

Enhancing Early Literacy Development among Young Learners through the Marungko Approach: Implications for Cognitive and Language Acquisition

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KEYWORDS <i>Marungko Approach, early literacy, reading skills, reading performance, language elements</i> Received on: 07-04-2026 Accepted on: 06-05-2026 Published on: 02-06-2026	Abstract This study examined the effectiveness of the Marungko Approach in enhancing early literacy development among young learners, with particular emphasis on its implications for cognitive and language acquisition. Employing a quasi-experimental research design supplemented by qualitative methods, the study involved twenty-five (25) Grade 2 pupils enrolled during the Academic Year 2022–2023. A pretest–posttest assessment was utilized to determine changes in learners’ literacy competencies following the implementation of the Marungko Approach as a structured reading intervention. Reading development was evaluated across key linguistic domains, including phonemic awareness, morphology, syntax, semantics, and pragmatics, which are essential components of language acquisition and literacy growth. To support instruction and facilitate meaningful learning experiences, various educational resources such as flashcards, visual aids, videos, and interactive literacy activities were integrated into the intervention process. Findings revealed significant improvements in learners’ reading proficiency, decoding skills, language comprehension, and overall literacy performance following exposure to the Marungko Approach. The results suggest that the approach serves as an effective early literacy intervention that promotes foundational reading development while supporting cognitive and linguistic growth among young learners. The study highlights the potential of the Marungko Approach as a developmentally appropriate instructional strategy for strengthening literacy acquisition in early elementary education and contributing to improved educational outcomes.
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Introduction

Reading is a foundational skill that underpins academic achievement and lifelong learning, and its development is a major focus of educational systems worldwide. Global evidence indicates that structured, systematic literacy instruction—particularly approaches that integrate phonics, language comprehension, and multi-sensory learning—significantly improves early reading outcomes, including decoding, fluency, and comprehension (Ehri et al., 2007; Duke & Cartwright, 2021). Research further emphasizes that reading proficiency depends on mastery of multiple language components: phonological awareness supports decoding and word recognition, with intervention studies showing significant gains in reading fluency and accuracy after targeted phonemic training (Hulme & Snowling, 2021); morphological awareness enhances

vocabulary growth and reading comprehension, with experimental studies reporting improvements in word reading and spelling after morphological instruction (Connor, et al., 2020; Nagy et al., 2014); syntactic awareness strengthens sentence-level understanding, with findings demonstrating that explicit syntactic instruction improves reading comprehension among young learners (Cain & Oakhill, 2020; Graham, et al., 2021); semantic knowledge promotes vocabulary development and inferential comprehension, where vocabulary interventions have been shown to increase reading comprehension and text understanding (Beck, et al., 2021; Silverman, et al., 2020); and pragmatic skills enable learners to interpret language appropriately in social contexts, with studies indicating that pragmatic language interventions contribute to better

discourse comprehension and reading outcomes (Norbury, et al., 2021; Adlof, et al., 2019). In the Philippines, persistent challenges in early literacy have prompted educators to adopt remedial and structured reading interventions. The Marungko Approach, a widely utilized Filipino reading method, employs sequential letter-sound instruction, syllable blending, and repetitive practice to build foundational reading skills, and local studies have reported positive outcomes in improving reading performance among early learners. For instance, Collado (2019) found that Grade 1 pupils who received Marungko-based instruction demonstrated significant improvement in decoding and word recognition compared to those who did not. Vales (2019) reported that non-readers improved to higher reading levels after consistent implementation of the Marungko Approach, while Mara (2024) concluded that the method produced reading gains comparable to phonics-based approaches in remedial reading settings. Despite its widespread use, limited research has examined the impact of the Marungko Approach specifically on Grade 2 pupils, a critical stage in which learners transition from “learning to read” to “reading to learn.” Moreover, evidence-based reading instruction emphasizes the integration of phonics, vocabulary, comprehension strategies, and fluency practice. Structured literacy approaches, including explicit phonics instruction, have been proven effective in improving reading outcomes among early learners (Ehri et al., 2007; International Dyslexia Association, 2021). In the Philippines, remedial reading programs and structured interventions have been recommended to address early grade reading difficulties, particularly in under-resourced settings (EDCOM II, 2025). The Marungko Approach is a phonics-based method that teaches beginning reading through letter sounds, blending, and a structured sequence of letters rather than alphabetical order (Cruz, 2007). It provides learners

with the skills necessary to develop reading fluency and comprehension (Department of Education, 2016).

