

Enhancing reading literacy in Grade 2 pupils: An evaluation of the enhanced Marungko approach

Ivy Casupanan^{1*}, Joan Fastidio²

¹President Ramon Magsaysay State University, Philippines

²Banicain Elementary School, Philippines

*Corresponding author: ivy.casupanan@gmail.com

ARTICLE INFO

DOI:10.46223/HCMCOUJS.
soci.en.14.4.3067.2024

Received: November 09th, 2023

Revised: December 25th, 2023

Accepted: January 04th, 2024

Keywords:

comprehension; literacy;
marungko; reading

ABSTRACT

This study aimed to evaluate the impact of the enhanced Marungko approach for beginning readers in English on the reading literacy of Grade 2 pupils at Banicain Elementary School. The research focused on 81 Grade 2 pupils during the academic year 2022 - 2023 and investigated the level of reading literacy of pupils in English before and after the implementation of the enhanced Marungko approach, as well as the actual use of the approach. Mean scores, standard deviations, and paired T-tests were used as statistical tools for analysis. The results showed that the students had a basic level of competency in oral passage reading, reading comprehension, listening comprehension, and dictation before the improved Marungko approach was put into practice. After the treatment, the post test scores indicated a significant gain and that the learners maintained a consistent level of orientation to print. It is recommended to extend the implementation of the enhanced Marungko approach to first-grade levels to further enhance reading literacy among students. Teachers working with beginning readers are encouraged to recommend the use of the enhanced Marungko approach to other schools.

1. Introduction

Teaching early children to read is the foundation of improved school results. A child can be introduced to a world of creativity and imagination through reading. According to James (2022), children who are exposed to reading prior to preschool tend to develop larger vocabularies and are more likely to succeed during their formal education. Whereas, children who do not learn to read at a young age, as stated by Gove and Wetterberg (2011), are at a disadvantage because they cannot absorb written material, follow written commands, or communicate effectively in writing.

As a result, despite current information technology advancements and the development of a variety of communication tools in today's advanced world, learning to read is still critical in the sense that reading, as Anstey (2004) points out, is essentially the gateway to a wealth of information and skills in a variety of areas. Despite this critical awareness of the importance of literacy in a country's economy and despite global economic success, Khalfaoui (2018) claims that many young people are still regarded as "not proficient enough" in their literacy reading lessons.

In the case of the Philippines, the country ranked last in the world for reading comprehension among 15-year-old Filipino students who took the Program for International Student Assessment (PISA) in 2018 (The Organization for Economic Cooperation and Development (OECD), 2019). Their score of 340 points was lower than the global average of 487 points.

Corollary to this, in the case of Banicain Elementary school, poor student performance was also noted as reflected in the Early Grade Reading Assessment (EGRA) in English for school year 2021 - 2022. The results showed that the majority of the incoming Grade 2 pupils were beginning readers as compared to developing and consistent readers.

It is in this context that the researcher decided to conduct a study on the use of enhanced Marungko approach in teaching beginning readers to find out whether or not this method will improve the reading literacy of pupils.

The study aimed to find out the impact of the enhanced Marungko approach to reading literacy of beginning readers in English of Banicain Elementary School, Olongapo City, School Year 2022 - 2023. It is hoped that the outcome will serve as the foundation for the Department of Education (DepEd) to innovate and/or adopt acceptable teaching-reading approaches in order to cater to the needs of learners in the learning process, such as the development of the ability to identify letter names, identify letter s discriminate initial sound, read familiar words, and read an oral passage in the beginning reading stage. It is also thought that by using the enhanced Marungko approach, the pupils in the beginning reading stage in English would be able to transfer and make connections to reading which is very important to improve the pupil's reading literacy and to become lifelong learners. Likewise, the findings of this research may prove useful to administrators, teachers, and future researchers as well.

Specifically, this study aimed to answer the main question below:

To what extent does the use of the enhanced Marungko approach improve the reading literacy of Grade 2 pupils?

