

Distance Learning Marungko Approach on the Reading Abilities and Students Performance of Los Banos Central Elementary School

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Abstract

This study determined the significant effect of the Distance Learning Marungko approach to the Reading Abilities of Grade I pupils in Los Banos Central Elementary School, School Year 2021-2022. The information on related literature and studies were gathered to formulate the objectives of the studies. Specifically, the information is found in books, journals, documents, published and unpublished materials like thesis, journals, and the internet.

It sought to answer the following questions: (1) What is the level of Distance Learning Marungko Approach in terms of Frequency of practice; Parents support; and Teachers monitoring? (2) What is the level of student reading abilities with regards to Phonics skills; Fluency; and Comprehension skills? (3) Is there any significant relationship between Distance Learning Marungko Approach and Reading Abilities of the Elementary Graders of Los Banos Central Elementary School? (4) Do the Distance Learning Marungko Approach has significant relationship to the reading abilities of the Elementary Graders of Los Banos Central Elementary School?

Findings revealed the following: (1) The level of practice of Distance Learning Marungko Approach in terms of Frequency of practice; Parents support; and Teacher's monitoring is very high (2) The level of student reading abilities in terms of Pre-test and Posttest with regards to Comprehension Skills as per the pretest was fairly satisfactory. As per the posttest, the results were very satisfactory (3) there was an observed significant difference in the scores of the students in the pre-test and posttest. (4) It was found out that there was no significant relationship between the distance learning Marungko approach and Reading Abilities of the elementary grades of Los Banos Central Elementary School. Thus, the hypothesis: the use of Distance Learning Marungko Approach had no significant relationship to the reading abilities of Grade I pupils in Los Banos Central Elementary school is accepted.

Through the findings of this study, the researcher arrived at the following recommendations (1) Students may continue the level of practice in the distance learning wherein they would be able to learn beginning reading through accomplishing the practice exercises included in the Marungko approach package. Following the scheduled reading exercises greatly helps in the development of their reading skills. The continuous exposure to reading materials widens their phonics skills, fluency and reading comprehension skills, (2) The findings of the study would reinforce the statement that Marungko approach is one of the best methods in teaching beginning reading. teachers are encouraged to use this approach not only to Grade 1 pupils but also to the learners in different Grade levels who are having difficulties in reading, (3) since the study found out that there was an improvement in the reading abilities of the students, the teacher may use the Marungko Approach in Distance learning provided that proper guidance and support from the parents and teachers monitoring are all present, (4) The conduct of other research relevant to this is also encouraged.

Keywords: Type your keywords here, separated by semicolons ; *Distance learning; Marungko Approach; frequency of practice; parents' support; teachers' monitoring; phonics skills; fluency skills and comprehension skills.*

I. Introduction

The unprecedented School year 2020-2021, after more than a couple of times was deferred due to the onslaught of Covid 19, started in October 2020. Faced with so many challenges, all public schools lead by the school heads have developed their own Learning Continuity Plan with the prime objective of continuing to educate learners in the face of a world-wide pandemic.

One of the challenges met by schools is teaching beginning reading for Grade I pupils. It is a known fact that during the old normal, when face to face schooling is allowed, it had been a struggle for Grade teachers to teach young learners the basics of reading. Grade I learners who are unable to read are at a big disadvantage compared to their classmates who are able to read. Falling short of being able to read is also one of the major reasons for not getting promoted to the next grade level.

The challenge of teaching reading becomes even more pressing in the advent of distance learning. Teachers lost a lot of valuable time spent in focused teaching reading. In the new normal, they have very limited on-line time wherein they could possibly teach reading. This challenge doubles up for those pupils under modular mode of teaching. The practice of one-on-one reading sessions to improve the reading abilities of nonreaders and struggling readers has become a remote possibility.

It is in this context that the researcher would like to find out the status of reading abilities in Distance Learning of Grade I pupils In Los Banos Central Elementary School for School 2021-2022.

This study is premised to find out the relationship of the use of Marungko Approach in developing the reading ability of Grade I pupils in Los Banos Central Elementary School for SY 2021-2022.

I. Objectives

The general objective of the of the study is to show the effect of the independent variables to describe its relationship to the reading abilities of Grade I pupils in Los Banos Central Elementary School.

