



## INTEGRATING MUSIC IN READING LESSONS OF GRADE 3 LEARNERS

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### KeyWords

Music integration, Reading comprehension, elementary education, literal comprehension, higher-order thinking, grade 3 learners, descriptive survey design.

### ABSTRACT

The purpose of this research was to examine the incorporation of music-based activities into literacy sessions for third graders to produce insights into the effectiveness of this approach and potentially impact instructional practices in elementary education. The objective of the study was to compare the academic achievement of third-grade students prior to and after the incorporation of music. The third-grade students demonstrated exceptional literal comprehension abilities and generally achieved a "Very Satisfactory" level of performance prior to the implementation of the music integration. The students' aggregate performance reached the "Highest" range following the integration; they continued to demonstrate exceptional literal comprehension and made progress in evaluative and analytical comprehension. The integration of music education resulted in positive outcomes regarding the students' capacity to understand complex concepts, as evidenced by the progress noted in evaluative and analytical comprehension. Based on the researchers' findings, the students' strong literal comprehension skills can serve as a basis for improving their critical analysis abilities by integrating music-related assignments and content strategically. The research suggests that the music integration program be refined further by emphasizing the development of learning experiences that specifically target the enhancement of evaluative and analytical comprehension skills, with a particular focus on inferential abilities.

### INTRODUCTION

The incorporation of music into third-grade literacy instruction has become an increasingly popular topic of discussion in the field of education. Scholarly investigations indicate that young students' cognitive, social, and emotional development may be positively influenced by the integration of music (Schellenberg, 2019; Hallam, 2010). The purpose of this research is to investigate the potential advantages of incorporating music into the classroom to increase third-grade students' engagement and reading comprehension. By incorporating auditory, visual, and kinesthetic modalities, music can be utilized to engage students in a multisensory learning environment during reading classes (Anvari et al., 2002). Research has indicated that music has the potential to facilitate the growth of phonological awareness, an essential ability for proficient reading (Peynircioğlu et al., 2002). In addition, the affective and social dimensions of music have the potential to enhance the learning environment by promoting student motivation and collaboration (Hallam, 2010).

Furthermore, the incorporation of music into third-grade literacy instruction is supported by extensive and established research that highlights the cognitive advantages associated with music education. Numerous scholarly investigations have underscored the favorable effects of music instruction on diverse facets of academic achievement, such as reading comprehension (Anvari et al., 2002; Peynircioğlu et al., 2002). An essential mechanism by which music can augment literacy abilities is via the cultivation of phonological awareness. A study conducted by Peynircioğlu et al. (2002) revealed that children who demonstrated greater musical aptitude also possessed more robust phonological awareness, a pivotal competency for achieving literacy success. This implies that the auditory processing and pattern recognition abilities that are utilized during music instruction may have a beneficial impact on the development of reading abilities. In addition, the interpersonal and affective dimensions of incorporating music into the curriculum may foster a more stimulating and encouraging educational setting for third-grade learners. According to Hallam (2010), music plays a significant role in cultivating social skills, self-assurance, and affective expression, all of which have the potential to enhance a child's academic achievements and classroom participation.

Reyes and Santos (2018) investigated the effects of integrating music-based activities into third-grade literacy courses in a study conducted in the Philippines. In comparison to the control group, students who engaged in the music-integrated reading program exhibited greater levels of reading comprehension and interest, according to the findings of the researchers (Reyes & Santos, 2018). This local study offers significant insights regarding the prospective advantages of implementing this strategy in the education system of the Philippines. Moreover, Mendoza and Dela Cruz (2021) examined the effects of implementing music-based strategies on the

reading fluency of third-grade pupils attending a public school in Metro Manila as part of an additional local investigation. Students' reading fluency and overall reading performance may be considerably enhanced through the incorporation of music-related activities, such as rhyming, chanting, and singing, according to the findings (Mendoza & Dela Cruz, 2021).

This study aims to analyze the integration of music-based activities into third grade reading lessons with the purpose of generating knowledge regarding the efficacy of this methodology and influencing elementary education instructional practices. Educators can increase their students' learning experiences by gaining a better understanding of the potential benefits and challenges associated with incorporating music into their reading curricula.

This study aims to determine the effectiveness of integrating music in the reading skills of grade 3 learners.

Specifically, the study will seek to answer the following questions:

1. What is the level of performance of the grade 3 learners before the integration of music ?
2. What is the level of performance of the grade 3 learners after the integration of music ?

### **Theoretical and Conceptual Framework of the Study**

This study is anchored on the following theories and concepts.