2. Theoretical basis

This section indicates a summary of theories and empirical literature that served as the basis of this research.

Reading literacy is the ability to comprehend, use, and reflect on written texts in order to attain one's objectives, develop one's knowledge and potential, and actively participate in society (The Organization for Economic Cooperation and Development (OECD), 2019). Early reading literacy, as emphasized by Brink and Nel (2019), is one of the foremost important aspects of a child's first years in his academic journey. Children need reading literacy to progress through life.

Because reading proficiency has a major impact on a nation's economic development, the Organization for Economic Cooperation and Development (OECD) assesses students' knowledge in reading, mathematics, and science as well as their application of that knowledge through the Program for International Students Assessment (PISA) (The Organization for Economic Cooperation and Development (OECD), 2019). PISA offers the most thorough and exacting international evaluation of student learning outcomes available to date. Results from PISA show the quality and equity of learning outcomes attained globally and enable educators and policymakers to learn from the practices and policies used in other nations.

In the case of the Philippines, data from the 2019 Program for International Student Assessment (PISA), Filipino students around the age of 15 received a reading comprehension rating of 340 points, which is lower than the average of 487 points (The Organization for Economic Cooperation and Development (OECD), 2019). As a result, the Philippines was ranked last out of 79 countries, as reported by Juan (2019). Due to this fact, educators in the Philippines must review the methods used to help students progress from the beginning reading stage to reading comprehension.

Early Grade Reading Assessment (EGRA), as defined by the United States Agency for International Development (2023), is a test used to measure pre-reading skills and reading subtasks of students in kindergarten through primary school. The outcomes of an EGRA can be used to evaluate the effectiveness of a reading program or even track a nation's advancement in offering a high-quality basic education in reading. Individual students are assessed on different reading skill subtasks or indicators. These include eight indicators, namely, orientation to print, letter name knowledge, letter sound knowledge and identification, familiar word reading, inverted word decoding, oral passage reading and reading comprehension, listening comprehension, and dictation. In the case of Banicain Elementary School, the EGRA post-test results in English during the school year 2021 - 2022 revealed that a large percentage of the incoming Grade 2 students are beginning readers in each indicator.

Shea and Ceprano (2017) stressed the importance of basic reading competencies and added that comprehension would change as readers searched through a text for information and combined it with their own personal schema to create meaning. In consonant with this, Bourgoin and Dicks (2019) explained that in order to track their reading, look for information, and correct their reading, readers rely on a variety of information sources, including meaning, language structures, phonological and visual information, and strategies.

Thus, according to Brown (2014), the ability to comprehend ideas and information as well as other related higher reading competencies, as well as the construction of meaning through composition, necessitate the fundamental decoding skills previously mentioned as foundational reading skills in the beginning reading stage, such as the capacity to recognize letter names, recognize letter sounds, discriminate initial sounds, read familiar words, and read oral passages. For this reason, De Belen (2017) emphasized the significance of beginning reading in grade one and the need for beginning reading teachers to design and implement an efficient reading program, as argued by Boltron and Ramos (2021), in order to enhance and develop their students' reading competencies.

Smith (2015) argued that reading intervention techniques is important in increasing students' self-efficacy and helping their growth as readers.

Accordingly, in order to meet the needs of the students during the learning process, such as the development of the ability to identify letter names, identify letter sounds, discriminate initial sounds, read familiar words, and read oral passages in the beginning reading stage, teachers must innovate or adopt acceptable teaching approaches. This means that no matter what reading teaching approach a teacher employs, the same goal should always be in sight: to develop these foundational reading competencies in order for the learner to become more productive later on.

