

THE USED OF MARUNGKO APPROACH TO DEVELOP READING AND PERFORMANCE SKILLS OF LEARNERS

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ABSTRACT

This study focused on the use of marungko approach as a means of developing reading ability and performance of one hundred and fourteen (114) grade one learners of Siranglupa Elementary School Calamba Laguna for S.Y. 2022-2023. Purposive sampling as well as descriptive method was used to get the required number of the study and to gather important information and expected result.

Based on the result, the level of use of marungko approach as a means of developing reading skills based on letter recognition has a verbal interpretation of **strongly agree** with the description of **very high**, on the other hand, letter sound or phonemic awareness, syllabication, and spelling has a verbal interpretation of **Agree** with the description of **high** which proves that the use of marungko helps to improved reading skills of the learners.

On the result of reading level on the performance skills of learners using marungko, it reveals that all the statement answered by the respondents got a verbal interpretation of **Agree** with the description of **high** in terms of reading accuracy, reading speed and reading comprehension which also shows that it helps to improved the level of reading performance of learners using marungko.

In a further analysis, it is found out that "There is no significant effect on the use of Marungko Method as an Approach to the Development of Reading Ability and Performance Skills of learners". Thus, the null hypothesis on the first chapter is accepted. It shows that the Marungko method has no effect on the performance skills of the learners.

Keywords:

marungko, approach, performance, reading, skills, phonemic awareness, syllabication, comprehension

INTRODUCTION

Reading is a process to determine the meaning of a context, words, or even symbols. Through reading, individual's knowledge enhanced and gives him awareness on what is happening in his environment. As a teacher, specifically in elementary level, teaching reading is one of the most important skills the teacher should impart. If the learners know how to read, learning could easily take place no matter what subject matter it is.

Covid-19 virus brought a great impact on the educational system particularly here in the Philippines. Due to this pandemic, the Department of Education (DepEd) came up with different learning modalities to reach and teach the learners such as blended learning, online learning, and modular distance learning. This scenario affects the reading and performance of learners specially on the key stage one learners. This current school year S.Y. 2022-2023 where in full-person classes are conducted all over the Philippines, teaching reading should be prioritized and take into consideration in order to meet the gap brought by the pandemic since reading is the basic for learning. If a student can read, any subject matter, lesson or text could be easily understand and learn by the learners.

Under K-12 Curriculum, learning to read must begin in first grade level. It is the stage where reading skills develop from combining letter sounds, reading syllables, phrases, sentences, paragraphs, and even reading a text. As a teacher, the method on how he will introduce and teach reading is a big challenge particularly for first grade learners where some of them do not have any knowledge on letter recognition and even sounding letters. In addition, the transition between blended learning to full face to face classes caused by Covid-19 took challenges on the present educational system.

In the first grade level, especially in public schools, the beginning reading of a learner should be based on their Mother Tongue or used at home language which is implemented under DO 16, S.2012 where in the dialect to be used in teaching Kindergarten to grade three learners (K-3) is Mother Tongue-Based-Multilingual Education (MTB-MLE). Therefore, teaching learners here in Laguna should be in Filipino or Tagalog language. To address the needs of the learners in grade one, first grade

teachers use different approaches to teach reading in Filipino such as the traditional ABAKADA, Claveria, and the Marungko method.

The purpose of this study is to find out the effectiveness on the use of Marungko method in teaching reading to learners.

This also sought to determine marungko method as an approach to the development of reading ability and performance of grade one learners and tried to answer the following questions:

1. What is the level of using marungko method as means of developing reading skills based on:

1.1 letter recognition

1.2 letter sound

1.3 syllabication

1.4 spelling

2. What is the level of reading performance using marungko based on:

2.1 reading accuracy

2.2 reading speed

2.3 reading comprehension

3. Does marungko method have a significant effect as an approach to the development of students' reading skills and performance?

REVIEW OF RELATED LITERATURE

Roxas (2018) mentioned that integrating Marungko approach to reading instruction combined with culturally and age-appropriate instructional resources can help students improve their reading achievement. The Department of Education (DepEd) has implemented different programs to develop the reading skills of Filipino children, including the Every Child A Reader Program (ECARP), Mother Tongue-Based Multilingual Education (MTB-MLE), and other schools. -based reading activities (Cristobal, 2015). However, the Education for All National Review Report (2015) mentioned the increase in the number of children, youth, and adults who do not know how to read and write. As mentioned by de

Dios (2013), he emphasized that two out of every five students in grade 3 who struggle with reading are likely to fail upon entering junior high school.

