Video-based Marungko Approach in Grade 7 Blended Remedial Reading: An Action Research

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Abstract – the study focused on the use of the Video-based Marungko Approach in Grade 7 Blended Remedial Reading. This study used a quantitative descriptive research design wherein a purposive sampling technique was used through paper-based and online surveys. The teacher-respondents will be the researchers themselves as the implementer of the intervention. The research locale, Punta Princesa National High School is a large school with SBM Level II Implementer adopted modular learning modality in its K to 12 Basic Education Curriculum as part of its learning continuity plan amidst COVID-19, the researchers choose to test the video-based strategy in the said locale to aid in the blended distance learning of the learners for the 4th quarter of School Year 2021-2022. The study yielded that the video-based Marungko Approach remedial reading strategy posted significant differences in the performance of the respondents. Since the overall result suggests a significant difference in learners’ performance, from Frustration to Instructional level based on Phil-IRI standards thus, a suitable opportunity for learners to develop their reading comprehension even outside the school premises and during their convenient study time.

Keywords: Video Based, Marunko Approach, Blended remedial Reading

Introduction

The learning mode is changing dramatically as a result of the unpredictability that the COVID-19 pandemic brings. It was necessary to make instructional changes while maintaining teaching quality, ushering in a new era of the teaching-learning process. So far, students still need to develop strong literacy skills in order to successfully navigate in today's society. As most information is presented through text, students must be able to read and comprehend in order to survive and understand how society works. Prior research indicates that reading promotes mental development (Shea & Seprano 2017).

Nyarko et al. (2018) in their study show a positive relationship between reading proficiency and academic performance. Palani (2012) presents findings showing that effective learning reflects the reading skills of the students. Moreover, when students take part in constant reading, it doesn't only improve their vocabulary but also contributes to their comprehension of concepts, which is significant for understanding and overall performance in school. However, the educational system is challenged to produce effective readers. This hinders the schools to meet their goal to provide quality and well-informed individuals. With the increasing demand for proficiency of English language, it has been seen to be the language of business, technology, science, and even the internet (Nunan, 2012). In order for one to create an impact in the competitive world, one must learn the language and even seek to develop proficiency in it.

In the Department of Education Most Essential Learning Competencies (MELCs), reading comprehension has been stressed to be developed all throughout K to 12 under reading comprehension, and vocabulary competency
in the curriculum guide. Students are generally asked to participate in the oral reading verification (ORV) using Philippine Informal Reading Inventory (Phil-IRI) at the beginning of the school year and even lacks follow-ups up on remediation for the frustration level readers. There are few opportunities for teaching an ordered process of remedial reading since teachers had to follow the learning guides for a school year. Added to the challenges posed by the pandemic, our English classrooms are now shifted to the alternative delivery mode, particularly in module learning modality, which makes providing remedial reading and intervention difficult.

In an informal interview conducted to the English teachers of Punta Princesa National High School, the students normally react negatively when given home reading and take-out story reading for reading follow-ups. This leads to addressing the K to 12 21st century teaching-learning process wherein the teacher constantly adapts, and modifies the delivery of effective reading strategy to improve learners’ reading competency.

This study would like to examine the effectiveness of translating the Marungko Approach in remedial reading into guided video-based instruction through teacher-made lessons for Grade 7 English. Specifically, it would develop the basic reading skills – skimming, scanning, and close reading of the learners using guided video-based instruction.

Research Questions

This study ascertains the effectiveness of the Video-based Marungko Approach in Remedial Reading into guided video-based instruction for Grade 7 English learners of Punta Princesa National High School S. Y. 2021 – 2022.

Specifically, it answers the following questions:

1. What is the entry reading competency level of the Grade 7 learners?
   a. effective interpersonal communication
   b. the worth of ideas mentioned in the text listened to
   c. truthfulness and accuracy of the material viewed
2. What is the exit reading competency level of the Grade 7 learners along with the aforementioned competencies?
3. What are the experiences of the students and teachers in the implementation of the program?
4. Based on the findings, what video-based instruction for reading comprehension can be proposed using the guided Marungko Approach for Blended Learning?

