

**MARUNGKO APPROACH AS A TOOL IN DEVELOPING READING
PROFICIENCY: VANTAGE POINT OF PRIMARY
SCHOOL TEACHERS**

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ABSTRACT

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This study explored the vantage point of primary school teachers in utilizing the Marungko Approach as a tool to develop pupils' reading proficiency. Employing a phenomenological qualitative design, data were gathered from twelve Marungko teachers in Bansalan West District Elementary Schools through in-depth interviews. Findings revealed a balance of positive and negative experiences in implementing the approach. Teachers experienced on fostering engagement and effectiveness through multi-sensory and digital tools, and adaptation of inclusive approach to support diverse learners needs in implementing the Marungko approach. Also, challenges arose from unavailability of resource and classroom diversity management. To address these, teachers used different strategies by adapting interactive Marungko approach in instruction with creative resources for diverse learners, optimizing classroom dynamics and continuous improvement for effective learning, and collaborating and

engaging the community to sustain learning. Insights highlighted the value of adaptive and learner-centered strategies, enhancing motivation and engagement and performance, and addressing challenges and promoting support systems. Teachers emphasized the need for continuous government support, adequate materials, and community involvement to fully implement and sustain the Marungko Approach. Overall, the study underscores the critical role of teacher adaptability and support systems in enhancing early reading instruction through the Marungko framework.

Keywords: Marungko approach, developing reading proficiency, primary school teachers, challenges, strategies, insights

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