In addition, Cruz (2016) explained that reading accuracy is the correct pronunciation of words or in printed words. Words, sounds, phrases and spelling are modified in reading if pronounced incorrectly. Reading accuracy should be considered so as not to hamper learners' understanding of the text. It is also appropriate to correct immediately if there is a mistake in reading so that it does not happen again.

Carlo (2019) further stated that reading is a systematic process of recognizing and understanding printed letters or symbols so that the message that the writer wants to convey is understood and interpreted by the readers. In reading, we get information and meaning from the symbols. If the reading is incorrect, there might be a problem with the reader's skills. Correct reading serve as the way to understand the written symbol.

Gurotayo (2020) mentioned that in reading accuracy, there tools that can be used to develop students' reading skills. Department provides module used by the students who have difficulty in reading and each school has programs to address reading problems of some students.

According to Salvador (2015), reading is one of the important skills that a person should acquire. Reading is the interpretation of knowledge gathered from printed texts. Reading accuracy must be correct and there is a rule to be followed. The reading should be correct or accurate so that the understanding of the content is not deviated. A beginner reader should have guide to correct reading errors.

On the other hand, reading speed is the speed at which a person reads a written text (printed or electronic) in a given unit of time. Reading speed is usually calculated by the number of words read per minute. Reading speed is determined by several factors, including a reader's purpose and level of expertise as well as the relative difficulty of the text. (Ruggieri, 2020).

According to Brand and Hartley (2012), literature is the understanding of truth and its evidence as an institution of nature or as a form of knowledge and as moral reasoning in the mind. For every literary works read, students' minds are sharpened to have critical thinking and understanding the logical event

In addition, Bernales (2016) explained that understanding means that reader must know the meaning of the parts of speech used by the author based on its context. Reading skill is an active comprehension process in which students need to become good readers.

Reading with comprehension is the reader's bridge that connect his previous knowledge and experience with the new information he can get from the text read. It is said that if there is no understanding, there is no reading. Let the students know that comprehension is an ability to get the message or prediction from the text being read. It is based on the ability to recognize the use of words and their relationship with other words in the text context clues (Mae, 2020).

As mentioned by Salvador (2015) , recognizing letters is one step in reading to achieve reading skill. Students must understand and remember the basic knowledge of letter recognition and consider the guidance and rules that the teacher give.

Espino (2020) adds that recognizing and identifying printed symbols and the ability to recognize sounds are ways to recognize letter sound and how to pronounce it. It is said that recognizing sounds is the first step in learning to read.

Meanwhile, Kidsense (2021) defines spelling as the ability to arrange letters in correct order to make words that people understand. Spelling is considered as an aspect of literacy (reading, writing and spelling). Correct spelling is important for a child to learn and to get through their school years since it is necessary to pass assessments.

Spelling of words is pronounced one by one in the proper sequence of letters to form syllables, word acronyms, abbreviations, initials, scientific symbols and words. Spelling is a way of writing the correct alphabet or letter of a word. Spelling is a way to remember words in students' minds. (Borja, 2019).

Reynaldo (2012) stated that syllabification is dividing words into syllables. A syllable is a movement of the mouth, a flick of the tongue with the simultaneous sound of the throat or a sudden burst of voice when pronouncing a word. Syllable structure uses the symbol K for consonant and P for vowel to determine the structure of the syllable. There are rules that must be followed in syllabification in order to

pronounce and cut words correctly. It is worth studying and knowing its rules, especially for those with reading difficulties.

According to USEC San Antonio (2019), let's fix our students' reading first and the rest will follow. It means that learning truly begins with his ability to read. That any lesson or subject matter should be learned by a student if he has the ability to read.

Perkins (2015) believes that reading is important to students that can help them interact with the changing world with new knowledge due to reading. Therefore, reading can increase students' knowledge in modern times. Modern knowledge can be learned by reading it whether it is in textbooks, magazines, internet blogs or modern methods of information sharing. For the learners who play computer games, reading will be a tool to know the knowledge of the modern era.

METHODOLOGY

Research Design

The design used by the researcher is Descriptive Research to gather specific answers and important information regarding the use of Marungko approach in reading.

Zoher (2015) reinforced that descriptive design leads the research comfort by sharing with the researchers a strategic attack on the main problem areas of the study with to success rather than failures in the final output of any kind of research work.