Methods and Materials

This study used a quantitative descriptive research design wherein a purposive sampling technique was used through paper-based and online surveys.

The teacher-respondents will be the researchers themselves as the implementer of the intervention. The research locale, Punta Princesa National High School is a large school with SBM Level II Implementer adopted modular learning modality in its K to 12 Basic Education Curriculum as part of its learning continuity plan amidst COVID-19, the researchers choose to test the video-based strategy in the said locale to aid in the blended distance learning of the learners for the 4th quarter of School Year 2021-2022.

The study will use the necessary data for the determination of students’ reading competence.
Phase 1 Selecting the Participants.

The 25 subjects of the study are the Grade 7 learners of Punta Princesa National High School who enrolled in the school year 2021-2022. These learners have smartphones and were requested to secure external memory cards or download Google Photos/Google Drive linked to their DepEd Emails.

These 25 Grade 7 students have GPA mean of 87.52 in their English Quarter 3 which is described as very satisfactory.

Table 1

<table>
<thead>
<tr>
<th>Number of Students</th>
<th>Mean of Age</th>
<th>Mean of GPA’s</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>25</td>
<td>12.04</td>
<td>87.52</td>
<td>Very Satisfactory</td>
</tr>
</tbody>
</table>

Note: Using DepEd Order no. 8, series 2015

Phase 2 Crafting of Oral Reading Test for Pretest and Posttest.

Teacher-made oral reading tests were created for the pretest and posttest. Integrating 10 keywords from each competency on the oral reading test with 150 words, content experts involving the co-Grade 7 English teacher, master teacher, and department head teacher evaluated the teacher-made oral reading test kit.

Phase 3 Pretest and Posttest Performance of Grade 7 Learners.

On the quantitative data, the teacher-researchers utilize descriptive statistics and used the standardized reading tests scale in order to obtain the students’ reading profile which is based on the Department of Education - Bureau of Learning Delivery’s (DepEd-BLD) Philippine Informal Reading Inventory (Phil-IRI) Manual 2018. The excel-formulated interpretation of data is downloadable and can be accessed through the Department of Education website.

Table 2

<table>
<thead>
<tr>
<th>Oral Reading Level</th>
<th>Word Reading Score (in %)</th>
<th>Comprehension Score (in %)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Independent</td>
<td>97-100%</td>
<td>80-100%</td>
</tr>
<tr>
<td>Instructional</td>
<td>90-96%</td>
<td>59-79%</td>
</tr>
<tr>
<td>Frustration</td>
<td>89% and below</td>
<td>58% and below</td>
</tr>
</tbody>
</table>

Phase 4 Video-based Instruction Production.

The teacher-researchers created three-minute video productions using the 10 keywords from each competency with approved video-scripts from content experts of the school.
Phase 5 Conduct of the Intervention.

The time frame, different activities and lessons taken up for the implementation are shown in the matrix.

Table 3

<table>
<thead>
<tr>
<th>Time Frame</th>
<th>Activities</th>
<th>Lessons</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 28 - April 8, 2022 3rd Quarter, Weeks 7-8</td>
<td>Identification of 10 keywords per Self-Learning Module (SLM) for English Q4 and Video Production</td>
<td>End of Quarter 3 Developmental/Remedial Reading Activities and Assessments</td>
</tr>
<tr>
<td>April 11-13, 18-22, 2022 4th Quarter Week 1</td>
<td>English Oral Reading Pretest (Teacher-Made Diagnostic Test)</td>
<td>Marungko Approach Reading Drills Steps on How to Use of Deped Email link to Google Photos Offline Mode</td>
</tr>
</tbody>
</table>
| April 25 – 29 4th Quarter Week 2 | Video 1 on Keywords for Topic: Effective Interpersonal Communication | • SLM 2 Reaching Out Through Interpersonal Communication  
• Difficult Keywords for the Lesson |
| May 2 – 6, 2022 4th Quarter Week 3 | Video 2 on Keywords for Topic: Worth of Ideas Mentioned in the Text Listened To | • SLM 3 Determining the Worth of Ideas Mentioned in the Text Listened to  
• Difficult Keywords for the Lesson |
| May 10 – 13, 2022 4th Quarter Week 4 | Video 3 on Keywords for Topic: Truthfulness and Accuracy of the Material Viewed | • SLM 4 Truthfulness and Accuracy of the Material Viewed  
• Difficult Keywords for the Lesson |
| May 16 – 20, 2022 4th Quarter Week 5 | English Oral Reading Posttest | Gathering of Data via Online and Paper Test-Surveys |

Phase 6 Interview and recording Grade 7 Learners’ Experiences.