The use of Distance Learning Marungko Approach in terms of frequency of practice, parents' support and teachers' monitoring would be measured and included as independent variables in the conduct of this research.

On the other hand, students' performance in reading abilities in terms of pretest and posttest as regards to phonics skills, fluency skills and comprehension skills would be used as dependent variables.

Specifically, this research has the following objectives:

1. Determine the level of Distance Learning Marungko Approach in terms of:
 - 1.1 Frequency of practice;
 - 1.2 Parents' support; and
 - 1.3 Teachers' monitoring
2. Determine the level of the reading abilities of the pupils with regards to:
 - 2.1 Phonics skills;
 - 2.2 Fluency skills; and
 - 2.3 Comprehension skills.
3. Find out if there is a difference between the Students Performance in terms of Pretest and Posttest.
4. Determine if there is any significant relationship between Distance Learning Marungko Approach and Reading Abilities of the Elementary Graders of Los Banos Central Elementary School.

II. Methodology

The descriptive survey method will be utilized in this study where the major objective is to identify effect of Marungko Approach in the Reading abilities of Grade I pupils in Los Banos Central Elementary School, Los Banos District, Division of Laguna.

This type of research method will be use in the study because of its appropriateness to the nature of the study, which will particularly describe the reading abilities of Grade I pupils in the New Normal.

In determining the effect of Marungko Approach to the Reading Abilities of learners, the researcher integrated various indicators in the dependent and independent variables.

Teachers gathered the data on the status of reading abilities of Grade I pupils. These pupils are the target of the reading program. Teachers recorded video lessons wherein they used the Marungko Approach of teaching beginning reading. These materials together with printed reading exercises were given to parents. Parents also underwent a one-day orientation on how to guide their children at home. Learners' progress are then monitored and were given post assessment.

Sixty-five (65) selected Grade I pupils of Los Banos Central Elementary School, Los Banos District, Division of Laguna were assessed by assigned teachers from the same institution. These learners are enrolled in online classes at the beginning of the school year.

Los Banos Central Elementary School has a total population of 245 Grade I pupils. The researcher thought it would be difficult to study the entire population and would save him resources if a smaller sample was taken using a random sampling technique. Randomly selected Grade I pupils were used as respondents of the study who were assessed by their class advisers. The selected Grade I pupils of Los Banos Central Elementary School were used as respondents. Using a researcher-made questionnaire, the researcher used it as the primary data gathering tool which composed of three parts.

Beginning reading teachers spent a significant amount of time in previous school years developing the reading abilities of Grade I students. In order to focus on the reading lessons, they used a variety of strategies, including one-on-one engagement with the students. However, due to the prohibition on face-to-face teaching in the new normal, this practice could no longer be used. For the first time, this situation paved the way for implementation of distance learning in all public schools in the country.

This study wanted to determine the correlation of the Distance Learning Marungko Approach to the reading abilities of Grade I pupils in Los Banos Central Elementary School. Data were collected following standard operating procedures.

III. Results and Discussion

This chapter deals with the presentation, analysis, and interpretation of data. All specific questions in Chapter 1 under the statement of the problem were answered in this chapter supported by graphs or tables. It presents the data gathered about the significant relationship of Distance Learning Marungko Approach and the reading abilities of the Elementary Graders of Los Banos Central Elementary School.

Level of Distance Learning Marungko Approach in terms of Frequency of practice; Parents support and Teachers monitoring

In this study, the level of distance learning Marungko Approach in terms of level of practice, parents support and teachers' monitoring were measured. The mean and standard deviation were used. The level of pupils' performance in terms of pretest and posttest relative to phonics, fluency and comprehension skills were measured through using frequency and percentage, mean and standard deviation.

The difference between the pretest and posttest results is compared using the Paired T-test.

The relationship between distance learning Marungko Approach and the reading abilities of learners in terms of pretest and posttest of Los Banos Central Elementary was determined. The Pearson product moment correlation was used to determine if there is a significant relationship between the two variables.

Level of Distance Marungko Approach in terms of Frequency of Practice

To answer the question about the level of distance learning Marungko Approach in terms of frequency of practice, Table 1 contains the necessary data.