Population Sample

The respondents of the study are one hundred and fourteen (114) grade one non-readers of Siranglupa Elementary School, Calamba Laguna S.Y. 2022-2023. Purposive sampling will be used by the researcher to obtain the required number for the study.

Research Procedure

The researcher collected data from books, printed thesis and internet that related to the study to make this study successful.

There are processes carried out by the researcher to gather data. The first step taken was to identify the problems faced by grade one learners and teachers in relation to reading in Filipino. Second, laying out and coming up with possible solutions to the identified problem that led to the use of the Marungko method. Third, data collection based on the development of the research title. Fourth, developing questionnaires. Fifth, submitting a letter and validating questionnaires to school head, master teacher and Filipino teachers from the Division of Calamba. Sixth, conducting survey questionnaires to first grade learners. Seventh, collection of answered questionnaires and finally is the analysis and interpretation of the data collected.

Research Instrument

The instrument used to collect data was the questionnaire. It was collected, organized and interpreted by the researcher. Reference books, magazines, printed, non-printed thesis and information from the internet were used to make the data presented more valid. Questionnaires or "questionnaires" are interpreted through point scale rating (1-5) wherein 5 is the highest with verbal interpretation of strongly agree and 1 as the lowest with verbal interpretation of strongly disagree.

4.20 - 5.00 Strongly Agree (SA)

3.40 - 4.19 Agree (A)

2.60 - 3.39 Moderately Agree (MA)

1.80 - 2.59 Disagree (DA)

1.00 - 1.79 Strongly Disagree (SDA)

The researcher also conducted a reading assessment and performance task to measure the reading ability of the learners.

Statistical Treatment of Data

The "weighted mean" and "standard deviation" were used to find out the level of use of Marungko Method as an Approach to the Development of Reading Skills of the learners based on letter recognition, letter sound, syllabification and spelling.

To know the level of reading performance of the students scale based on Reading Accuracy, Reading Speed and Reading Comprehension, "frequency", "percentage" and the standard deviation" were used.

Finally, to find out if Marungko method has a significant effect on developing the students' reading ability and performance, the T-test was used.

RESULT AND DISCUSSION

Table 1. Level of Using Marungko Method as Means of Developing Reading Skills Based on Letter Recognition

Mga Pahayag (Indicative Statement)	Mean	SD	Puna (Remarks)
Nakikilala ang malaki at maliit na letra (<i>Recognize big and small letters</i>)	4.51	0.81	Lubos na sumasang-ayon (Strongly Agree)
Nabibigkas nang wasto ngalan ng mga letra (<i>Pronounce the name of the letter correctly</i>)	4.31	0.82	Lubos na sumasang-ayon (Strongly Agree)
Mabilis na natutukoy ang nakikitang letra (<i>Identify the given letter quickly</i>)	4.30	0.79	Lubos na sumasang-ayon (Strongly Agree)
Natutukoy ang pinagsamang letra na bumubo sa isang pantig (<i>identify combine letters in a syllable</i>)	4.21	0.74	Lubos na sumasang-ayon (Strongly Agree)
Mabilis na naiisa-isa ang mga letrang bumubuo sa isang salitang may tatlo o higit pang pantig (<i>Easily determine each letters in a word with three or more syllables</i>)	4.27	0.77	Lubos na sumasang-ayon (Strongly Agree)

Overall Mean: 4.32

Standard Deviation: 0.79

Literal na paliwanag: Lubhang Mataas

The table shows the mean and standard deviation of indicators on the use of Marungko method as means of developing reading skills based on letter recognition. The responses shows that it obtained an average (M=4.32, SD=0.72) with a very high verbal interpretation.

Indicative statements *recognized big and small letters* has a (M=4.51, SD=0.81), *pronounce the name of the letter correctly* with (M=4.31, SD=0.82), *identify the given letter quickly* with (M=4.30, SD=0.79), *identify combine letters in a syllable* with (M=4.21, SD=0.74), and *easily determine each letters in a word with three or more syllables* with a (M=4.35, SD=0.49), were all interpreted as Strongly Agree.

