
Effectiveness of Interactive Instructional Materials Through Marungko Approach to the Test Performance of Grade 3 Pupils in English

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ABSTRACT

This study aimed to Determine effectiveness of Interactive Instructional Materials through Marungko Approach to the Test performance of the Grade 3 Pupils in English. The findings of the study served as a basis of a proposed Instructional Supervision plan. The method used to gather relevant data was Quasi Experimental Research Design for Grade 3 pupils to complete in the 2nd grading period and the performance of the respondents was based on their test scores before and after the Interactive Instructional Materials through Marungko Approach has been introduced and delivered in the classroom during the teaching and learning process. The output of this study is to provide intervention plan to help the teachers to create a more effective learning processes that would help the learners to improve their literacy performances in English. Table 3 presents the test of difference between the scores in the pre-test and post-test of Grade 3 learners in English particularly in Reading using the different reading tools such as block-out oral reading test materials and Phil-IRI. This result was based from the things that they have learned before the integration of the interactive instructional materials using Marungko approach as well as after the aforementioned intervention was being integrated in teaching reading to the learners in key stage 1 specially to the Grade 3 learners was made by the teachers to the learners during the delivery of the lessons in 4 weeks' time from the implementation of the intervention. In this table also, the results on how the hypothesis will be accepted or rejected based on the actual findings of the study whether the intervention to verify whether there was impact on the intervention to the reading performance of the Grade 3 learners. Based on the results in table 3, it shows the test of difference between the scores in the Pre-test and Post-test of Grade 3 Pupils in English which offers important insights into how the Marungko Approach's integration of interactive instructional materials affects language proficiency. The null hypothesis (H_0) is rejected as a result of the computed t-test value which is higher than the critical t-value and highlights the importance of the intervention in enhancing students' English language proficiency.

The mean scores of the pre-test and the post-test demonstrate a significant improvement in language competency. The statistical significance of this improvement is further confirmed by the computed t-test value. The choice to reject the null hypothesis is consistent with the observable enhancements in the learners distribution across proficiency categories. The effectiveness of the interactive instructional Materials through Marungko Approach is demonstrated by the change from a majority in the Fair and Poor categories in the pre-test to a majority in the Excellent and Very Good categories in the post-test. This noteworthy modification demonstrates how well the intervention addressed the noted difficulties in Grade 3 students' English language proficiency. The calculated t-value, which is greater than the critical value, highlights the practical application of the Marungko Approach in addition to statistical significance. The Weighted Mean increased significantly from Fair to Very Good, highlighting the intervention's usefulness in improving learners' language learning outcomes.

The fact that the null hypothesis was rejected suggests that the observed improvements are indeed attributable to the Marungko Approach rather than being the product of random variation. This finding, which implies that the use of Interactive Instructional Materials directly and favorably affects Grade 3 students' language proficiency. It indicates that the Marungko Approach has had a significant positive impact on language proficiency. The decision has practical implications as evidenced by the significant improvement in the Weighted Mean in the pre- in the post-test, which indicates a qualitative improvement in the language proficiency of Grade 3 students overall. A positive and transformative impact on the language learning outcomes of the learners is suggested by the comparison of the pre- and post-test results, which show that the intervention has successfully moved the students from lower proficiency categories to higher ones.

Keywords — Effectiveness Interactive Marungko Performance Grade 3 Learners English

I. INTRODUCTION

Republic Act 10533 also known as “Enhanced Basic Education Act of 2013” is the basis for the continuing educational reform which articulates the main target of the curriculum to equip learners in K to 12 with fundamental literacy and numeracy skills needed for the academic success in the later stage.

According to Wolf (2008)) the learners must have support and encouragement from their teachers, tutors, and parents to make a plunge in their hard time in cumbersome reading materials.

The choice of approach is a crucial component that needs to be taken into account as an additional factor. Pupils differ in terms of traits, skills, and proficiency. Teachers will therefore devise strategies to teach children to read in accordance with their needs and skill levels, and learning media can be regarded as one of the key elements that can affect students' reading proficiency. I decided to use multi-media instruction in conjunction with the Marungko Approach to teach reading because it possesses fundamental reading skills that will greatly aid in motivating students to pick up reading quickly.