Table 1. Level of Distance Learning Marungko Approach in terms of Frequency of Practice

<i>Statement</i>	<i>Mean</i>	<i>SD</i>	<i>Remarks</i>
Reads the Marungko reading materials.	4.38	0.86	Strongly Agree
Follows the practice reading session schedule.	4.28	0.86	Strongly Agree
Accomplishes the activities as provided by the parents/ guardians.	4.46	0.71	Strongly Agree
Responds to the follow up done by the teacher.	4.46	0.83	Strongly Agree
Exhibits enthusiasm in performing reading practices.	4.40	0.83	Strongly Agree
Follows the parents' instruction and guidance.	4.75	0.47	Strongly Agree
Reads aloud.	4.46	0.79	Strongly Agree

Overall Mean = 4.46

Standard Deviation = 0.78

Verbal Interpretation = Very High

Table 1 illustrates the level of distance learning Marungko Approach in terms of Frequency of Practice. Among the statements above, "Follows the parents' instruction and guidance" yielded the highest mean score ($M=4.75$, $SD=0.47$) and was remarked as Strongly Agree. This is followed by "Accomplishes the activities as provided by the parents/ guardians",

“Responds to the follow up done by the teacher”, and “Reads aloud” with a mean score ($M=4.46$, $SD=0.71$), ($M=4.46$, $SD=0.83$), and ($M=4.46$, $SD=0.79$) and were also remarked as Strongly Agree. On the other hand, the statement “Follows the practice reading session schedule” received the lowest mean score of responses with ($M=4.28$, $SD=0.86$) yet was also remarked Strongly Agree.

Overall, the level of distance learning Marungko Approach in terms of Frequency of Practice attained a mean score of 4.46 and a standard deviation of 0.78 and was remarked Very High among the students.

This showed that the students in Los Banos Central Elementary School had a very high level of frequency of practice of the distance learning. Activities were done at home and learners were able to show enthusiasm in performing their assigned tasks. It was also notable that learners are responsive to the follow up done by teachers and they followed the guidance and instructions given by parents. Carefully following the schedule of each reading sessions, learners were able to practice reading at home, as a result, survey showed that they were also able to read aloud.

Level of Distance Learning Marungko Approach in terms of Parents' Support

In distance learning, parents support plays a major role in developing the reading skills of the learners. Young children were susceptible to many distractions at home. They needed the support of the parents for them to get focused on their activities.

Table 2. Level of Distance Learning Marungko Approach in terms of Parents' Support

<i>Statement</i>	<i>Mean</i>	<i>SD</i>	<i>Remarks</i>
Guides the pupil during the reading session.	4.37	0.94	Strongly Agree
Encourages the learner to read.	4.60	0.77	Strongly Agree
Ensures that reading corner is ventilated and well-lighted.	4.63	0.72	Strongly Agree
Keeps and prepares the reading materials.	4.68	0.64	Strongly Agree
Appreciates the progress of the pupil.	4.78	0.52	Strongly Agree
Maintains schedule of the reading session.	4.12	0.86	Agree
Updates the teacher of the child's progress.	4.17	0.88	Agree

Overall Mean = 4.48

Standard Deviation = 0.80

Verbal Interpretation = Very High

Table 2 illustrates the level of distance learning Marungko Approach in terms of Parents' Support. Among the statements below, “Appreciates the progress of the pupil” yielded the highest mean score ($M=4.78$, $SD=0.52$) and was remarked as Strongly Agree. This was followed by “Keeps and prepares the reading materials” with a mean score ($M=4.68$, $SD=0.64$) and was also remarked as Strongly Agree. On the other hand, the statement “Maintains schedule of the reading session” received the lowest mean score of responses with ($M=4.12$, $SD=0.86$) and was remarked Agree. Overall, the level of distance learning Marungko Approach in terms of Parents' Support attained a mean score of 4.48 and a standard deviation of 0.80 and was Very High among the students.

This indicates that parents of learners from Los Banos Central Elementary School exhibits very high support in the distance learning modality. All the needs of the learners at home were provided and all indicators of guiding their children while learning at home are all present.