Table 2. Level of Using Marungko Method as Means of Developing Reading Skills Based on Letter Sound

Mga Pahayag (Indicative Statement)	Mean	SD	Puna (Remarks)
Nabibigkas nang wasto ang mga tunog ng letra (<i>Letter sounds are pronounced correctly</i>)	4.40	0.80	Lubos na sumasang-ayon (Strongly Agree)
Nakikilala ang pagkakaiba ng tunog ng mga letra (<i>Identify the different sounds of letter</i>)	4.29	0.77	Lubos na sumasang-ayon (Strongly Agree)

Natutukoy ang mga tunog na bumubuo sa isang pantig o salita (<i>Identify the sound that make up a word or syllable</i>)	4.16	0.78	Sumasang-ayon (Agree)
Nabibigkas nang wasto ang tunog na kambal katinig, klaster, at diptonggo (<i>Double consonants, clusters, and diphthongs are pronounced correctly</i>)	3.83	0.78	Sumasang-ayon (Agree)
Nakapagpapalit at nakapagdaragdag ng mga tunog upang makabuo ng bagong salita (<i>Change and add sounds to form a new word</i>)	3.84	0.81	Sumasang-ayon (Agree)

Overall Mean: 4.10

Standard Deviation: 0.82

Literal na paliwanag: Mataas

The table shows the mean and standard deviation of indicators on the use of Marungko method as means of developing reading skills based on letter sound. The responses shows that it obtained an average ($M=4.10$, $SD=0.82$) with a high verbal interpretation.

Indicative statements *letter sounds are pronounced correctly* has a ($M=4.40$, $SD=0.80$) and *Identify the different sounds of letter with* ($M=4.29$, $SD=0.77$) are interpreted as Strongly Agree. Meanwhile, *Identify the sound that make up a word or syllable* with ($M=4.16$, $SD=0.78$), *Double consonants, clusters, and diphthongs are pronounced correctly* with ($M=3.83$, $SD=0.78$), and *Change and add sounds to form a new word s* with a ($M=3.84$, $SD=0.81$), were all interpreted as Strongly Agree.

Table 3. Level of Using Marungko Method as Means of Developing Reading Skills Based on Syllabication

Mga Pahayag (Indicative Statement)	Mean	SD	Puna (Remarks)
Nauunawaan ang kahulugan ng pagpapantig ng salita (<i>Understands the meaning of word syllabication</i>)	3.85	0.83	Sumasang-ayon (Agree)
Natutukoy ang bilang ng pantig ng isang salita (<i>Identify the numbers of syllables in a given word</i>)	4.11	0.84	Sumasang-ayon (Agree)
Nahahati nang pabigkas ang isang salita ayon sa pantig (<i>Can divide the given words into syllables</i>)	4.20	0.76	Sumasang-ayon (Agree)
Nakabubuo ng sariling pantig gamit ang pinagsamang tunog ng letra (<i>Can form syllables using combine letter sounds</i>)	4.03	0.76	Sumasang-ayon (Agree)
Mabilis nauunawaan ang kahulugan ng salita gamit ang pantig (<i>Can easily understand the meaning of a word using syllables</i>)	3.90	0.79	Sumasang-ayon (Agree)

Overall Mean: 4.03

Standard Deviation: 0.80

Literal na paliwanag: Mataas (High)

As reflected in the table 3, the respondents agree that marungko helps learners in developing reading skills based on word syllabication with overall mean of ($M=4.03$, $SD=0.80$) with a high verbal interpretation)

Indicative statements *Understands the meaning of word syllabication* has a ($M=3.85$, $SD=0.83$), *Identify the numbers of syllables in a given word* with ($M=4.11$, $SD=0.84$), *Can divide the given words into syllables* with ($M=4.20$, $SD=0.76$), *Can form syllables using combine letter sounds* with ($M=4.03$,

SD=0.76), and *Can easily understand the meaning of a word using syllables* with a (M=3.90, SD=0.79), were all interpreted as Strongly Agree.

Table 4. Level of Using Marungko Method as Means of Developing Reading Skills Based on Spelling

Mga Pahayag (Indicative Statement)	Mean	SD	Puna (Remarks)
<i>Natutukoy ang kahulugan ng salita sa talasalitaan (Identify the meaning of a word in a vocabulary)</i>	3.74	0.83	Sumasang-ayon
<i>Nababaybay nang wasto ang mga salitang natutunan sa aralin (words learned from the lesson are spelled correctly)</i>	3.98	0.79	Sumasang-ayon
<i>Nakapagbabaybay ng may tatlo-apat na pantig na salita (Can spell words with three to four syllables)</i>	4.07	0.74	Sumasang-ayon
<i>Naisusulat nang may wastong baybay at bantas ang mga pangungusap na idinikta ng guro (Sentences dictated by the teacher are written with correct spelling and punctuation)</i>	3.90	0.72	Sumasang-ayon
<i>Naipapaliwanag ang kahulugan ng salitang binaybay (can explain the meaning of the spelled word)</i>	3.75	0.80	Sumasang-ayon

Overall Mean: 3.89

Standard Deviation: 0.79

Literal na paliwanag: Mataas

As seen in Table 4, the respondents agree that marungko helps learners in developing reading skills through spelling with overall mean of (M=3.89, SD=0.79) with a high verbal interpretation.