The interview of the students who were exposed with the video-based Marungko Approach along with the teachers who are involved in the video production and application of the strategy.

Ethical Considerations

The researcher secured a letter of permission from the Office of the Principal of Punta Princesa National High School. After getting approval from the office of the principal, the 25 Grade 7 learners signed informed consent and a waiver stating their anonymity and confidentiality in the participation of the study. Further, the respect for the learners’ privacy was also emphasized on the online and paper-based survey questionnaires.
Results and Discussions

Table 4 presented the respondents’ entry writing competency level as determined by the results of the pretest conducted. The respondents are yet to be exposed to video-based Marungko Approach remedial reading. The entry test evaluated the current status of reading competence of Grade 7 students in the fourth quarter of SY 2021-2022. The mean is based on the actual entry scores of the students.

Table 4

The Entry Reading Competency Level of Grade 7 Students

<table>
<thead>
<tr>
<th>Reading Competencies</th>
<th>Word Reading Score</th>
<th>Comprehension Score</th>
<th>Reading Profile</th>
</tr>
</thead>
<tbody>
<tr>
<td>effective interpersonal communication</td>
<td>92.08 %</td>
<td>46</td>
<td>Frustration</td>
</tr>
<tr>
<td>worth of ideas mentioned in the text listened to</td>
<td>92.28 %</td>
<td>64</td>
<td>Instructional</td>
</tr>
<tr>
<td>truthfulness and accuracy of the material viewed</td>
<td>91.14 %</td>
<td>59</td>
<td>Frustration</td>
</tr>
<tr>
<td><strong>OVERALL</strong></td>
<td><strong>91.83 %</strong></td>
<td><strong>56.33</strong></td>
<td><strong>Frustration</strong></td>
</tr>
</tbody>
</table>

Source: Bureau of Learning Delivery, Department of Education (DepEd) Philippine Informal Reading Inventory (Phil-IRI) Manual 2018

The table displayed the highest competency level under the worth of ideas mentioned in the text listened to wherein it has a word score of 92.28% and comprehension score of 50.80 which has a reading profile of Instructional. On the other hand, the lowest competency is effective interpersonal communication which has a word score of 92.08% and a comprehension score of 46 with a reading profile of Frustration.

The researchers used these details to verify the approaches and strategies arranged for the group: guided video-based Marungko Approach in Remedial Reading. This means that the students have not yet mastered the expected reading level for the last three quarters of the school year. They have the difficulty in reading and cannot comprehend the text that is given. With this, they still need to work on their reading and comprehension skills as it is not yet sufficient.

The lowest competency supports the researchers’ observation that while reading is heavily promoted in public schools, there is a possibility that the practice of comprehending what one is reading is not being totally promoted. Instead, students are probably urged to memorize what is in the textbooks instead of understanding it.

The Program for International Student Assessment (PISA) stated in 2018 that Philippines scored the lowest in reading comprehension among the 79 participating countries and economies.
The overall word reading score of 91.53% and has comprehension level of 56.33 is interpreted as Frustration. It has not reached the minimum requirement for reading competency level which means that the word reading score and comprehension level are very low for the intended grade year level.

Furthermore, the results of the reading pretest have strengthened Labastida's (2021) claim that reading skills are difficult to teach using the modular approach. Modules do not teach sounds; instead, a phonics teacher should sound it out to a child. We still need someone who is present to plan and prepare reading activities when teaching beginning reading the modular way.

Given that entry-level performance falls short of the expectations for the aforementioned competencies, the research intends to generate significant improvement by closely monitoring the progress of the class. As a result, the intervention for the class has been planned for the fourth quarter of the school year.