Level of Distance Learning Marungko Approach in terms of Teachers' Monitoring

Equally important to the parent's support is the teachers' monitoring. In distance learning. It was not enough that pupils religiously practice at home and were supervised by their parents. These activities still needed to be monitored by the teachers. This activity helped the teachers to assess the progress of the child.

Table 3 contains the data on the level of teachers support in the distance learning practice of Los Banos Central Elementary School.

Table 3. Level of Distance Learning Marungko Approach in terms of Teachers' Monitoring

Statement	Mean	SD	Remarks
Conducts follow up activities.	4.68	0.62	Strongly Agree
Assess pupil's progress.	4.58	0.66	Strongly Agree
Conducts pre-test and posttest.	4.82	0.43	Strongly Agree
Establishes good communication system with the parents.	4.63	0.63	Strongly Agree
Ensures that all learners are provided with the materials.	4.71	0.58	Strongly Agree
Keeps a record of assessment plan.	4.80	0.44	Strongly Agree
Informs parents and school heads of the pupil's progress.	4.51	0.71	Strongly Agree

Overall Mean = 4.67

Standard Deviation = 0.59

Verbal Interpretation = Very High

Table 3 illustrates the level of distance learning Marungko Approach in terms of Teachers' Monitoring. Among the statements above, "Conducts pre-test and posttest" yielded the highest mean score ($M=4.82$, $SD=0.43$) and was remarked as Strongly Agree. This was followed by "Keeps a record of assessment plan" with a mean score ($M=4.80$, $SD=0.44$) and was also remarked as Strongly Agree. On the other hand, the statement "Informs parents and school heads of the pupil's progress" received the lowest mean score of responses with ($M=4.51$, $SD=0.71$) yet was also remarked as Strongly Agree.

Overall, the level of distance learning Marungko Approach in terms of Teachers' Monitoring attained a mean score of 4.67 and a standard deviation of 0.59 and was remarked as Very High among the students of Los Banos Central Elementary School.

Los Banos Central Elementary School teachers had very high level of monitoring the distance learning. Teachers conducted follow up activities to better assess the pupils' progress. A good communication relationship was also established with the parents of the learners to ensure that all pupils are provided with learning materials. The learners progress in terms of reading abilities were carefully planned and recorded.

Level of the Reading Abilities of the Pupils with regards to Phonics Skills; Fluency skills; and Comprehension Skills.

The level of pupils' performance in terms of pretest and posttest relative to phonics, fluency and comprehension skills were measured through using frequency and percentage, mean and standard deviation.

Grade I learners were given pretest to measure their level of reading abilities in three skills namely: phonics, fluency and comprehension.

After a few months of Distance learning using Marungko Approach, the posttest was given using the same tool in the pretest.

Level of Student Reading Abilities in terms of Pre-Test and Posttest with regards to Phonic Skills

In answering the question about the level of reading abilities of the pupils with regards to phonics skills, Table 4 presents the following data:

Table 4. Level of Student Reading Abilities in terms of Pre-Test and Posttest with regards to Phonic Skills

Range	Pre-test		Posttest		REmarks
	frequency	percentage	frequency	percentage	
90 to 100	8	12.31	38	58.46	Outstanding
85 to 89	7	10.77	4	6.15	Very Satisfactory
80 to 84	17	26.15	9	13.85	Satisfactory
75 to 79	10	15.38	6	9.23	Fairly Satisfactory
Below 75	23	35.38	8	12.31	Did Not Meet Expectations
Total	65	100.00	65	100.00	

Overall Mean	67.45	85.35
Standard Deviation	6.40	5.66
Verbal Interpretation	Did Not Meet Expectations	Very Satisfactory

Table 4 illustrates the level of student reading abilities in terms of Pre-test and Posttest with regards to Phonic Skills.

As per the pre-test, out of sixty-five (65) students, twenty-three (23) or 35.38% of the total population gained scores below 75 which did not meet expectations. This was followed in frequency by those who had scored 80 to 84 points of which seventeen (17) students or 26.15% of the population was identified to score as such. On the other hand, only seven (7) respondents gained 85 to 89 which was very satisfactory.

As per the posttest, out of sixty-five (65) students, thirty-eight (38) or 58.46% of the total population gained scores of 90 to 100 which was outstanding. This was followed in frequency by those who had scored 80 to 84 points of which nine (9) students or 13.85% of the population were identified to score as such. On the other hand, only four (4) respondents gained 85 to 89 which was very satisfactory.