It shows that *s Identify the meaning of a word in a vocabulary* has a (M=3.74, SD=0.83), *words learned from the lesson are spelled correctly* with (M=3.98, SD=0.79), *Can spell words with three to four syllables* with (M=4.07, SD=0.74), *Sentences dictated by the teacher are written with correct spelling and punctuation* with (M=3.90, SD=0.72), and *can explain the meaning of the spelled word* with a (M=3.75, SD=0.80), were all interpreted as Agree.

Table 5. Level of Reading Performance Using Marungko Based on Reading Accuracy

Marka (Score)	Kabuuan (Total)	Bahagdan (Percentage)	Mapaglarawang Katumbas (Descriptive Equivalent)
13 - 15	48	42.11 %	Outstanding
10 - 12	30	26.32 %	Very Satisfactory
7 - 9	24	21.05 %	Satisfactory
4 - 6	9	7.89 %	Fairly Satisfactory
0 - 3	3	2.63 %	Did Not Meet Expectation
Total	114	100 %	Very Satisfactory
Weighted Mean	11.32		
Pinakamababang Marka (Lowest Score)	2		

Pinakamataas na marka (Highest Score)	15	
Standard Deviation	3.17	

Table 5 shows the level of performance of learners using marungko based on Reading Accuracy of one hundred and fourteen respondents. It reveals that the scores from “13 to 15” got by forty-eight (48) respondents or 42.11% and has a descriptive equivalent of Outstanding. Meanwhile, the score “10 to 12” has a number of thirty (30) or 26.32% of the total respondents and has a descriptive equivalent of Very Satisfactory while the score “0 to 3” got the lowest number of three (3) or 2.63% of the total respondents and has a descriptive equivalent of Did Not Meet Expectation.

It reveals that reading accuracy has an overall of ($M=11.32$, $SD=3.17$) and (lowest score = 2, highest score = 15). It shows that the level of reading performance of students using marungko based on reading accuracy has a descriptive equivalent of Very Satisfactory.

Table 6. Level of Reading Performance Using Marungko Based on Reading Speed

Marka	Kabuuan	Bahagdan	Mapaglarawang Katumbas
5	33	28.95	Outstanding
4	29	25.44	Very Satisfactory
3	18	15.79	Satisfactory
2	14	12.28	Fairly Satisfactory
0 - 1	20	17.54	Did Not Meet Expectation
Total	114	100	Satisfactory
Weighted Mean	3.45		
Pinakamababang Marka	0		
Pinakamataas na marka	5		
Standard Deviation	1.94		

As reflected in Table 6, the reading level of the students' performance based on Reading Speed shows that from one hundred and fourteen respondents, the score "5" scored the highest number by thirty-three (33) or 28.95% of the total respondents and has a descriptive equivalent of Outstanding. Meanwhile, score “4” has a number of twenty-nine (29) or 25.44% of the total respondents and has a descriptive equivalent of Very Satisfactory. While the score “2” got the lowest number of fourteen (14) or 12.28% of the total respondents and has a descriptive equivalent of Fairly Satisfactory.

Table 6 also reveals that the total (weighted Mean=3.45, $SD=1.94$) and (lowest score=0, highest score = 5) shows that the level of reading performance of students using marungko based on reading speed has a descriptive equivalent of Satisfactory.

Table 7. Level of Reading Performance Using Marungko Based on Reading Comprehension

Marka (Score)	Kabuuan (Total)	Bahagdan (Percentage)	Mapaglarawang Katumbas (Descriptive Equivalent)
5	26	22.81	Outstanding
4	24	21.05	Very Satisfactory
3	41	35.96	Satisfactory

2	14	12.28	Fairly Satisfactory
0 - 1	9	7.89	Did Not Meet Expectation
Total	114	100	Satisfactory
Weighted Mean	3.34		
Pinakamababang Marka(Lowest Score)	0		
Pinakamataas na marka (Highest Score)	5		
Standard Deviation	1.31		

Table 7 shows the level of reading performance of the students using the scale based on Reading Comprehension. It reveals that out of one hundred and fourteen respondents, the score "3" scored the highest number which is forty-one (41) or 35.96% of the total respondents and has a descriptive equivalent of Satisfactory. And the score "5" has a number of twenty-six (26) or 22.81% of the total responders and has a descriptive equivalent of Outstanding. While the score "0-1" got the lowest number of nine (9) or 7.89% of the total respondents and had a descriptive equivalent of Did Not Meet Expectation.