The Marungko approach

This study was carried out in order to find a possible solution through a teaching reading approach known as Marungko, which may assist beginning reading teachers in unlocking the keys to reading illiteracy. The Marungko approach is intended to provide Grade Two students with the reading skills they need to improve their reading achievement. Similarly, the Marungko method is a “phono-syllabic” method (Flores, 2014). In other words, the letter sounds are taught in accordance with the phonemic level. As Faustino, Santos, Distajo, and Ladia (2013) pointed out, letters like m, s, a, l, o, b, e, u, and so forth are taught in a particular and well-known pattern centered on the Filipino language, with the intention of helping students arrange their ideas and thoughts. Similarly, according to Yayen (2018), when certain patterns of letter sounds are already taught, the phonemic manipulation of blending sound letters is presented to create words, and learners are encouraged to produce words using the letters learned from the pattern of letters.

Finally, Boltron and Ramos (2021) revealed that the learners’ reading competencies improved from average to above average after using the Marungko approach in various reading indicators such as identifying letter names, identifying letter sounds, identifying initial sounds, reading familiar words, and reading oral passage. Whereas the level of reading competencies is only at the below-average level across the micro-competencies of reading, such as identifying letter names, identifying letter sounds, identifying initial sounds, reading familiar words, and reading oral passages before the use of the Marungko approach.

To test the effectiveness of the enhanced Marungko approach in improving the reading literacy of pupils in the beginning reading stage in English Grade 2 pupil respondents; this hypothesis will be tested:

There is no significant difference in the reading literacy skills of Grade 2 pupils before and after the treatment of the enhanced Marungko approach in the beginning reading stage in English.

3. Methodology

3.1. Participants of the study

This study involved eighty-one (81) Grade 2 pupils of Banicain Elementary School in Olongapo City for the school year 2022 - 2023. The participants were the beginning readers in English of three sections namely Narra, Acacia and Anahaw. These beginning readers were purposely selected because they have low performance in reading. The distribution of participant is presented in Table 1.

Table 1

Distribution of participants

SECTION	MALE	FEMALE	TOTAL
NARRA	16	9	25
ACACIA	15	11	26
ANAHAW	18	12	30
TOTAL	48	32	81

3.2. Research design

The quasi-experimental research method was used in this study. Thomas (2024) states that, similar to a true experiment, a quasi-experimental design seeks to establish a cause-and-effect relationship between an independent and dependent variable. Random assignment is not used in a quasi-experiment, in contrast to an actual experiment. Instead, groups of subjects are formed based on non-random criteria. This design is quantitative in nature. It employed the scientific method of gathering data in an organized, measurable, and objective manner based on probabilities and 'p' values to ensure the rigor and reproducibility of the results to other populations.

This study utilized the Early Grade Reading Assessment (EGRA) tool in collecting the data. It was used as a pre-test and post-test to identify the reading skills of Grade 2 pupils before the intervention and to find out the effect of the Marungko approach if there was a gain in scores after the treatment. The instrument is divided into eight indicators and subtasks. The pre-test and post-test used in the study are based on the Early Grade Reading Assessment (EGRA). It consisted of eight indicators, namely, orientation to print, letter name knowledge, letter sound knowledge and identification, familiar word reading, inverted word decoding, oral passage reading and reading comprehension, listening comprehension, and dictation. These indicators are the reading competencies in the early grades and can be categorized into beginning, developing, and consistent reading skills. Both the pre-test and post-test have a total of twenty questions with different evaluation criteria administered orally by the teacher one student at a time.

In the pre-treatment phase, the pre-test was administered to Grade 2 pupils individually before the intervention in order to assess and categorize the subject or experimental group into beginning, developing or consistent level of readers. After identifying the subject, the researcher proceeded to treatment phase by applying the use of enhanced Marungko approach in teaching. A one-hour remedial session per day of reading using the enhanced Marungko Reading kit was applied to participants over an eight-week period of time. The reading intervention was divided into fourteen different sets. Set 1 - 7 include activities related to short vowel sounds followed by paragraph, sentences and phrases. Set 8 focuses on long vowel sounds followed by paragraph, sentences and short stories while Set 9 - 10 concentrate on short vowel followed by sentences and short stories only. Finally, Set 11 - 14 were combinations of short and long vowel sounds followed by paragraph, sentences and short stories activities. In the post treatment phase, the post-test was administered using the same components from the pre-test to identify the level of reading literacy of the pupils after the intervention of Marungko approach.