The approach is particularly suitable for Grade 2 learners who require additional support in mastering foundational reading skills. Consequently, this study investigates the effect of the Marungko Approach (independent variable) on Grade 2 pupils’ reading performance (dependent variables), focusing on phonological awareness, morphological knowledge, syntactic competence, semantic understanding, and pragmatic skills, while considering contextual factors such as teacher support and learning resources that may moderate the intervention’s effectiveness. By addressing these variables, the study aims to contribute evidence-based insights for enhancing early literacy instruction in the Philippine elementary education context.

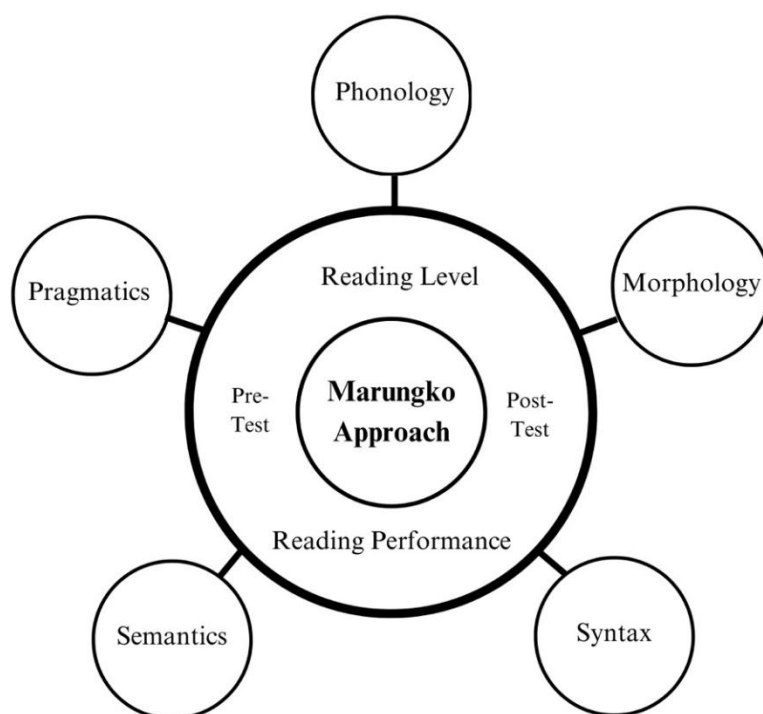
Conceptual Framework

Reading requires a variety of skills that must be taught to a child. A child will undoubtedly benefit from instruction in phonological awareness, phonics, fluency, vocabulary, and comprehension. The acquisition of reading skills begins with the phase of beginning reading. At this stage of reading development, reading instruction begins with children aged four to seven years old. It is a complex process that necessitates detailed and thorough instruction.

Marungko Approach in reading fosters learners’ reading level and story comprehension (Rubin & Traverro, 2022 and Balgua, et al., 2022) and enhances alphabet knowledge, phonemic awareness, word recognition, decoding, and oral reading fluency (Repaso & Macalisang, 2024).

The continuous exposure to reading materials through Marungko approach widens their phonics skills, fluency and reading comprehension skills. Moreover, the elements of language can be enhanced through Marungko approach in reading such as phonology, morphology, syntax, semantics, and pragmatics where

phonology is the awareness of the child in sounds; morphology is the vocabulary development; syntax is the sentence structure; semantics is the meaning of the sentence, and pragmatics the use of the structure in meaningful conversation. Figure 1 is the conceptual framework of the study:



Research Questions

This study aimed at assessing the reading level and performance of Grade 2 pupils using the Marungko approach.