The total (Weighted Mean=3.34, SD=1.31) and (lowest score = 0, highest score = 5) shows that the level of reading performance of students using marungko based on reading comprehension has descriptive equivalent Satisfactory.

Table 8. Significant effect of Marungko Method As An Approach To Develop the Reading and Performance of Students

Marungko	Pagganap	Beta Coefficient	t-stat	p-value	Analysis
Pagkilala ng Letra (Letter Recognition)	<i>Kawastuhan ng pagbasa (Reading Accuracy)</i>	0.2525	0.267	0.7901	<i>Hindi Makabuluhan (Not Significant)</i>
Pagkilala ng Tunog (Letter Sound)		-0.733	-0.69	0.4919	<i>Hindi Makabuluhan (Not Significant)</i>
Pagpapantig (Syllabication)		0.6754	0.6424	0.5221	<i>Hindi Makabuluhan (Not Significant)</i>
Pagbabaybay (Spelling)		-0.739	-0.824	0.4122	<i>Hindi Makabuluhan (Not Significant)</i>
Pagpapakilala ng Letra (Letter Recognition)	<i>Bilis ng pagbasa (Reading Speed)</i>	-0.009	-0.018	0.9857	<i>Hindi Makabuluhan (Not Significant)</i>
Pagpapakilala ng Tunog (Letter Sound)		-0.485	-0.871	0.3858	<i>Hindi Makabuluhan (Not Significant)</i>
Pagpapantig (Syllabication)		0.0122	0.0221	0.9824	<i>Hindi Makabuluhan (Not Significant)</i>
Pagbabaybay (Spelling)		0.1155	0.2454	0.8066	<i>Hindi Makabuluhan (Not Significant)</i>
Pagpapakilala ng Letra (Letter Recognition)	<i>Pag-unawa sa binasa</i>	-0.009	-0.027	0.9784	<i>Hindi Makabuluhan (Not Significant)</i>

Pagpapakilala ng Tunog (Letter Sound)	(Reading Comprehension)	0.0505	0.1311	0.896	<i>Hindi Makabuluhan (Not Significant)</i>
Pagpapantig (Syllabication)		-0.524	-1.372	0.1731	<i>Hindi Makabuluhan (Not Significant)</i>
Pagbabaybay (Spelling)		0.4946	1.5183	0.1322	<i>Hindi Makabuluhan (Not Significant)</i>

Table 8 shows the multiple comparison test between the appropriateness of the components of the Module in FSM 7 and its level of acceptability.

It revealed that all the components such as objectives, activities, contents and assessment are significantly related to the level of acceptability of the module in FSM 7- Bartending and Bar Management. This means that the components are well suited to the needed knowledge, skills and competencies of the curriculum.

Table 8 shows the significant effect of the marungko method as an approach to the development of students' reading ability and performance

Letter recognition, Letter sound, syllabification, and spelling under marungko method as a means of developing reading ability was not observed to have a significant effect on the students' performance. Data were calculated using the t-test with a lower critical t value. In general, the p-values obtained are greater than the 0.05 level of significance. It also shows that the null hypothesis that "There is no significant effect of the Marungko Method as an Approach to the Development of Reading Ability and Student Performance" is accepted. Because there is no significant effect of the Marungko Method as a means of developing the reading ability and performance of students, the hypothesis in the first chapter must be accepted.

CONCLUSION

Through the presented results, this conclusion is formed:

"There is no significant effect of the Marungko Method as an Approach to the Development of Reading Ability and Student Performance" is accepted. Because there is no significant effect of the Marungko Method as a tool for the development of students' reading ability and performance, the hypothesis in the first chapter must be accepted, it shows that the Marungko method has no effect on the performance of students .

RECOMMENDATIONS

1. Marungko can still be used as an to aid to develop students' reading ability.
2. For teachers, use a different approach to teach reading to increase student performance.
3. School must continue to support teachers to create an intervention to addressed reading difficulties of learners.
4. For future researchers, this study can be a basis for future studies and this study can be modified by adding variables or intensify the study.

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