As a Teacher, it is very important to really choose the best tool to make the learning process a more comprehensive one. It creates a stigma for learners to move further and design a more active participation. Thus, finding the best approach could be a source of strength to both teachers and learners.

The abovementioned premise gives the idea of the researcher to conduct this study to find proof that using the interactive instructional materials using the Marungko Approach could uplift the teacher's instructions and elevate the test performance of the learners specially to those learners who are in the key stage 1 who are the most important stage in learning.

This study evaluated the effectiveness of interactive instructional materials through the use of Marungko Approach to the test Performance of the Grade 3 Pupils Sa Isidro Elementary School in the division of Leyte. The findings of the study were the bases for an Instructional Supervisory Plan.

Specifically, it sought to answer the following questions:

1. What is the Test performance of the Grade 3 pupils before the integration of the interactive instructional materials through the use Marungko Approach in teaching English?

2. What is the Test performance of the Grade 3 pupils after the integration of the interactive instructional materials through the use Marungko Approach in teaching English?
3. Is there a significant difference of the Test performances of the Grade 3 pupils before and after the integration of the interactive instructional materials through the use Marungko Approach in teaching English?
4. What intervention plan can be proposed based on the findings of the study?

Null Hypothesis:

HO: There is no significant difference of the Test performances of the Grade 3 pupils before and after the integration of the interactive instructional materials through the use Marungko Approach in teaching English.

II. METHODOLOGY

Design. The study utilized the Quasi Experimental type of Experimental research Design to evaluate the effectiveness of interactive instructional materials through the use of Marungko Approach to the test Performance of the Grade 3 Pupils Sa Isidro Elementary School in the division of Leyte. The findings of the study were the bases for an Instructional Supervisory Plan. Quantitative analysis was used to determine the significant difference between the pre-test and post-test mean scores of the Grade 3 pupils in English. In this study, the researcher was used the Black-out Oral Reading Test (BORT) as well as the validated passages to validate their reading performances. The study was conducted for one month period in which there were at least 4 learning competencies which were divided per week. The participants for this study were the Grade 3 learners handled by the researcher. The main local of the study is San Isidro Elementary in the Schools Division of Leyte. The assessment given to the respondents was carefully validated by the teacher-researcher himself which are the pretest and posttest test performances of the Grade 3 learners, the different steps in conducting the identified approach were undertaken in order to validate their performances before and after the implementation of interactive instructional materials through the use of Marungko Approach to the respondents. This study is mainly focus on the results of the different test validation to gather data: The pretest scores performance of the Grade 3 learners before the implementation of the interactive instructional materials through the use of Marungko Approach, The Posttest scores performance of the Grade 7 learners after the implementation of the interactive instructional materials through the use of Marungko Approach was also conducted as well as the significant difference of the pretest and posttest performances before and after the implementation of the interactive instructional materials through the use of Marungko Approach in the delivery of the most essential learning competencies in teaching English. In the Quasi- experimental research design, the researcher prepared the different materials which integrating interactive instructional materials through the use of Marungko Approach. The proposed intervention Plan was taken based on the findings of the study.

Sampling. There are 37 total number respondents who are included in the study. The respondents or the grade 3 learners were being identified and the primary means of reach is during the actual conduct of the study as well as during the gathering of data in the school where the study was conducted.. Another way of contacting them are through cell phones of their respective parents.

Research Procedure. The researcher asked permission from the office of the Schools Division Office through Transmittal Letter. The same letter content was given to the Public-School District Supervisor, School Principal, and to the teachers whom the respondents are under their care.

The research instruments used were the BORT (Block-out Oral Reading Test). The Pre-BORT (Block-out Oral Reading Test) were administered by the researcher to identify the reading level of the Grade 1 pupils which based on the word recognition and comprehension which is also relative to their knowledge of the lessons. After the integration of the interactive Instructional Materials through the use Marungko Approach to the Grade 3 pupils, the Post BORT (Block-out Oral Reading Test) was administered to attest whether the reading performance of the Non-reader pupils is increased. Data was collated and submitted to appropriate statistical treatment.