The data gathered was analyzed using the mean to determine the average percent of the scores of the learners in the pre-test and post-test, standard deviation to estimate the variability of the total score population and paired t-test to determine if there is a significant difference between the means of pre-test and post-test of the experimental group.

4. Result and discussion

4.1. To what extent does the use of enhanced Marungko approach improve reading literacy of Grade 2 pupils?

In order to measure the effect of enhanced Marungko approach in improving the reading literacy of Grade 2 pupils and answer the main research question, the level of reading literacy of pupils in English before and after the intervention was taken into consideration and was analyzed and presented in Tables 2, 3 and 4.

Level of reading literacy of pupils in English before the application of enhanced Marungko approach

Table 2

Level of reading literacy of pupils before the treatment

Reading Skills	Pre-Test Mean Score	SD	Qualitative Description
Orientation to Print	2.74	0.62	Consistent
Letter Name Knowledge	35.99	28.16	Developing
Letter Sound Knowledge and Identification	31.33	25.96	Developing
Familiar Word Reading	20.05	17.65	Developing
Inverted Word-Decoding	17.91	16.93	Developing
Oral Passage Reading and Reading Comprehension	10	10.90	Beginning
Listening Comprehension	2.52	1.37	Beginning
Dictation	2.36	2.24	Beginning

As shown in Table 2, pupils are at a beginning level in terms of oral passage reading and reading comprehension as reflected in their pre-test scores with (Mean = 10, SD = 10.9). This implies that learners at this stage have a poor reading comprehension and can only answer simple correct words of 10 out of 60 questions based on the given passage. Similarly, for listening comprehension pupils recorded a low score with (Mean = 2.52, SD = 1.37). This means that readers at this stage have poor listening comprehension and can only answer simple correct words of 2 out of 5 questions based on the passage. Moreover, in terms of dictation, pupils recorded a low score of (Mean = 2.36, SD = 2.24). This indicates that readers at this stage have a poor dictation skills and can only write simple correct words of 2 out of 10 based on short sentences.

However, pupils recorded a score of developing level in terms of letter name knowledge, letter sound knowledge and identification, familiar word reading, and inverted word decoding with Mean = 35.99, SD = 28.16; Mean = 31.33, SD = 25.96; Mean = 20.05, SD = 17.65; and Mean = 17.91, SD = 16.9, respectively. This implies that learners can only identify names and sounds of letters correctly from 36 out of 100 and 31 out of 100 respectively. While, 20 out of 50 and 17 out of 50 for familiar word reading and inverted word decoding.

Finally, pupils obtained a consistent level in orientation to print where the learner can answer 3 out of 3 questions, such as when to begin reading, when to read next, and when to read at the end of the line as reflected in the scores of (Mean = 2.74, SD = 0.62). Overall, the result of the pre-test is low and indicates a need to improve the reading literacy of pupils by the application of enhanced Marungko approach in teaching beginning readers and developing readers. The findings conform with the study of Boltron and Ramos (2021) that before the application of Marungko approach, the level of reading competencies was only at the below-average or beginning level in oral reading passage and reading comprehension.

Level of reading literacy of pupils in English after the application of the enhanced Marungko approach

Table 3

Level of reading literacy of pupils after the treatment

Reading Skills	Post-Test Mean Score	SD	Qualitative Description
Orientation to Print	3.00	0	Consistent
Letter Name Knowledge	74.11	22.33	Consistent
Letter Sound Knowledge and Identification	75.75	16.74	Consistent
Familiar Word Reading	43.52	8.55	Consistent
Invented Word Reading	42.47	8.23	Consistent
Oral Passage Reading and Reading Comprehension	23.59	6.03	Developing
Listening Comprehension	3.41	1.21	Developing
Dictation	5.09	2.62	Developing

As reflected, in Table 3, the pupils remained on a consistent level in terms of orientation to print with Mean = 3.00 but with an increase in the mean scores from 2.74 to 3.00. The results showed that learners had fully acquired the skills in orientation to print such as when to begin reading, when to read next and when to read at the end of the line after the application of enhanced Marungko approach in teaching reading.