1. What is the reading level and performance of Grade 2 pupils in terms of:
 - A. Phonology
 - B. Morphology
 - C. Syntax
 - D. Semantics
 - E. Pragmatics
2. What is the over-all reading level and performance of Grade 2 pupils before and after the conduct of the Marungko Approach?
3. Is there a significant difference in the reading level and performance of Grade 2 pupils before and after the conduct of Marungko Approach?

METHODOLOGY

A. Research Design/Method

The study employed a mixed-methods research design, which involves the integration of both qualitative and quantitative research approaches within a single study or across multiple phases of inquiry. Specifically, an explanatory sequential mixed-methods design was utilized. This design begins with the collection and analysis of quantitative data, followed by the collection and analysis of qualitative data to explain, elaborate, or contextualize the initial quantitative results (Creswell & Creswell, 2018; Creswell & Plano Clark, 2017; Ivankova, Creswell, & Stick, 2006). The qualitative phase was conducted to determine which quantitative findings required further explanation and to provide deeper insights into the observed results.

The mixed-methods approach was employed to obtain a more comprehensive understanding of the research problem than could be achieved through the use of either qualitative or quantitative methods alone. Creswell and Plano Clark (2017) define mixed-methods research as “research in which the investigator collects and analyzes data, integrates the findings, and draws inferences using both qualitative and quantitative approaches or methods in a single study or program of inquiry” (p. 4). By combining numerical data with descriptive, non-numerical data, this approach enables researchers to capture both the measurable outcomes and the participants’ experiences, perspectives, and learning processes, thereby providing a more holistic understanding of the research problem (Johnson, Onwuegbuzie, & Turner, 2007).

For the quantitative component, the study employed a quasi-experimental research design to evaluate the effectiveness of the Marungko Approach in improving pupils’ reading level and reading performance. Quasi-experimental designs are commonly used in educational research when random assignment of participants is

not feasible (Campbell & Stanley, 1963; Cook & Campbell, 1979). Specifically, a one-group pre-test and post-test design was used using the same group of respondents serving as both the control and experimental group. It was used to determine whether a significant difference existed between participants’ reading performance before and after the intervention. This design allowed for the measurement of changes in reading outcomes following the implementation of the Marungko Approach (Gay, Mills, & Airasian, 2011).

For the qualitative component, classroom observations were conducted to examine how learners read phrases using the Marungko Approach and to assess their comprehension of short passages. There are 2 passages used in using the Marungko approach: ‘Si Mimi at Si Sasa’ and ‘Si Lito at ang Kanyang Aso’. Observation is a qualitative data collection method that enables researchers to document participants’ behaviors, skills, and interactions within a natural learning environment (Creswell, 2014). The qualitative analysis focused on learners’ reading performance across key linguistic domains, namely phonology, morphology, syntax, semantics, and pragmatics, which are widely recognized components in the assessment of reading and language development (Cain & Oakhill, 2011; Afflerbach, 2017). The qualitative findings were used to support, clarify, and enrich the quantitative results, thereby strengthening the overall interpretation of the study.

Locale of the Study

The study was implemented in one primary public school in Isabela that caters learners ranging from Kinder to Grade VI level.

Respondents of the Study

The participants of this study were twenty-five (25) Grade 2 learners enrolled in the academic year 2024-2025. They belonged to the age bracket of six (6), six and a half (6½) and seven (7) years of age. They came from diverse culture, economic status, and religious affiliations.

Data Collection Tools

The study utilized the standard Marungko Approach pamphlet as the primary instructional material for teaching reading. The pamphlet introduces the letters M, S, A, I, O, E, U, B, T, K, and L and includes short phrases designed to combine these letters to form simple words. In addition, a short Filipino reading passage appropriate for Grade 2 learners was used to assess the pupils' reading level and reading performance. A comprehension check followed the reading of the passage to evaluate understanding. The passages used were 'Si Mimi at Si Sasa' and 'Si Lito at ang Kanyang Aso'.

The pupils' reading skills were assessed based on key elements of language in their simplest form, appropriate to the learners' grade level. These elements included phonology, morphology, syntax, semantics, and pragmatics. To measure reading level and performance, a researcher-developed checklist was used which consist of a four-point Likert-type scale with the following descriptors: 4 – Excellent/Independent; 3 – Good/Instructional; 2 – Average/Nonreader; and 1 – Poor/Frustration. The checklist was subjected to validation prior to its use in the study.

