

Reading Interest and Performance of Grade I Learners using Marungko and Claveria Approaches: A Comparative Study

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Publication Date: May 6, 2026

DOI: 10.5281/zenodo.20054456

Abstract

This true-experimental study compared the effectiveness of the Marungko and Claveria reading approaches on the reading interest and reading performance of 40 Grade I learners in Sofronio Española, Palawan, Philippines. Participants were divided into two groups: Section Mars (Marungko Approach) and Section Earth (Claveria Approach). An eight-week intervention was implemented following pretest administration using the Early Grade Reading Assessment (EGRA) and a researcher-made reading interest questionnaire. Posttest results revealed that both approaches significantly improved learners' reading interest (Marungko: 4.06 to 4.65; Claveria: 4.01 to 4.69) and reading performance (Marungko: 0.91 to 12.38; Claveria: 1.06 to 10.13). However, no significant difference was found between the two approaches in terms of both variables. A significant correlation between reading interest and performance was observed in the Claveria group. The study concludes that both Marungko and Claveria approaches are equally effective in developing early literacy skills and recommends that teachers select either approach based on learner needs and classroom context.

Keywords: *Marungko Approach, Claveria Approach, reading interest, reading performance, Grade I learners, beginning reading, early literacy, comparative study, Philippines, EGRA*



I. INTRODUCTION

Reading is one of the most essential skills that learners must develop during the early years of education because it serves as the foundation for academic success and lifelong learning. When learners possess strong reading abilities, they can better understand lessons across different subjects and participate more effectively in classroom activities.

However, many learners in the Philippines still experience difficulties in reading. International assessments have shown that Filipino learners perform below the global average in reading comprehension. These challenges highlight the need for effective instructional strategies that can improve early literacy skills among beginning readers.

Two commonly used approaches in teaching beginning readers in the Philippines are the Marungko Approach and the Claveria Approach. The Marungko Approach emphasizes phonics and the systematic teaching of letter sounds, while the Claveria Approach uses visual cues known as “pananda” to help learners recognize syllables and words.

Despite the widespread use of these approaches, there is limited research comparing their effectiveness in improving both reading interest and reading performance among Grade I learners. Therefore, this study aimed to examine and compare the effectiveness of the Marungko and Claveria approaches in improving the reading interest and reading performance of Grade I learners.

II. METHODS

This study employed a true-experimental research design to determine the effectiveness of the Marungko and Claveria reading approaches.

The participants of the study were 40 Grade I learners from Panitian Elementary School in Sofronio Española, Palawan. The learners were divided into two groups:

- Section Mars – taught using the Marungko Approach
- Section Earth – taught using the Claveria Approach

Each group consisted of 20 learners.

Two research instruments were used in this study. The first instrument was the Early Grade Reading Assessment (EGRA), which was used to measure the learners’ reading performance. The second instrument was a researcher-made survey questionnaire, which measured the learners’ level of reading interest.

Data collection began with securing permission from the school administration and the parents of the learners. A pre-test was conducted using the EGRA and the reading interest questionnaire to determine the learners’ initial reading ability and interest.



After the pre-test, an eight-week reading intervention was implemented. The reading sessions were conducted daily and lasted approximately 20 to 30 minutes.

At the end of the intervention period, a post-test was administered using the same instruments to measure changes in reading interest and reading performance.

The collected data were analyzed using appropriate statistical tools, including Wilcoxon Signed-Rank Test, Mann–Whitney U Test, and Spearman’s rho correlation.

III. RESULTS

The results of the study revealed that both reading approaches significantly improved the learners’ reading interest and reading performance.

For reading interest, the learners who were taught using the Marungko Approach showed an increase in their mean score from 4.06 during the pre-test to 4.65 during the post-test. Similarly, learners who were taught using the Claveria Approach showed an increase in their mean score from 4.01 to 4.69.

These findings indicate that both approaches were effective in increasing the learners’ motivation and engagement in reading.

In terms of reading performance, the learners exposed to the Marungko Approach improved from a mean score of 0.91 in the pre-test to 12.38 in the post-test. Meanwhile, the learners who used the Claveria Approach improved from 1.06 to 10.13.

The results showed improvements in several reading components, including print awareness, phonemic awareness, and listening comprehension.

However, when the results of the two groups were compared using statistical analysis, the findings revealed no significant difference between the Marungko and Claveria approaches in terms of both reading interest and reading performance.

The study also examined the relationship between reading interest and reading performance. The analysis showed a weak correlation for the Marungko group and a significant correlation for the Claveria group, indicating that learners with higher reading interest tended to perform better in reading tasks.

IV. DISCUSSION

The findings of the study demonstrate that both the Marungko and Claveria approaches are effective strategies for improving the reading skills of beginning readers.



The increase in reading interest suggests that the structured and engaging reading activities used in both approaches helped motivate learners to participate more actively in reading tasks. When learners are interested in reading, they are more likely to practice and develop their literacy skills.

The improvement in reading performance indicates that both approaches successfully supported the development of essential reading skills, such as phonemic awareness and word recognition.

The absence of a significant difference between the two approaches suggests that both strategies are equally effective in teaching reading to Grade I learners. Therefore, teachers may choose either approach depending on the learning needs of their students and the resources available in their classrooms.

Furthermore, the relationship between reading interest and reading performance highlights the importance of fostering learners' motivation to read. Encouraging positive reading habits can contribute to better reading outcomes and overall academic success.

Overall, the study emphasizes the importance of implementing structured reading interventions in the early grades to help struggling readers develop strong literacy foundations.