In consonant, pupils recorded a score of consistent level in terms of letter name knowledge, letter sound knowledge and identification, familiar word reading, and inverted word decoding with Mean = 74.11, SD = 22.33; Mean = 75.75, SD = 16.74; Mean = 43.52, SD = 8.55; and Mean = 42.47, SD = 8.23, respectively. This implies that learners can now identify names and sounds of letters correctly from 74 out of 100 and 76 out of 100 respectively. While, 44 out of 50 and 42 out of 50 for familiar word reading and inverted word decoding.

In addition, pupils acquired a developing level in terms of oral passage reading and reading comprehension as reflected in their post-test scores with Mean = 23.59, SD = 6.03. This implies that learners at this stage have improved their reading comprehension and can now answer simple correct words of 24 out of 60 questions based on the given passage. Similarly, for listening comprehension pupils recorded an average score with (Mean = 3.41, SD = 1.21). This means that readers at this stage have a fair listening comprehension and can now answer simple correct words of 3 out of 5 questions based on the passage. Moreover, in terms of dictation, pupils recorded an average score of (Mean = 5.09, SD = 2.62). This indicates that readers at this stage have good dictation skills and can write simple correct words of 5 out of 10 based on short sentences.

Overall, the findings showed an improvement in the level of reading literacy of the pupils in terms of all eight indicators of EGRA. Hence, the application of the enhanced Marungko approach has been effective in improving the level of reading literacy of the pupils. According to Brown (2014), reading necessitates the application, integration, and mastery of a wide range of abilities. It is challenging to teach phonemic awareness, phonics, fluency, vocabulary, and

comprehension separately because reading and learning to read require these skills in combination. Learning to read is a lifelong process. Most children learn to read in a similar pattern and sequence, beginning with an appreciation for and awareness of print and progressing to phonological and phonemic awareness of phonics and word recognition. Similarly, the study is in agreement with the findings of Boltron and Ramos (2021) that after the learners were exposed to beginning reading using the Marungko approach, the learners' reading competencies were found to have improved from below-average to average and average level or from beginning to developing and consistent level.

The difference in the level of reading literacy of pupils before and after the application of the enhanced Marungko approach

Table 4

Paired t-Test on learners' level of reading literacy in English before and after the use of the enhanced Marungko approach

Reading Skills	t-critical	t-computed	df	Sig.(2-tailed)
Orientation to Print	1.99	3.715	80	.000
Letter Name Knowledge	1.99	15.832	80	.000
Letter Sound Knowledge and Identification	1.99	18.606	80	.000
Familiar Word Reading	1.99	12.85	80	.000
Invented Word Reading	1.99	13.73	80	.000
Oral Passage Reading and Reading Comprehension	1.99	12.36	80	.000
Listening Comprehension	1.99	5.587	80	.000
Dictation	1.99	14.807	80	.000

Paired t-test was used to check the significant difference between the pre-test and post-test scores of pupils after the treatment. As gleaned from the table, the reading level of pupils showed to have a numerical difference before and after the intervention. These differences were tested statistically at a .05 level of significance.

Results showed that orientation to print ($t = 3.715$), letter name knowledge (15.832), letter-sound knowledge and identification ($t = 18.606$), familiar word reading ($t = 12.85$), invented word decoding ($t = 13.73$), oral passage reading and reading comprehension ($t = 12.36$), listening comprehension ($t = 5.587$) and dictation ($t = 14.807$) are greater than the t-critical of ($t = 1.99$). Moreover, when these t-values are transformed into computed p-values, all indicators yielded ($p = 0.000$), which is less than 0.05. This prompted the rejection of the null hypotheses; hence, there are significant differences between the pretest and posttest results in all the indicators of EGRA. The data provide sufficient evidence to conclude that the use of the enhanced Marungko approach in teaching reading is effective.