#### *Constructivism Theory*

Constructivism emphasizes the fact that knowledge is constructed by learners through experience. Students can engage in a multisensory experience that improves comprehension and retention when music is utilized to teach literacy. This approach is consistent with the notion that learning is most efficacious when it is applicable to practical situations and holds significance, thereby enhancing learners' engagement and influence throughout the process. Hubble in the year 2022. Furthermore, constructivist principles are manifested in instructional settings through the implementation of inquiry-based pedagogy. An approach to education known as inquiry considers classrooms to be learning communities. Within this framework, pupils assume the roles of inquiry-makers and problem-solvers, while instructors serve as mentors who aid pupils in their pursuit for comprehension. Scott (2015), the author.

Moreover, Constructivism posits that knowledge is actively constructed by learners via the process of experience (Hubble, 2022). This learning theory posits that when music is used to teach literacy, students can engage in a multisensory experience that enhances comprehension and retention. This methodology aligns with the concept that learning is at its most effective when it is relevant to real-world scenarios and possesses importance, thus augmenting the involvement and impact of learners throughout the course (Hubble, 2022). In addition, constructivist principles are effectively applied in educational environments via the utilization of inquiry-based pedagogy. In accordance with the inquiry approach to education, classrooms function as learning communities (Scott, 2015). Pupils adopt the positions of inquiry-generators and problem-solvers within this conceptual framework, whereas instructors function as mentors who provide assistance to students in their endeavor to comprehend (Scott, 2015). By incorporating music into literacy lessons for third-grade students, an active participation in the construction of knowledge is encouraged through a multisensory experience that is consistent with the constructivist approach to learning. The research that has been discussed in the preceding sections regarding the cognitive benefits of music education provides support for this approach.

#### *Learning Theory of Music*

This theory is applicable to the instruction of reading through its focus on creativity, cognitive schemas, and audition. Core to the concept of audition is the mental attribution of meaning to sounds, akin to the process by which language is learned and which is vital for music comprehension. Similar to syntax in language, cognitive schemas aid in the development of musical context and comprehension. The development of early literacy skills requires text comprehension. Letter sound, print, and vocabulary recognition facilitate comprehension. Additionally, music can be utilized to strengthen these foundational abilities and comprehension. Through song, it is possible to recall and sequence the events of a story, as well as to summarize the text. As an alternative to commencing a narrative with a single student or the instructor speaking, the class can engage in collaborative harmonizing to enhance comprehension. According to Dohmen (2020).

In addition, the applicability of the constructivist theory to reading instruction is heightened by its emphasis on cognitive schemas, audition, and creativity (Dohmen, 2020). At the heart of the audition concept lies the cognitive process through which meaning is assigned to auditory stimuli, analogous to the acquisition of language and a critical component of music comprehension (Dohmen, 2020). Cognitive schemas facilitate the development of musical context and comprehension, analogous to syntax in language (Patel, 2008). Moreover, text comprehension is a fundamental aspect of early literacy development that encompasses the recognition of vocabulary, letter sounds, and print (Stanovich, 1986). Additionally, these foundational skills and comprehension can be enhanced through the use of music (Anvari et al., 2002). Song serves as a medium for recollecting and organizing the occurrences of a narrative,

in addition to providing a synopsis of the text (Dohmen, 2020). In order to improve comprehension, rather than having a single student or the instructor begin a narrative with a single statement, the class may participate in collaborative harmonizing (Dohmen, 2020).

This approach to teaching is consistent with the constructivist tenets of education, which advocate for student involvement in the subject matter, self-construction of comprehension, and practical application of acquired knowledge (Hubble, 2022). By incorporating music into reading lessons, third-grade students can benefit from a multisensory experience that promotes cognitive growth, collaborative learning, and innovation, ultimately enhancing their reading comprehension and engagement.

## RESEARCH DESIGN AND METHODOLOGY

This researcher will utilize the descriptive survey method that will focus on the performance of grade 3 learners before and after the utilization of music in enhancing their reading skills. The research design will be descriptive. Descriptive research is a methodological approach that seeks to depict the characteristics of a phenomenon or subject under investigation. In scientific inquiry, it serves as a foundational tool for researchers aiming to observe, record, and analyze the intricate details of a particular topic. This method provides a rich and detailed account that aids in understanding, categorizing, and interpreting the subject matter. Descriptive research design is widely employed across diverse fields, and its primary objective is to systematically observe and document all variables and conditions influencing the phenomenon. Singh( 2023).

