

MARUNGKO MAGIC: HOW KINDERGARTEN TEACHERS IN THE PHILIPPINES ASSIST CHILDREN IN MASTERING FILIPINO LITERACY

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Marungko is an instructional method utilized in the Philippines to educate kindergarten kids how to read and write in Filipino. Dr. Paz H. Diaz, a former Dean of the College of Education at the University of the Philippines, devised this technique. Marungko is founded on the syllabic approach, which teaches pupils to recognize and employ syllables as the fundamental units of words. This article describes how kindergarten teachers in the Philippines utilize Marungko with their learners.

In the Philippines, kindergarten teachers have been utilizing Marungko as a teaching approach to help their students learn how to read and write in Filipino. The Marungko method is based on the syllabic method, which teaches reading and writing using syllables as the fundamental unit. This method is intended to assist children develop phonemic awareness, which is the capacity to hear and manipulate sounds in words.

Three components make up Marungko: the consonant-vowel-consonant (CVC) approach, the sound-symbol relationship, and the reading of brief phrases. The CVC method helps children to identify and employ syllables in simple three-letter words. The sound-symbol association assists children in learning the sounds associated with various letters and how to build words with them. Children can apply their understanding of syllables and sound-symbol association by reading short phrases.

In the Philippines, kindergarten teachers employ a number of methods to teach Marungko to their pupils. These materials include flashcards, puzzles, games, and worksheets meant to assist children develop their phonemic awareness and reading and writing skills. Also, teachers employ stories and songs to aid in the development of children's vocabulary and comprehension skills.

A benefit of adopting Marungko as a teaching approach is that it helps pupils build a solid foundation in Filipino reading and writing. By teaching children to detect and employ syllables, teachers can assist them in decoding words more efficiently. This can result in enhanced reading comprehension and enhanced academic achievement.

Marungko is an enjoyable and interesting approach for youngsters to learn, which is an additional advantage. Through games, riddles, and other interactive activities, teachers can assist students in developing their literacy skills while keeping them involved and motivated.

In conclusion, kindergarten teachers in the Philippines have utilized Marungko as a teaching approach to assist their students in learning to read and write in Filipino. Teachers can assist students develop phonemic awareness, reading and writing skills, and general academic performance by employing a syllabic strategy and a variety of engaging activities.

References:

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