The findings are in agreement with the study of Boltron and Ramos (2021) that all the identified micro-competencies in reading, such as identifying letter names, identifying letter sounds, identifying initial sounds, reading familiar words, and reading oral passage, all have yielded t-values greater than the critical and p-values less than 0.05. and that the use of Marungko approach is effective in teaching reading to pupils.

To what extent does the use of the enhanced Marungko approach improve the reading literacy of Grade 2 pupils?

Based on the results of the pre-test, post-test, and t-test, the use of the enhanced Marungko approach in teaching contributed a significant gain in improving the reading literacy of Grade 2 pupils. Specifically, beginning readers with low scores and poor performance in oral passage reading, reading comprehension, listening comprehension, and dictation were improved to a developing level. Likewise, developing readers with average scores in terms of letter name knowledge, letter sound knowledge and identification, familiar word reading, and inverted word decoding were improved to a consistent level. Pupils with high scores and above average levels before the intervention remained on a consistent level in terms of orientation to print but with an increase in their post-test scores. The results showed that learners had fully acquired the skills in orientation to print, such as when to begin reading, when to read next, and when to read at the end of the line after the application of the enhanced Marungko approach in teaching reading.

Overall, the enhanced Marungko approach improved the reading literacy of learners.

5. Implications, conclusions, and limitations of the study

5.1. Implication of the study

It can be noted that before the use of enhanced Marungko, the pre-test scores of Grade 2 pupils were low, below average, or at the beginning level. This implied that learners at this stage have poor reading comprehension. In fact, at this grade level, learners are expected to have fully acquired the basic skills in reading comprehension and can confidently answer simple questions from the given passage. In terms of orientation to print, it is assumed that learners at this stage have fully mastered the basic skills, such as when to begin reading, when to read next, and when to read at the end of the line. Finally, pupils recorded a score of developing level in terms of letter name knowledge, letter sound knowledge and identification, familiar word reading, and inverted word decoding. This implied that learners can only identify names and sounds of letters correctly and decode familiar and inverted words at an average level. Overall, this implied a need for the use of teaching methods or strategies in order to raise the reading literacy of pupils.

The use of enhanced Marungko of approach in teaching reading contributed a significant gain on the post-test scores of pupils. This implied that the use of this method is effective in improving the reading literacy of learners.

5.2. Conclusion

Based on the findings, it is concluded that the use of the enhanced Marungko approach is effective in increasing the reading literacy of pupils in terms of orientation to print, letter name knowledge, letter sound knowledge and identification, familiar word reading, inverted word decoding, oral passage reading and reading comprehension, listening comprehension and dictation. Therefore, it is recommended that the enhanced Marungko approach should be used by English teachers and school heads as an alternative teaching method since it was concluded and found to improve the reading literacy of pupils. However, traditional and other teaching approaches should be taken into consideration because not all teaching methods apply in every situation. A combination of enhanced Marungko approach and other differentiated instructions work well to meet each student's individual interests, needs, and strengths. In addition, the enhanced Marungko approach should be used at first-grade levels to amplify their reading literacy. Teachers and school heads are encouraged to try to apply the said method in their native languages other than English.

5.3. Limitation of the study

The results of this study were limited to the effectiveness of the Marungko approach, and there was no point of comparison with other teaching methods. In addition, it utilized intact classes/ sections of Grade 2 pupils where random sampling is not possible. Therefore, it is recommended that a parallel study may be conducted using a true experimental research design, such as the two-group equivalent design with a control and experimental group to check and compare the effectiveness of the enhanced Marungko approach with another teaching method.

ACKNOWLEDGEMENTS

The researchers would like to acknowledge President Ramon Magsaysay State University, the Commission on Higher Education (CHED), and the Department of Education (DepEd) for giving us a chance to conduct this research and to the study's respondents for their cooperation and encouragement to take part in the study.

