**FMA (FULLER AND MARUNGKO APPROACH):  
ENHANCING THE READING LEVEL OF GRADE 2  
PUPILS OF DON GUILLERMO ELEAZAR  
ELEMENTARY SCHOOL**



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## FMA (Fuller and Marungko Approach): Enhancing the Reading Level of Grade 2 Pupils of Don Guillermo Eleazar Elementary School

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### Abstract

Reading skills are abilities that pertain to a person's capacity to read, comprehend, interpret and decode written language and texts. Exceptional reading skills can be highly beneficial to assimilating and responding to written communications like emails, messages, letters and other written messages. Using reading skills in the workplace can also be important for ensuring effective written communication, which can result in less miscommunication or misunderstanding of expectations. Furthermore, the computed p-value of 0.00 signifies that the factors affecting the reading performance of the learners have no relationship with each other. The null hypothesis that there is no significant relationship between the factors affecting reading performance and the learner's performance is accepted statistically. This means that the performance of the learners did not affect by the home- related factors. Learners still do their tasks at home, and they are motivated to answer the learning task prepared by the teacher. Likewise, the teaching methodology and the learning modality of the school is effective in increasing the reading performance of the learners.

**Keywords:** *reading, action research, marungko approach, public-school*

### Introduction

Marungko Approach was first introduced in a public elementary school in Marungko, Angat, Bulacan, devised by Nooraihan Ali and Josefina Urbano. According to Nooraihan and Urbano, the method used is called "phono syllabic" which is teaching of correct single sounds and the blending of sounds into syllables and words. Note that the mastery of letter sounds is very important in this approach.

The Fuller is a combination of the alphabet, phonics and whole methods of teaching word recognition. The technique requires that the beginning reader should have first the ff: Mastery of the names and shapes of the letters of the alphabet. Adequate vocabulary so that the words used in the Fuller lessons will have meaning for the reader. The examples given should start with a single consonant.

Reading skills are abilities that pertain to a person's capacity to read, comprehend, interpret and decode written language and texts. Exceptional reading skills can be highly beneficial to assimilating and responding to written communications like emails, messages, letters and other written messages. Using reading skills in the workplace can also be important for ensuring effective written communication, which can result in less miscommunication or misunderstanding of expectations.

Reading skills can also encompass several key aspects that work together to develop overall literacy skills,

including comprehension, fluency, vocabulary and strategies that help readers interpret and find meaning in texts.

To address the problem, the teachers in each grade levels prepared and implemented different intervention programs to aid the reading problem of the learners. Work with a team of teachers to help pupils with reading problems by designing interventions from data-based decision-making activities. Before the end of the year, a meeting was called to assess the different intervention programs implemented in each grade level. The teacher found out that to caught the attention of the pupils and to increase the pupils' reading performance, teacher should use video presentation and other open sources in teaching reading.

With this, the researcher would like to determine the impact of reading tutorials using Fuller and Marungko Approach as a tool to improve the level of reading skills of grade 2 pupils' section Baltazar of DGEES.

### Research Questions

This research aims to improve the reading level of the grade 2 pupils' section Baltazar using FMA. Specifically, this sought to answer the following:

1. What is the level of reading skills of grade 2 pupils' section Baltazar?
2. What is the effect of using FMA on reading levels among grade 2 pupils?
3. What is the perception of parents on the use of the



FMA Approach?

### Proposed Innovation, Intervention and Strategy

In this New Normal time, there are gaps to cope with, especially in reading that need to enhance.

The researcher makes a compilation of the Fuller and Marungko Approach. The Compilation will put in a folder and be distributed among the learners in the grade two section Baltazar of DGEES. With the use of the intervention, the researcher is expecting that pupils will enhance their reading ability.

### Methodology

#### Research Design

This research is quantitative in nature and uses a quasi-experimental research design. Commonly, this design uses pre-test and posttest as research instruments. A pre-test will be conducted prior to the implementation of Project FMA. After the implementation of the intervention program, the research will conduct a posttest

#### Participants and/or Other Sources of Data and Information

Participants of this study are the grade 2 pupils, section Baltazar of DGEES.

#### Data Gathering Methods

Upon the approval of the action research proposal, the researcher will draft the research questionnaire. It will be sent to a panel of experts for validation, comments, and suggestions. The comments and suggestions will be the basis for the revision of the research questionnaire. The researcher will administer the pre-assessment (pre-test) to determine the reading ability of the grade 2 pupils. The researcher will imbed the program into the weekly task of the learners. After week seven, the researcher will conduct a post-assessment (posttest). The data will be collected, tabulated, treated, analyzed, and interpreted accordingly.

## Results and Discussion

| Learners    | First Quarter Grade | 2nd Quarter Grade | Average |
|-------------|---------------------|-------------------|---------|
| 1           | 82                  | 83                | 83      |
| 2           | 85                  | 85                | 85      |
| 3           | 93                  | 95                | 94      |
| 4           | 81                  | 82                | 82      |
| 5           | 82                  | 83                | 83      |
| 6           | 93                  | 94                | 94      |
| 7           | 80                  | 81                | 81      |
| 8           | 82                  | 84                | 83      |
| 9           | 78                  | 79                | 79      |
| 10          | 82                  | 83                | 83      |
| 11          | 85                  | 87                | 86      |
| 12          | 79                  | 81                | 80      |
| 13          | 87                  | 89                | 88      |
| 14          | 83                  | 83                | 83      |
| 15          | 92                  | 93                | 93      |
| 16          | 82                  | 83                | 83      |
| 17          | 80                  | 81                | 81      |
| 18          | 78                  | 81                | 80      |
| 19          | 89                  | 91                | 90      |
| 20          | 80                  | 80                | 80      |
| 21          | 80                  | 82                | 81      |
| 22          | 82                  | 84                | 83      |
| 23          | 92                  | 95                | 94      |
| 24          | 84                  | 85                | 85      |
| 25          | 88                  | 88                | 88      |
| 26          | 89                  | 93                | 91      |
| 27          | 80                  | 83                | 82      |
| 28          | 90                  | 93                | 92      |
| 29          | 81                  | 81                | 81      |
| 30          | 86                  | 88                | 87      |
| Average Mps |                     |                   | 85      |

Table 1 shows the performance of the learners for the first quarter and second quarter. The combined MPS for two quarters is 85% which is higher than the national target of 75%. This means that the learners are motivated to learn, and the learning activities of the teacher are simple and easy to understand.

The table says that the study was effective and may use or apply in the school especially on reading.

Table 2. *On the Significant Relationship between Factors affecting the reading performance of the Learners*

| t-test     |         |     |           |
|------------|---------|-----|-----------|
| t-critical | p-value | int | decision  |
| 2.0227     | 0.00    | NS  | Accept Ho |

The computed p-value of 0.00 signifies that the factors affecting the reading performance of the learners have no relationship with each other. The null hypothesis that there is no significant relationship between the factors affecting reading performance and the learner’s performance is accepted statistically. This means that the performance of the learners did not affect by the



home-related factors. Learners still do their tasks at home, and they are motivated to answer the learning task prepared by the teacher. Likewise, the teaching methodology and the learning modality of the school is effective in increasing the reading performance of the learners.

## Conclusion

Based on the results and discussions, the following recommendations were offered: (1) Teachers may use different teaching strategies that will help the learners to improve the reading performance. (2) Teachers may use simplified activity sheets as reinforce activities for the learners. (3) Parents may guide their child in doing activities at home. (4) School head may use the results of this study in policy making and in decision making relative to the implementation of project FMA. (5) Other researcher may use the result of this study as guide in conduction similar research.

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