Overall, the level of student reading abilities in terms of Pre-test and Posttest with regards to Phonic Skills as per the pretest did not meet expectations with a mean score of 67.45 and a standard deviation of 6.40. As per the posttest, the results were very satisfactory with a mean score of 85.35 and a standard deviation of 5.66.

For the Phonics skills, it was very evident in the posttest that there was an improvement among the learners of Los Banos Central compared to the result of their pretest. This indicated that learners through the guidance of the parents and follow up activities given by the teachers showed development on the aspect of phonics skills in distance learning. The frequency of practice done at home might have contributed to the development of the learners.

Level of Student Reading Abilities in terms of Pre-Test and Posttest with regards to Fluency

The comparison between the reading abilities in terms of pretest and posttest of the learners as regards to fluency skills was contained and explained in Table 5.

Table 5. Level of Student Reading Abilities in terms of Pre-Test and Posttest with regards to Fluency

Range	Pretest		Posttest		REmarks
	frequency	percentage	frequency	percentage	
9 to 10	7	10.77	28	43.08	Outstanding
7 to 8	13	20.00	16	24.62	Very Satisfactory
5 to 6	6	9.23	6	9.23	Satisfactory
3 to 4	13	20.00	10	15.38	Fairly Satisfactory
1 to 2	26	40.00	5	7.69	Did Not Meet Expectations
Total	65	100.00	65	100.00	
Overall Mean	4.83		7.66		
Standard Deviation	2.91		2.69		
Verbal Interpretation	Satisfactory		Very Satisfactory		

Table 5 illustrates the level of student reading abilities in terms of Pre-test and Posttest with regards to Fluency.

As per the pre-test, out of sixty-five (65) students, twenty-six (26) or 40.00% of the total population gained scores 1 to 2 which did not meet expectations. This was followed in frequency by those who had scored 7 to 8 and 3 to 4 points which thirteen (13) students or 20.00% of the population was identified to score as such. On the other hand, only six (6) respondents gained 5 to 6 which was satisfactory. As per the posttest, out of sixty-five (65) students, twenty-eight (28) or 43.08% of the total population gained scores of 9 to 10 which was outstanding. This was followed in frequency by those who had scored 7 to 8 points which sixteen (16) students or 24.62% of the population was identified to score as such. On the other hand, only five (5) respondents gained 1 to 2 which did not meet expectations.

Overall, the level of student reading abilities in terms of Pre-test and Posttest with regards to Fluency as per the pretest was satisfactory with a mean score of 4.83 and a standard deviation of 2.91. As per the posttest, the results were very satisfactory with a mean score of 7.66 and a standard deviation of 2.69.

It was clearly observed that there was also an improvement in the reading abilities of learners in terms of fluency skills of the students in Los Banos Central Elementary School in the posttest compared to the pretest. Learners' improvement might be attributed to the constant practice reading at home while being guided by the parents. On the other hand, the monitoring done by the teachers also had a positive impact on the learners' performance as shown.

Level of Student Reading Abilities in terms of Pre-Test and Posttest with regards to Comprehension Skills

Table 6 compares the reading abilities of the learners in the pretest and posttest as regards to their comprehension skills.

Table 6. Level of Student Reading Abilities in terms of Pre-Test and Posttest with regards to Comprehension Skills

Range	Pre-test		Posttest		Remarks
	frequency	percentage	frequency	percentage	
5	9	13.85	26	40.00	Outstanding
4	11	16.92	15	23.08	Very Satisfactory
3	6	9.23	9	13.85	Satisfactory
2	11	16.92	7	10.77	Fairly Satisfactory
1	28	43.08	8	12.31	Did Not Meet Expectations
Total	65	100.00	65	100.00	
Overall Mean		2.42		3.63	
Standard Deviation		1.52		1.42	
Verbal Interpretation		Fairly Satisfactory		Very Satisfactory	

Table 6 illustrates the level of student reading abilities in terms of Pre-test and Posttest with regards to Comprehension Skills.