The reading assessment instrument was designed to measure participants' reading performance across the core linguistic components of reading, namely phonemic awareness, morphology, syntax, semantics, and pragmatics. Assessment

grounded in these linguistic domains is essential for evaluating early literacy development and reading proficiency among young learners (Afflerbach, 2017; Cain & Oakhill, 2011). Phonemic awareness, particularly sound-letter recognition, was measured using a 12-item test. Morphology and syntax were assessed through a 10-item word recognition and sentence-reading test. Reading comprehension was evaluated through the semantics and pragmatics components. Specifically, the semantics subtest measured vocabulary knowledge and word meaning, while the pragmatics subtest assessed oral reading fluency. The reading comprehension assessment consisted of a total of 11 items.

The study employed a pretest-posttest design. During the pretest, all pupils were assessed under similar conditions using their prior knowledge and existing reading proficiency, without exposure to the Marungko Approach. The pupils were asked to read letters of the alphabet from A to Z and a short reading passage. This phase established the baseline reading performance of the respondents. Following the pretest, the Marungko Approach was implemented as the instructional intervention. After the completion of the intervention, a posttest was administered. The content of the posttest closely paralleled that of the pretest to ensure comparability of results.

To support instruction and strengthen the reliability of data gathering and interpretation, supplementary materials such as a camera, computer, videos, pictures, and flashcards were utilized during the teaching and assessment activities. These materials facilitated better understanding of the reading concepts among the pupils and provided accurate documentation of the research procedures.

Data Gathering Procedures

Data were collected following a systematic and ethical procedure. Prior to the conduct of the study, a formal letter of permission was secured from the appropriate authorities. Upon approval, the letter was presented to the teachers to facilitate coordination and scheduling of classroom observations and instructional sessions involving the respondents. During the initial phase of data collection, the researcher conducted nonparticipant classroom observations during regular English language instruction. The observations focused on reading instruction strategies, learner-teacher interactions, and the reading behaviors of the learners. After several days of observation, a pretest was administered using a reading checklist and selected reading passages. The respondents' reading performance and responses to comprehension questions were recorded and documented.

Following the pretest, the Marungko Approach was implemented as the instructional intervention. Letters were introduced sequentially in accordance with the Marungko method. The researcher modeled the corresponding letter sounds, and the respondents were guided to repeat the sounds. Flashcards and pictures were presented to The respondents were then asked to read phrases and short passages containing the introduced letters. Reading accuracy, fluency, and comprehension were assessed and systematically recorded using the checklist. Comprehension questions were also asked to evaluate the respondents' understanding of the passages. The intervention was implemented over a period of three months.

After the completion of the intervention, a posttest was administered. The respondents were required to read simple phrases and passages, and their reading performance was documented

using the same checklist employed during the pretest. All procedures were conducted individually with each respondent to ensure consistency and accuracy in data collection.

Data Analysis

For the quantitative component of the study, data were obtained using a Likert-scale checklist ranging from 4 – Independent/ Excellent- Performs the task confidently and accurately without assistance; 3 –Instructional/ Good - Performs well but may need minimal guidance or support; 2 –Nonreader/ Average- Has basic or limited ability; struggles and requires frequent help; and 1 – Frustration/Poor- Unable to perform the task effectively; shows significant difficulty . The collected data were encoded and statistically analyzed using the Statistical Package for the Social Sciences (SPSS). Descriptive statistics, including frequency counts, means, and percentages, were computed to determine the pupils' reading level and performance before and after the intervention.

For the qualitative component, the respondents were asked to read letters, short phrases, and sentences. During the reading sessions, the pupils were systematically observed to examine how they decoded and read the given materials. The reading sessions were audio-recorded and transcribed to capture the respondents' coded reading behaviors. These qualitative data were analyzed to describe the pupils' reading performance before and after the implementation of the Marungko Approach. Particular attention was given to areas of difficulty, progress, and proficiency in reading across the linguistic domains of phonology, morphology, and syntax. In addition, pupils' proficiency in semantics and pragmatics was assessed through their responses to simple comprehension

questions and their ability to derive meaning from the passages read. The passages used were ‘Si Mimi at Si Sasa’ and ‘Si Lito at ang Kanyang Aso’.