The Approval and recommendation from the Office of the Schools Division Superintendent, as well as to the Assistant Schools Division Superintendent in Leyte Division being the Chairman of the Schools Division Research Committee through the Senior Education Program Specialist in Planning and Research. After the Approval of the Schools Division Research Committee, the Approved or endorsement letter from the body together with the approved letter of intent were forwarded to the Office of the Public School District Supervisor as well as to the office of the School principal in order to get full support on the conduct of the study as well as to get also approval from their end. The proposed title and design was submitted to the School Division Office for approval. Upon approval, the Division released endorsement to the District Office where the school is located. When the research was approved by the Schools Division Office and District Office, the researcher began the process of data gathering. Validation of the instruments through Experts such as the Master Teacher in English and in coordination with the school head and lastly to the Education Program Supervisor in Learning Resource was sought. Orientation of the participants was done. Answering and retrieval of the research tool followed. Tallying of results and treatment of data. Analysis and Interpretation of Data. The study was bases for a proposed instructional supervisory plan.

Ethical Issues. The right to conduct the study was strictly adhere through the approval of the Schools Division Superintendent, Public School District Supervisor as well as the approval of the School Principal where the study were conducted. Orientation of the respondents both the learners and the teachers including the School Principal was also done. In the orientation, specially to the parents and or guardian, the process of the study was discussed in order for them to know how and why the study will be done and to reiterate that this study is purely focus on the improvement of the performance of the Grade 3 learners. The need for other data that was needed in the study such as the performance of the school in general based on the different performance indicators, a written permission was sought to the principal confidentiality and anonymity and will be discussed requiring them not to write names on the tools and have to writer pseudonym instead.

Treatment of Data. The following statistical formulas were used in this study:

The quantitative responses were tallied and tabulated. The data was treated statistically using the following statistical tool.

Weighted Mean. This was utilized to assess the literacy performance of the Grade 3 learners.

T-Test For Mean Difference- This tool was used to calculate the significant difference of the test performance of the Grade 3 learners in English.

III. RESULTS AND DISCUSSION

TABLE 1

PRE-TEST PERFORMANCE OF GRADE 3 PUPILS IN ENGLISH

Score Range	Description	PRETEST	
		Frequency	%
33-40	Excellent	0	0
25-32	Very Good	0	0
17-24	Good	0	0
9-16	Fair	32	89
1-8	Poor	4	11
Total		36	100
Weighted Mean		11.17	Fair

Table 1 presents the pre-test reading performance of Grade 3 Learners in English subject in whom the teacher-researcher did not apply any teaching strategy that could help the learners enhance their reading skills as well as their reading performance in general sense. In other words, these results shared by the grade 3 learners during the pretest performance are just the things that they have learned from their parents, peers, or teachers., Moreover, the performance that they have gained is purely from the traditional learning technique that they have obtained while they are learning on their own.

Based from the table in table 1, Before the Marungko Approach was used to integrate in the delivery of the lessons using the interactive instructional materials, the result of the performance of learners in English shows that the pre-test results with a weighted mean of 11.17, entails that most learners are in the Fair category. This means that the absence of the learners Excellent, Very Good, and Good level of performance indicates a problem with the learners' English language proficiency level before the Marungko Approach was put into practice. Given the number of learners falling into the Fair and Poor categories, it appears that specific interventions are necessary to close the identified gaps in English language proficiency of the learners. In fair level of performance in reading, there are 89% of the learners falling into this category which means that this group has a high percentage of learners who consistently perform below the required proficiency level. This necessitates a closer look at the current instructional strategies and resources in order to identify the precise areas that need improvement. Since the learners are majority in the fair level of performance, it means that most learners had difficulty achieving test results that demonstrated a sufficient understanding of English language concepts.

The pre-test results highlight a possible weakness in the current teaching strategies and highlight the need of implementing cutting-edge techniques like the Marungko Approach to meet students' varied learning needs and improve their language proficiency.

The results in table 1 which was focus on the pre-test results of Grade 3 English learners before the integration of Interactive Instructional Materials using the Marungko Approach implied that the teachers should give more emphasize the necessity of focused interventions to improve learners' language and comprehension abilities. This shows further that the learners have ' varied learning needs which might not have been sufficiently met by the traditional teaching strategies currently in use. The focus in the Fair category highlights how crucial it is to use cutting-edge teaching techniques in order to close the gap and improve language proficiency overall.