As per the pre-test, out of sixty-five (65) students, twenty-eight (28) or 43.08% of the total population gained scores of 1 which did not meet expectations. This was followed in frequency by those who had scored 4 and 2 points of which eleven (11) students or 16.92% of the population was identified to score as such. On the other hand, only six (6) respondents gained 3 points which was satisfactory. Meanwhile, as per the posttest, out of sixty-five (65) students, twenty-six (26) or 40.00% of the total population gained scores of 5 which was outstanding. This was followed in frequency by those who had scored 4 points which fifteen (15) students or 23.08% of the population was identified to score as such.

On the other hand, only seven (7) respondents gained 2 which was fairly satisfactory. Overall, the level of student reading abilities in terms of Pre-test and Posttest with regards to Comprehension Skills as per the pretest was fairly satisfactory with a mean score of 2.42 and a standard deviation of 1.52. As per the posttest, the results were very satisfactory with a mean score of 3.63 and a standard deviation of 1.42.

The constant reading practice at home has positively affected their fluency in reading, as pupils learned from their mistakes, the process of reading over and over again helped them in learning the correct pronunciation and enunciation. The repeated exposure to reading exercises had contributed to the learners' overall improvement.

Difference between the Students Performance in terms of pretest and posttest

The preceding table presents the answer to the question about the difference between pretest and posttest in the reading abilities of learners in Los Banos Central Elementary School. The skills in phonics, fluency and comprehension were measured.

Significant Difference between the Pretest and Posttest Scores of the Students using the Distance Learning Marungko Approach in Elementary Grades of Los Banos Central Elementary School

In order to determine if there was a change in pupils reading abilities after administering the Marungko Approach in distance learning, the students' performance was compared in terms of their scores in the pretest and posttest.

Table 7. Significant Difference between the Pretest and Posttest Scores of the students using the Distance Learning Marungko Approach in Elementary Grades of Los Banos Central Elementary School

<i>Approach</i>	<i>Mean</i>	<i>t statistic</i>	<i>Critical t value</i>	<i>p-value</i>	<i>Analysis</i>
Phonic Skills					
Pre-Test	16.862	-8.377	1.998	0.000	Significant
Posttest	21.338				
Fluency					
Pre-Test	4.831	-8.539	1.998	0.000	Significant
Posttest	7.662				
Comprehension Skills					
Pre-Test	2.415	-6.798	1.998	0.000	Significant
Posttest	3.630				

Table 7 presents the significant difference between the pre-test and posttest scores of the students using the distance learning Marungko Approach in elementary grades of Los Banos Central Elementary School.

On all aspects of the approaches, there was an observed significant difference in the scores of the students in the pre-test and posttest. Negative t-statistics implied that the posttest scores were higher than that of the pre-test. Also, the computed t-statistics are beyond the critical t-values of 1.998 which is within the rejection region. Furthermore, the computed p-values of 0.000 which are all less than the significance alpha 0.05 implied the significance of the tests.

From the findings above, it could be inferred that at 0.05 level of significance, it can be inferred that the null hypothesis "There is no significant difference between the pre-test and posttest scores of the students using the distance learning Marungko Approach in elementary grades of Los Banos Central Elementary School" was rejected. Thus, this called for the acceptance of the alternative which implies that there is a difference.

It was also proven that when the different indicators such as frequency of practice, parents' support and teachers' monitoring all applied in the situation of distance learning, the learners' skills, like phonics, fluency and comprehension were developed simultaneously. indicated that learning at home was possible when parents and teachers work hand in hand in giving support and proper guidance to the learners.

Significant Relationship between Distance Learning Marungko Approach and Reading Abilities of the Elementary Graders of Los Banos Central Elementary School

Meanwhile, to answer the question about the significant relationship between distance learning and the reading abilities of pupils, the relation between the two is contained in the next table.