The quantitative data were tabulated in accordance with the checklist

results and were subsequently supported and enriched by the qualitative findings derived from classroom observations and reading transcriptions. This integration allowed for a more comprehensive analysis of the pupils’ reading performance.

RESULTS AND DISCUSSION

Table 1

Reading Level and Performance of Grade 2 Respondents in Phonological Skills

Phonology items	Pre-test		Post-test	
	Mean	Description	Mean	Description
Q-1	2.80	Instructional/Good	3.72	Independent/Excellent
Q-2	3.28	Instructional/Good	3.88	Independent/Excellent
Q-3	3.40	Instructional/Good	3.72	Independent/Excellent
Q-4	2.92	Instructional/Good	3.52	Independent/Excellent
Q-5	3.28	Instructional/Good	3.80	Independent/Excellent
Q-6	3.16	Instructional/Good	3.68	Independent/Excellent
Q-7	3.16	Instructional/Good	3.48	Independent/Excellent
Q-8	3.04	Instructional/Good	3.52	Independent/Excellent
Q-9	2.92	Instructional/Good	3.44	Instructional/Good
Q-10	2.68	Instructional/Good	3.28	Instructional/Good
Q-11	2.68	Instructional/Good	3.40	Instructional/Good
Q-12	2.68	Instructional/Good	3.76	Independent/Excellent
Q-13	3.64	Independent/Excellent	4.00	Independent/Excellent
Q-14	2.92	Instructional/Good	3.88	Independent/Excellent
Q-15	2.32	Frustration/ Average	3.52	Independent/Excellent
Q-16	3.04	Instructional/Good	3.64	Independent/Excellent
Q-17	2.32	Frustration/ Average	3.24	Instructional/Good
Q-18	2.20	Frustration/ Average	3.20	Instructional/Good
Q-19	2.32	Frustration/ Average	3.44	Instructional/Good
Q-20	2.20	Frustration/ Average	3.20	Instructional/Good
Q-21	1.96	Frustration/ Average	3.00	Instructional/Good
Q-22	2.08	Frustration/ Average	3.16	Instructional/Good
Q-23	1.96	Frustration/ Average	3.48	Instructional/Good
Q-24	2.08	Frustration/ Average	3.12	Instructional/Good
Mean	2.71	Instructional/Good	3.50	Independent/Excellent

As shown in the table, the pre-test mean score for phonology was 2.71, indicating

that the learners were categorized as Instructional/Good readers. Items 21 (“The

learner can produce the sound of the letter K”) and 23 (“The learner can identify the sounds of the letter in a word”) obtained the lowest mean scores of 1.96, corresponding to the Frustration/Average level. After the implementation of the Marungko Approach, the post-test mean for phonology increased to 3.50, reflecting an Independent/Excellent reading level. Item 13 (“The learner can produce the sound of the letter S”) received the highest mean score of 4.00, also indicating an Independent/Excellent level. Overall, these results suggest that the respondents improved from Instructional/Good readers to Independent/Excellent readers following the intervention, which is consistent with studies showing that systematic phonics-based approaches significantly enhance early reading skills

Table 2

Reading Level and Performance of Grade 2 Respondents in Morphological Skills

Morphology items	Pre-test		Post-test	
	Mean	Description	Mean	Description
Q-25	2.44	Frustration/ Average	3.16	Instructional/Good
Q-26	2.44	Frustration/ Average	3.12	Instructional/Good
Q-27	2.68	Instructional/Good	3.24	Instructional/Good
Q-28	2.32	Frustration/ Average	2.96	Instructional/Good
Q-29	2.20	Frustration/ Average	2.96	Instructional/Good
Q-30	2.20	Frustration/ Average	2.92	Instructional/Good
Q-31	2.20	Frustration/ Average	3.12	Instructional/Good
Q-32	1.96	Frustration/ Average	3.12	Instructional/Good
Q-33	2.08	Frustration/ Average	3.28	Instructional/Good
Q-34	2.08	Frustration/ Average	2.84	Instructional/Good
Mean	2.26	Frustration/ Average	3.07	Instructional/Good