Moreover, the existence of learners in the Poor category draws attention to a subgroup that needs specific assistance and immediate attention. These learners might have a difficult time understanding basic English language concepts, which highlights the significance of differentiated instruction strategies in meeting each student's unique learning needs. It becomes clear that we need a more creative, student-centered, and interactive teaching approach like the Marungko Approach. The outcomes of the pre-test highlight how crucial it is to match instructional tactics to the various learning preferences and aptitudes of third-grade learners. The importance of implementing creative teaching strategies is highlighted because it shows the tendency in addressing these issues and improving their overall language learning experience.

TABLE 2
POST TEST PERFORMANCE OF GRADE 3 PUPILS IN ENGLISH

Score Range	Description	POST TEST	
		Frequency	%
33-40	Excellent	9	25
25-32	Very Good	23	64
17-24	Good	4	11
9-16	Fair	0	0
1-8	Poor	0	0
Total		36	100
Weighted Mean		29.67	Very Good

Table 2 presents the posttest reading performance of Grade 3 Learners in English subject in whom the teacher-researcher already applied teaching strategy that could help the learners enhance their reading skills as well as their reading performance. The results in the posttest performance of the learners are coming from the learning of the learners based from the reading strategy shared by the teacher in the delivery of the most essential learning competencies in English which somehow focuses on the reading skills of the learners.

Based from the table 2 results, it was revealed that following the integration of Interactive Instructional Materials through the use of the Marungko Approach for Grade 3 English language learners, the post-test results shown and demonstrate a significant improvement in language proficiency of the identified learners. The score distribution demonstrates a significant improvement, as evidenced by the large proportion of learners who received scores in the Excellent and Very Good categories, indicating the efficacy of the intervention.

The fact that 25 percent of the learners are in the Excellent category of performance and 64 percent are in the Very Good category this means that language proficiency has significantly improved. This result indicates that the Marungko Approach, which uses interactive instructional materials, has been effective in getting learners interested and helping them grasp English language concepts more deeply. A good sign of the intervention's beneficial effects is the change from the Fair and Poor categories in the pre-test to primarily Excellent and Very Good categories in the post-test. Furthermore, the post-test results show a noteworthy improvement in Grade 3 learners' overall performance, as evidenced by the absence of learners in the Fair and Poor categories. This result illustrates how well the Marungko Approach addressed the issues with English language proficiency that were found and how well it helped learners acquire the language's fundamentals. The fact that the Weighted Mean of 29.67 is in the Very Good range further supports the

intervention's beneficial effects. Comparing this quantitative measure to the pre-test Weighted Mean of 11.17 in the Fair category, there has been a noticeable improvement. The significant rise in the Weighted Mean denotes an overall improvement in language ability, meaning that most students have reached an above-satisfactory level of proficiency.

The Marungko Approach's effectiveness is demonstrated by both the quantitative and qualitative gains in learners language proficiency. The post-test shift towards higher proficiency categories indicates that the approach has helped Grade 3 learners develop a more thorough and sophisticated understanding of English language concepts.

Based from the results in Table 2 implied that the post-test results show that Grade 3 learners' English language proficiency is significantly improved after integrating interactive instructional materials using the Marungko Approach. The intervention was successful in improving language skills, as evidenced by the large number of learner. The intervention's success in improving language proficiency is evidenced by the notable rise in the proportion of learners falling into the Excellent and Very Good categories. This change suggests that the Marungko Approach, which emphasizes interactive educational resources, has been effective in capturing learners' attention and promoting a more thorough comprehension of English language concepts. This further implies that the creative pedagogical strategy has not only helped learners overcome the noted difficulties with their English language proficiency, but has also encouraged them to reach levels of achievement that were not apparent from the pre-test scores. The post-test results highlight how the Marungko Approach has a transformative effect on learners learning outcomes. The post-test's shift towards higher proficiency categories indicates that the strategy has not only addressed the issues raised but also helped Grade 3 learners develop a more thorough English language concepts.