The researchers have no competing interests to declare relative to the study.

References

- Anstey, M. G. (2004). *The literacy labyrinth* (2nd ed.). Frenchs Forest, Australia: Pearson Education Australia.
- Boltron, M., & Ramos, A. (2021). Improving beginning reading literacy through Marungko approach. *ASEAN Journal of Basic and Higher Education*, 5(1), 1-12.
- Bourgoin, R., & Dicks, J. (2019). Learning to read in multiple languages: A study exploring allophone students' reading development in french immersion. *Language and Literacy*, 21(2), 10-28. doi:10.20360/langandlit29466
- Brink, S., & Nel, C. (2019). Contradictions within an activity of second language reading literacy. *South African Journal of Childhood Education (SAJCE)*, 9(1), 1-11. doi:10.4102/sajce.v9i1.687
- Brown, C. S. (2014). *Language and literacy development in the early years: Foundational skills that support emergent readers*. Retrieved May 10, 2023, from <https://eric.ed.gov/?id=EJ1034914>
- Bustos-Orosa, M. A., & Ferrer, M. F. (2013). A qualitative analysis of the decoding error patterns among Filipino beginning readers transitioning to the Marungko approach. *International Journal of Research Studies in Education*, 2(4), 41-52.
- De Belen, D. (2017). *Using marungko approach in beginning reading*. Retrieved May 10, 2023, from <http://www.udyong.gov.ph/>
- Faustino, J. B., Santos, P. P. E., Distajo, L. F. E., & Ladia, C. C. (2013). Analyzing the textbook used for public kindergarten classrooms in the Philippines. *Harris Journal of Education*, 1(1), 85-101.
- Flores, J. (2014). *Marungko approach*. Retrieved May 10, 2023, from <http://janicefloresqsjes.blogspot.com/search/label/blogging1/marungko/approach>
- Gove, A., & Wetterberg, A. (2011). *The early grade reading assessment: Applications and interventions to improve basic literacy*. Research Triangle Institute. Research Triangle Park, NC: RTI Press Publication.

- Hammill, D. D. (2004). What we know about correlates of reading. *Exceptional Children*, 70(4), 453-468.
- James, S. (2022). *Benefits of starting reading at a young age*. Retrieved May 10, 2023, from National Children website: <https://www.nationwidechildrens.org/family-resources>
- Juan, R. S. (2019, December 3). *Philippines lowest in reading comprehension among 79 countries*. Retrieved May 10, 2023, from Philstar website: <https://www.philstar.com/headlines/2019/12/03/1974002/philippines-lowest-reading-comprehension-among-79-countries>
- Khalfaoui, A. (2018). Rethinking early literacies. reading and rewriting worlds. *International Journal of Educational Psychology*, 7(2), 227-229.
- Shea, M., & Ceprano, M. A. (2017). Reading with understanding: A global expectation. *Journal of Inquiry & Action in Education*, 9(1), 1-21.
- Smith, B. S. (2015). *A case study of the impact of reading intervention in early elementary school grade levels*. Retrieved May 10, 2023, from https://digitalcommons.gardner-webb.edu/education_etd/144
- The Organization for Economic Cooperation and Development (OECD). (2019). *PISA 2018 results volume I: What students know and can do*. Paris: OECD Publishing.
- Thomas, L. (2024, January 22). *Quasi-experimental design | Definition, types & examples*. Retrieved May 10, 2023, from Scribbr website: <https://www.scribbr.com/methodology/quasi-experimental-design/>
- United States Agency for International Development. (2023). *What is an EGRA?* Retrieved May 10, 2023, from Early Grade Reading Barometer website: <https://earlygradereadingbarometer.org/resources/egra>
- Yayen, C. P. (2018). Effectiveness of Marungko approach on the English reading performance and comprehension skills of first grade Thai learners. *Asian Journal of Governance and Education*, 1(1), 61-74.