Table 5 displayed the exit reading competency level of the respondents based on the results of the oral posttest reading.

Table 5

*The Exit Reading Competency Level of Grade 7 Students*

<table>
<thead>
<tr>
<th>Reading Competencies</th>
<th>Word Reading Score</th>
<th>Comprehension Score</th>
<th>Reading Profile</th>
</tr>
</thead>
<tbody>
<tr>
<td>effective interpersonal communication</td>
<td>96.28 %</td>
<td>71.50</td>
<td>Instructional</td>
</tr>
<tr>
<td>worth of ideas mentioned</td>
<td>98.50 %</td>
<td>79.50</td>
<td>Independent</td>
</tr>
<tr>
<td>in the text listened to</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>truthfulness and accuracy of the</td>
<td>98.79 %</td>
<td>81.00</td>
<td>Independent</td>
</tr>
<tr>
<td>material viewed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OVERALL</td>
<td>97.76 %</td>
<td>76.83</td>
<td>Instructional</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Oral Reading Level</th>
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</table>

*Phil-IRI Oral Reading Profile*

The highest competency is **truthfulness and accuracy of the material viewed** which has a word reading score of 98.79% and comprehension score of 81.00 and reading profile of *Independent*. It implied that the exit reading competency level has meet the expectations for the said competence. Also, **effective interpersonal communication** is the lowest competency with word reading score of 96.28% and comprehension score of 71.50 which has reading profile of *Instructional*. It means that the respondents have greatly exceeds expectations required for the competency. The results showed that the video-based Marungko Approach reading remedial is effective for the Grade7 learners since there is a significant increase in the exit reading competency level.
The results of the respondents' post-test performance supported the findings of Saedi and Ahmadi (2012) that video-based instruction improves ESL/EFL students' communicative competence and reading comprehension. Given that the Marungko Approach is used in video-based keywords, the results have shown that it is an effective tool for honing learners' oral reading and comprehension skills, as well as empowering them to participate equally in the learning tasks provided by teachers across the K-12 curriculum (Santos & De Vera, 2020)

The overall result of the exit oral reading competency level is 97.76% for the words core and 76.83% for the comprehension which has an equivalent reading profile of Instructional. It means that the respondents' performance has reached the minimum required level for the competencies. It is important to note that, despite a significant increase in students' oral reading competency level from entry to exit level, the results revealed that students have difficulty, particularly with effective interpersonal communication. The findings supported the claim of AL Riyami, AL Hinai, & AL Shaibani (2015) that studying interpersonal communication entails investigating communication barriers. Miscommunication can be caused by interpersonal communication barriers such as listening barriers, language barriers, and environmental and cultural barriers. Learning to deal with and communicate interpersonally would aid in the formation of meaning across communicative parties.

Table 6 provided the experiences from the learners in using Video-based Marungko Approach in remedial reading. These experiences are obtained through informal interviews and transcription of the recordings. The details were categorized under several themes with supporting evidences.

Table 4

<table>
<thead>
<tr>
<th>Theme</th>
<th>Supporting Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual engagement</td>
<td>It helps me become more interested with our lessons. I understand my take home SLM better.</td>
</tr>
<tr>
<td>Accessibility</td>
<td>Even if I do not have the internet, the video files are always available in our DepEd Google Drive, I can access it anywhere.</td>
</tr>
<tr>
<td>Visual and Graphical Appeal</td>
<td>I find the video colorful and attractive. I would love to watch it repeatedly for more.</td>
</tr>
<tr>
<td>Volume and Quality of Sound</td>
<td>The volume is appropriate as well as the sound effects, just enough to make us listen really well to the repetitive pronunciation of the presenter.</td>
</tr>
<tr>
<td>Presentation</td>
<td>The teachers in every video uses simple terms to make me understand the keywords. It is also short.</td>
</tr>
<tr>
<td>Upskilling and task variety</td>
<td>I learned listen properly on the letter sounds even my teacher is not around. I can understand better the activities in the SLM</td>
</tr>
<tr>
<td>Stress and pressure</td>
<td>ThesmartphonewasdificulttomanageatfirstasGoogleDriveisnew tome.</td>
</tr>
</tbody>
</table>

It is found out that the Grade 7 learners find the video-based Marungko Approach remedial reading as a good avenue for intellectual engagement. One of these search respondents claimed, “It helps me become more interested with our lessons. I understand my take home SLM better.”