The table shows that the pre-test mean score for morphology was 2.26, indicating that the respondents were classified as Frustration/Poor readers. Item 32 (“The learner can identify the consonants in the word”) received the lowest mean score of 1.96, corresponding to the Frustration/Average level. Following the implementation of the Marungko Approach, the post-test mean for

(Collado, 2019; Vales, 2019; National Reading Panel, 2000). Based on the qualitative data, the phonological awareness of the respondents has improved using Marungko approach as observed in the way they produced the letter sound and decoded and recognized the letters in the reading materials which were audiorecorded and transcribed throughout the reading sessions.

B. Morphology

Table 2 presents the reading level and performance of the respondents in terms of morphology, showing the pretest and posttest mean scores and their corresponding reading level interpretations after the implementation of the Marungko Approach.

morphology increased to 3.07, indicating an Instructional/Good reading level. Item 33 (“The learner can identify the vowels in the word”) obtained the highest mean score of 3.28, which also corresponds to the Instructional/Good level. Overall, the results demonstrate that the respondents improved from Frustration/Average to Instructional/Good readers after the intervention. Based on the observation

made during reading, the learners can read simple short words and can identify letter sounds found in the word and fluency improved as they were guided using the Marungko approach.

C. Syntax

Table 3

Reading Level and Performance of Grade 2 Respondents in Syntax Skills

Syntax indicators	Pre-test		Post-test	
	Mean	Description	Mean	Description
Q-35	2.68	Instructional/Good	3.04	Instructional/Good
Q-36	2.56	Instructional/Good	2.92	Instructional/Good
Q-37	2.44	Frustration/ Average	3.16	Instructional/Good
Q-38	2.08	Frustration/ Average	2.92	Instructional/Good
Q-39	2.32	Frustration/ Average	2.92	Instructional/Good
Mean	2.42	Frustration/ Average	2.99	Instructional/Good

As shown in the table, the pre-test mean score for syntax was 2.42, indicating that the learners were categorized as Frustration/Average readers. Item 38 (“The learner can read spontaneously”) received the lowest mean score of 2.08, which also corresponds to the Frustration/Average level. In contrast, the posttest mean for syntax increased to 2.99, reflecting an Instructional/Good reading level. Item 37 (“The learner can construct his/her own sentences”) obtained the highest mean score of 3.16, which likewise indicates an Instructional/Good level. Overall, these results demonstrate that the respondents progressed from Frustration/Average readers to Instructional/Good readers following the implementation of the Marungko Approach. This finding aligns with recent research showing that structured, phonics-based, and sequential reading instruction significantly supports

Table 3 presents the mean scores and corresponding reading level and performance interpretations of respondents’ syntax skills before and after the implementation of the Marungko Approach.

syntactic development, sentence construction, and overall reading fluency among early-grade learners (Duke & Cartwright, 2021; Scarborough, 2001; UNICEF Philippines, 2021; EDCOM II, 2025). Based on the qualitative data, the phonological awareness of the respondents has improved using Marungko approach as observed in the way they produced the letter sound and decoded and recognized the letters in the reading materials which were audiorecorded and transcribed throughout the reading sessions.

D. Semantics

Table 4 presents the mean scores of the respondents in semantic reading skills before and after the implementation of the Marungko Approach, with interpretations based on the reading level scale.