TABLE 3

TEST OF DIFFERENCE BETWEEN THE SCORES IN THE PRE-TEST AND POST-TEST OF GRADE 3 PUPILS IN ENGLISH

Aspects	Test Scores		Computed T	Critical T	Decision	Interpretation
GRADE 3 Pupils in English	Pre	11.17	1.741	0.924	Reject H _o	Significant
	Post	29.67				

Table 3 presents the test of difference between the scores in the pre-test and post-test of Grade 3 learners in English particularly in Reading using the different reading tools such as block-out oral reading test materials and Phil-IRI. This results was based from the things that they have learned before the integration of the interactive instructional materials using Marungko approach as well as after the aforementioned intervention was being integrated in teaching reading to the learners in key stage 1 specially to the Grade 3 learners was made by the teachers to the learners during the delivery of the lessons in 4 weeks time from the implementation of the intervention. In this table also, the results on how the hypothesis will be accepted or rejected based on the actual findings of the study whether the intervention to verify whether there was impact on the intervention to the reading performance of the Grade 3 learners.

Based on the results in table 3 , it shows the test of difference between the scores in the Pre-test and Post-test of Grade 3 Pupils in English which offers important insights into how the Marungko Approach's integration of interactive instructional materials affects language proficiency. The null hypothesis (H_o) is rejected as a result of the computed t-test value of 1.741, which is higher than the critical t-value of 0.924 and highlights the importance of the intervention in enhancing students' English language proficiency.

The mean scores of the pre-test, 11.17, and the post-test, 29.67, demonstrate a significant improvement in language competency. The statistical significance of this improvement is further confirmed by the computed t-test value. The choice to reject the null hypothesis is consistent with the observable enhancements in the learners distribution across proficiency categories. The effectiveness of the Marungko Approach is demonstrated by the change from a majority in the Fair and Poor categories in the pre-test to a majority in the Excellent and Very Good categories in the post-test. This noteworthy modification demonstrates how well the intervention addressed the noted difficulties in Grade 3 students' English language proficiency. The calculated t-value, which is greater than the critical value, highlights the practical application of the Marungko Approach in addition to statistical significance. The Weighted Mean increased significantly from Fair to Very Good, highlighting the intervention's usefulness in improving learners' language learning outcomes.

The fact that the null hypothesis was rejected suggests that the observed improvements are indeed attributable to the Marungko Approach rather than being the product of random variation. This finding, which implies that the use of Interactive Instructional Materials directly and favorably affects Grade 3 students' language proficiency. It indicates that the Marungko Approach has had a significant positive impact on language proficiency. The decision has practical implications as evidenced by the significant improvement in the Weighted Mean from 11.17 in the pre-test to 29.67 in the post-test, which indicates a qualitative improvement in the language proficiency of Grade 3 students overall. A positive and transformative impact on the language learning outcomes of the learners is suggested by the comparison of the pre- and post-test results, which show that the intervention has successfully moved the students from lower proficiency categories to higher ones.

IV. CONCLUSIONS

Based from the results of the study on the integration of the interactive instructional materials through the use of Marungko Approach in teaching reading to the Grade 3 learners shows a positive impact to the reading performance of the Grade 3 learners which means that the aforementioned intervention is significantly effective in improving the reading performance of the Grade 3 learners. Furthermore, it explains further that integrating the interactive instructional materials in teaching reading could help lessen the number of learners who are belong to the frustration level thus, it improves the percentage of learners who will belong to the independent and instructional level or category of learners.

V. RECOMMENDATIONS

The researcher offered the following recommendations to improve the performance of the Grade 3 learners in English.

1. The proposed intervention plan should be the basis of both teachers and school head during teaching of learners how to read and basis for giving of proper technical assistance.
2. The Education Program Supervisors should constantly monitors the different activities of the schools specially to those activities that is mandated from the central office or even in the regional office in order to gather findings that could help the division to create policy recommendations that would help to improve the programs as well as to give specific technical assistance to the school heads and teachers on how to properly teach the different technique in teaching reading.

3. The school head should closely validate the different activities of the teachers as well as to the learners in order to give proper technical assistance to those who are in need specially to those learners who are belong to the frustration level.
4. The teachers should join the different trainings to be conducted in either school, district or division level. It is also important that the teachers should properly delivers the different mandated PPAs from the SDOs or regions on how to improve the reading performance of the learners.
5. parents should promote parental engagement by providing time and effort to assist the teachers in teaching their learners how to read specially to those learners who are struggling readers.
6. In relation to the abovementioned, the researcher is giving the authority to those future researchers to conduct the same study to validate the veracity of the results.study to include different locales and include different variables aside from the mentioned in this study.

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