Also, video-based Marungko Approach remedial reading provided accessibility as it could be used even if there is no internet connection. The users can always access the video files in their smartphones. “...the video files are always available in our DepEd Google Drive, I can access it anywhere,” said another respondent on an interview.

Also, many agreed that using video-based Marungko Approach remedial reading provided visual and graphical appeal. “I find the video colorful and attractive. I would love to watch it repeatedly for more,” declared one research subject.
Furthermore, many of the research correspondents believe that video-based Marungko Approach remedial reading embodied appropriate volume and sound quality. “The volume is appropriate as well as the sound effects, just enough to make us listen really well to the repetitive pronunciation of the presenter,” they said.

According to Boltron and Ramos (2021), using the Marungko Approach to develop reading comprehension skills through an effective beginning reading teaching approach at the beginning reading stage could authentically develop and solidify the learners’ foundational reading competencies such as the ability to identify letter name, identify letter sound, discriminate initial sound, read familiar words, and read oral passage before promoting them to the next level.

It has been identified that most of the research subjects say that they experience clear presentation with video-based Marungko Approach remedial reading. “The teachers in every video uses simple terms to make me understand the keywords. It is also short,” one research subject shared on an interview.

“I learned listen properly on the letter sounds even my teacher is not around. I can understand better the activities in the SLM”

As per Galatsopoulou et al.’s (2022) study, a positive attitude toward videobased learning and an enhanced learning experience due to the quality of the audiovisual content, ease of use, and combination of textual and visual content for self-paced learning were discovered. The current study provided students with upskilling and task variety to improve their reading skills after they were exposed to video-based Marungko Approach to remedial reading.

Whereas, few of the research subjects say that the video-based Marungko Approach remedial reading introduced a new level of stress and pressure, “The smartphone was difficult to manage at first as Google Drive is new to me.” The navigation of the smartphone introduces new challenges to learners who are not used to accessing video files in an offline mode.

The researchers, who are also facilitators, shared their experiences in facilitating the development of the video-based Marungko Approach to remedial reading and implementing it in a blended mode with students. They discussed how using new concepts is much easier, and students have a better understanding of the lesson. The teacher-researchers feel at ease with the system because the learners visit twice a week and bring home some self-learning module activities.

Tracking remedial reading activities for those who are frustrated required laborious efforts in follow-ups via phone calls, Facebook video/audio calls, and home visits. Also, late-night and weekend calls are inconvenient when the deadline for submitting learning activities is approaching. Majority of these students have no internet connection so their concerns about using their DepEd accounts and navigating the web would take a while to be addressed.

The class demonstrated positive achievement, as video-based Marungko Approach remedial reading made a significant difference in the respondents’ performance. As the overall result indicated a significant difference in the performance of the video-based Marungko Approach remedial reading, it can be inferred that the experiences of students who have used these in a blended setup find these intellectually engaging, visually and graphically appealing, audible and well-presented, and can help in task variety and upskilling.

Conclusions and Recommendations

This quantitative-qualitative research ascertained the effectiveness of video-based Marungko Approach as a remedial reading strategy for Grade 7 students of Punta Princesa National High School S. Y. 2021 – 2022.

The video-based Marungko Approach remedial reading strategy posted significant differences in the performance of the respondents. Since the overall result suggests a significant difference in learners’ performance, from Frustration to Instructional level based on Phil-IRI standards thus, a suitable opportunity for learners to develop their reading comprehension even outside the school premises and during their convenient study time.

Based on the findings of the study, the following recommendations are propounded:
1. The incoming Grade 7 students should be profiled on their reading level competency during enrolment. Elementary schools with a high number of frustration Level learners should be identified and provided with feedback.

2. Close monitoring and daily remedial activities should be provided to Grade7 Frustration level learners.

3. The ICT-based strategies must be constantly monitored and upskilling for the non-techy teachers should be provided like attending ICT-based webinars for better teaching-learning opportunities.

References