Table 4

Reading level and Performance of Grade 2 Respondents in Semantic Skills

Semantic indicators	Pre-test		Post-test	
	Mean	Description	Mean	Description
Q-40	2.32	Frustration/ Average	3.40	Instructional/Good
Q-41	2.56	Instructional/Good	3.16	Instructional/Good
Q-42	2.32	Frustration/ Average	3.28	Instructional/Good
Q-43	3.04	Instructional/Good	3.40	Instructional/Good
Mean	2.56	Instructional/Good	3.31	Instructional/Good

As presented in the table, the pretest mean score for semantics was 2.56, indicating that the learners were classified as Instructional/Good readers. Items 40 (“The learner knows the meaning of a word in a sentence”) and 42 (“The learner knows the meaning of the whole sentence”) received the lowest mean scores of 2.32, which also correspond to the Instructional/Good level. Following the implementation of the Marungko Approach, the posttest mean for semantics increased to 3.31, still within the Instructional/Good category. Items 40 (“The learner knows the meaning of a word in a sentence”) and 43 (“The learner can describe the function of common objects [e.g., a mop is for cleaning, a pot is for planting]”) obtained the highest mean scores of 3.40, which likewise indicate an Instructional/Good level. Based on observation through video recording of the reading behaviors of the respondents, they understand the meaning of a certain word like ‘mop’ and were very smart and confident in reading after the treatment of Marungko approach.

These results are consistent with evidence that vocabulary and grammar

skills significantly influence early reading comprehension, highlighting the role of semantic understanding in reading development (Silverman, et al., 2020).

Moreover, results align with research showing that structured language comprehension instruction — particularly vocabulary and semantic relations — supports reading comprehension growth in early readers (Silverman et al., 2020; Liu et al., 2024; Sun, et al., 2021).

E. Pragmatics

Table 5 presents the reading level and performance of Grade 2 respondents in terms of pragmatic skills. This section evaluates learners’ ability to apply reading comprehension in real-life contexts, including their capacity to respond appropriately to questions, follow directions, and understand social and situational cues. The table shows both pre-test and post-test mean scores and provides an interpretation of the respondents’ reading level before and after the implementation of the Marungko Approach.

Table 5

Reading Level and Performance of Grade 2 Respondents in Pragmatic Skills

Pragmatics	Pre-test		Post-test	
	Mean	Description	Mean	Description
Q-44	3.28	Instructional/Good	3.52	Independent/Excellent
Q-45	2.92	Instructional/Good	3.36	Instructional/Good
Q-46	2.80	Instructional/Good	3.28	Instructional/Good
Q-47	1.96	Frustration/ Average	2.84	Instructional/Good
Q-48	2.80	Instructional/Good	3.24	Instructional/Good
Q-49	3.04	Instructional/Good	3.52	Independent/Excellent
Q-50	2.80	Instructional/Good	3.52	Independent/Excellent
Q-51	2.92	Instructional/Good	3.44	Instructional/Good
Mean	2.82	Instructional/Good	3.34	Instructional/Good

As shown in the table, the pre-test mean score for pragmatics was 2.82, indicating that the learners were categorized as Instructional/Good readers. Among the items, Question 47 ("The learner can write a simple sentence based on the teacher's instructions or cues") received the lowest mean score of 1.96, which corresponds to the Frustration/Average reading level. In contrast, the post-test pragmatics mean increased to 3.34, still within the Instructional/Good category. Items 44 ("The learner can answer correctly to the teacher's question"), 49 ("The learner knows what is happening around him/her"), and 50 ("The learner can follow simple orders from the teacher") obtained the highest mean score of 3.52, indicating

an Independent/Excellent reading level. Based on the transcribed video recording and transcription, there was an improvement on the way the respondent comprehend the meaning of the passage and was able to relate it to real-life situations and real life meaning and application.s

2. What is the over-all reading level and performance of Grade 2 pupils before and after the conduct of Marungko Approach?

Table 6 presents the pre-test and post-test results of the reading level and performance of the respondents before and after the conduct of Marungko Approach

Table 6

Comparison of Pretest and Post-test Reading Level and Performance

Reading level / Reading performance	Pre-test		Post test	
	Frequency	Percent	Frequency	Percent
Independent/Excellent	8	32.0	13	52.0

Instructional/Good	3	12.0	8	32.0
Frustration/ Average	10	40.0	3	12.0
Non-reader/Poor	4	16.0	1	4.0
Total	25	100.0	25	100.0

The table summarizes the respondents' reading level and performance based on the pre-test and post-test results. Pretest data show that most Grade 2 pupils were classified as Frustration/Average readers (40%), followed by Independent/Excellent (32%), Non-readers/Poor readers (16%), and Instructional/Good readers (12%), indicating generally low initial reading proficiency prior to systematic intervention (National Reading Panel, 2000; UNICEF Philippines, 2021). In contrast, posttest results reveal a substantial improvement, with the majority of pupils classified as Independent/Excellent readers (52.0%), followed by Instructional/Good readers (32.0%), while only a small proportion remained at the Frustration/Average (12.0%) and Non-reader (4.0%) levels.