Table 8. Significant Relationship between Distance Learning Marungko Approach and Reading Abilities of the Elementary Graders of Los Banos Central Elementary School

<i>Marungko Approach</i>	<i>Reading Abilities</i>	<i>Computed r value</i>	<i>Strength</i>	<i>Critical r value</i>	<i>p-value</i>	<i>Analysis</i>
Frequency of Practice	Phonic Skills	0.023	Very Weak	0.244	0.854	Not Significant
	Fluency	0.056	Very Weak	0.244	0.659	Not Significant
	Comprehension Skills	0.044	Very Weak	0.244	0.729	Not Significant
Parents' Support	Phonic Skills	0.110	Very Weak	0.244	0.384	Not Significant
	Fluency	0.092	Very Weak	0.244	0.542	Not Significant
	Comprehension Skills	0.098	Very Weak	0.244	0.436	Not Significant
Teachers' Monitoring	Phonic Skills	0.060	Very Weak	0.244	0.634	Not Significant
	Fluency	0.022	Very Weak	0.244	0.860	Not Significant
	Comprehension Skills	0.036	Very Weak	0.244	0.776	Not Significant

Legend:

Range Verbal Interpretation

0.80-1.00	Very Strong
0.60-0.79	Strong
0.40-0.59	Moderate
0.20-0.39	Weak
0.00-0.19	Very Weak

Table 8 presents the significant relationship between the distance learning Marungko Approach in terms of fluency of practice, parents' support and teachers' monitoring and Students performance in terms of Reading Abilities as regards to phonic skills, fluency skills, and comprehension skills of the elementary grades of Los Banos Central Elementary School.

On all aspects of the approaches, there was no observed significant relationship between the Marungko approach and the reading abilities of the students. The computed r values were less than the critical r value of 0.244 which is within the non-rejection region. Furthermore, the computed p -values of which were all greater than the significance alpha 0.05 imply the absence of significance of the tests.

From the findings above, it could be inferred that at 0.05 level of significance, it can be inferred that the null hypothesis "There is no significant relationship between the distance learning Marungko Approach and Reading Abilities of the elementary grades of Los Banos Central Elementary School" was true. Thus, there was no relationship between the two.

It might be true that the learners score in the posttest were significantly higher than their scores in the pretest and that their reading abilities had improved vastly compared with their scores in the pretest. There was however no significant relationship between the distance learning and their reading abilities.

V. Conclusions and Recommendations

Based on the findings of the study, the following conclusions were drawn:

The level of Distance Learning Marungko Approach in terms of frequency of practice, parents support and teachers monitoring were all very high. This implies that most of the learners, parents and teachers are doing what is expected of them and are able to implement Distance learning modality. Learners were not in school physically however; they still followed their schedules as evidenced by their answers to the questionnaires.

The level of Pretest and Post revealed that the Post test result was higher than the Pretest. It could be concluded that learners have improved their reading abilities in the different aspects namely: phonics skills, fluency, and comprehension skills after using the Marungko Approach in reading.

There was a significant difference between the Pretest and Posttest in terms of Phonics skills, fluency and comprehension skills, therefore the Marungko Approach had a positive effect on the development of reading abilities of learners.

There is no significant relationship between Distance Learning Marungko Approach and the Reading abilities of Elementary Graders in Los Banos Central Elementary School. This means that this study revealed that distance learning is not directly related to the reading abilities of learners in Los Banos Central Elementary School. The study implies that learners may still be able to develop their reading abilities through Distance learning or even in the face-to-face mode of delivery of learning. Thus, the hypothesis: there is no difference between the students' performance in terms of Pretest and Posttest is rejected; while the hypothesis: the use of the Distance Learning Marungko Approach has no significant relationship to the Reading Abilities of Grade I pupils in Los Banos Central Elementary School is accepted.

Recommendations

Based on the results and conclusion posted in the study, the following recommendation was formulated to the following.

Through the finding of this study, students may continue the level of practice in the distance learning wherein they would be able to learn beginning reading through accomplishing the practice exercises included in the Marungko Approach package. Their practice of following the scheduled reading exercises greatly helps in the development of their reading skills. The continuous exposure to reading materials widens their phonics skills, fluency and reading comprehension skills.

The findings of the study would reinforce the statement that Marungko Approach is one of the best methods in teaching beginning reading. Teachers are encouraged to use this approach not only to Grade 1 pupils but also to the learners in different Grade levels who are having difficulties in reading. This approach is very helpful for beginning readers.

Since the study found out that there is an improvement in the reading abilities of the students, the teacher may use the Marungko Approach in Distance learning provided that proper guidance and support from the parents and teachers monitoring are all present.

Future researchers may conduct related studies which could enhance the findings of this research

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