Table 7

Comparison of Reading Level and Reading Performance Before and After the Marungko Approach (ANOVA, $\alpha = 0.05$)

Test	Mean	Probability	Remark
Before (Pre-test)	2.60	0.006544	There is a Significant Difference
After (Post-test)	3.33		

Table 7 presents the Analysis of Variance (ANOVA) comparing the reading level and reading performance of Grade 2

Overall, the findings suggest that most Grade 2 pupils achieved higher reading proficiency following the intervention, supporting previous evidence on the effectiveness of the Marungko Approach in improving early reading skills through structured and phonics-based instruction (Collado, 2019; Vales, 2019).

3. Is there a significant difference in the reading level and performance of Grade 2 pupils before and after the conduct of Marungko Approach?

Table 7 presents the significant comparison between the reading level and reading performance before and after the conduct of the Marungko Approach.

pupils before and after the implementation of the Marungko Approach. The results reveal a probability value below 0.05, indicating a statistically significant difference between pre-test and post-test

scores. This demonstrates that the Marungko Approach effectively improved the reading performance of the learners, as evidenced by the higher mean scores obtained in the post-test.

FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

Findings

Based on the data analysis, the Grade 2 pupils' reading performance showed significant improvement after the implementation of the Marungko Approach. The pre-test results indicated that most learners were frustration/average readers (40%), followed by independent/excellent readers (32%), non-readers/poor readers (16%), and instructional/good readers (12%). After the intervention, the majority became independent/excellent readers (52%), with instructional/good readers at 32%, frustration/average readers at 12%, and non-readers at 4%. In specific reading skills, phonology improved from an instructional/good level (mean=2.71) to independent/excellent (mean=3.50); morphology increased from frustration/poor (mean=2.26) to instructional/good (mean=3.07); syntax rose from frustration/average (mean=2.42) to instructional/good (mean=2.99); semantics remained at instructional/good but increased in mean (from 2.56 to 3.31); and pragmatics also stayed at instructional/good with an increase in mean (from 2.82 to 3.34). The ANOVA F-test further confirmed that the improvements in reading level and performance before and after the Marungko Approach were statistically significant ($p < 0.05$), demonstrating the effectiveness of the approach in enhancing reading skills among Grade 2 pupils.

Conclusions

Based on the findings of the study, it can be concluded that the Marungko Approach significantly improved the reading level and performance of Grade 2 pupils. Prior to the intervention, most learners were identified as frustration/average readers; however, after the implementation of the Marungko Approach, the majority became independent/excellent readers, indicating a substantial improvement in reading ability. In terms of specific reading skills, pupils showed notable progress in phonology, moving from instructional/good to independent/excellent readers, and in morphology and syntax, where learners improved from frustration/average to instructional/good readers. Although semantics and pragmatics remained at the instructional/good level, the pupils still demonstrated growth in overall performance. Finally, the statistical analysis confirmed a significant difference between pre-test and post-test results, demonstrating that the Marungko Approach effectively enhanced the reading skills of Grade 2 pupils.

Recommendations

In light of the findings, it is recommended that teachers provide individualized instruction and supplementary reading activities using the Marungko Approach, particularly for pupils identified as non-readers, and utilize teacher-made materials such as big books, flashcards, and storybooks. Parents and guardians should actively support their children's reading development through consistent guidance and supervision at home. Schools are encouraged to strengthen remedial programs emphasizing repeated reading of unfamiliar words and challenging passages to improve proficiency. The Department of Education is advised to offer training and seminars to

enhance teacher competence in implementing the Marungko Approach. Finally, further studies employing alternative instructional methods and assessment tools are recommended to validate and expand understanding of effective reading interventions for early learners.

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