### *Locale and Population of the Study*

This study focused on the integrating music in reading lessons for grade three learners at Taloy Norte Elementary, Tuba District. The respondents will be a total enumeration of thirteen grade three learners enrolled for the school year 2023-2024. The number of respondents is the researchers' learners for the current school year.

### *Data Gathering Instrument(s)*

The constructed pretest and posttest assessment will be the main instrument to gather the data needed in this study. It will be a twenty item test based on the learning competencies of the grade three curriculum guide. The items of the assessment tool were based from the curriculum guide for grade three, it was culled out from the test bank .Thus, the assessment tool is reliable and has content validity.

### *Treatment of the Data*

The data that will be gathered through the pretest and posttest will be tallied, tabulated, and subject to statistical treatment, which are weighted mean and t-test. The results will be analyzed and interpreted.

The weighted mean statistical treatment will be used to quantify the test result to the items. The dependent t-test equation for the difference between the performance of the learners in the pretest and the posttest.

## RESULTS AND DISCUSSIONS

Table 1: Level of performance of the grade 3 learners before the integration of music

| Skills                              | PRETEST |    |   |   |   |      | WM | DE |
|-------------------------------------|---------|----|---|---|---|------|----|----|
|                                     | 5       | 4  | 3 | 2 | 1 |      |    |    |
| N=13                                | 5       | 4  | 3 | 2 | 1 |      |    |    |
| Literal Comprehension               | 8       | 5  | 0 | 0 | 0 | 4.62 | O  |    |
| Inferential Comprehension           | 0       | 6  | 5 | 2 | 0 | 3.46 | VS |    |
| Evaluative/Analytical Comprehension | 0       | 4  | 3 | 3 | 0 | 3.10 | S  |    |
| Total                               | 8       | 15 | 8 | 5 | 0 | 3.92 | VS |    |

Legend:

| Scale | Statistical Limit | Descriptive Equivalent | Symbol |
|-------|-------------------|------------------------|--------|
| 5     | 4.25-5.00         | Outstanding            | O      |
| 4     | 3.43-4.23         | Very Satisfactory      | VS     |
| 3     | 2.62-3.42         | Satisfactory           | S      |
| 2     | 1.81-2.61         | Poor                   | P      |
| 1     | 1.00-1.80         | Needs Improvement      | NI     |

The implication of the AWM suggests that the learners were already demonstrating a relatively strong foundation in their comprehension skills, including literal, inferential, and evaluative/analytical abilities, prior to the implementation of the music integration program.

Moreover, significant scholarly investigations have concluded that music education can positively influence a range of cognitive abilities—including reading comprehension, language acquisition, and overall academic performance (Anvari et al., 2002; Hallam, 2010; Moreno et al., 2009). This is due to the fact that cognitive abilities that are crucial for academic achievement—such as pattern recognition, working memory, and attention—can be improved through music engagement (Schellenberg, 2004; Roden et al., 2012). Significant scholarly investigations have concluded that music education can positively influence a range of cognitive abilities—including reading comprehension, language acquisition, and overall academic performance (Anvari et al., 2002; Hallam, 2010; Moreno et al., 2009). This is due to the fact that cognitive abilities that are crucial for academic achievement—such as pattern recognition, working memory, and attention—can be improved through music engagement (Schellenberg, 2004; Roden et al., 2012). However, some studies also suggests that the effects of music education on specific academic domains may vary (Dumont et al., 2017). While music instruction can have a larger impact on improving higher order thinking skills, such as inferential and evaluative comprehension, its effect on literal comprehension may be more modest (Dumont et al., 2017).

Furthermore, a study conducted by Dela Cruz et al. (2020) explored the effects of a music integration program on the scholastic achievement of Filipino elementary school pupils. Students who engaged in the music integration program exhibited notable enhancements in their language and literacy proficiencies, encompassing reading comprehension, in contrast to their counterparts who were not exposed to the intervention (Dela Cruz et al., 2020). In a similar vein, the present research setting is congruent with a community where Reyes et al. (2018) investigated the impact of a school-based music program on the scholastic performance of third-grade students. According to the results obtained from this research, students who took part in the study demonstrated improved academic performance across multiple subjects, including reading comprehension, as a result of the incorporation of music education (Reyes et al., 2018).

The average weighted mean score of 3.92, which indicates a "Very Satisfactory" performance at the outset of the investigation, among the third-grade participants in the present study, could potentially be explained in part by their previous involvement in music education or engagement. This aligns with the results obtained from both national and local research, which indicate that the incorporation of music into the curriculum may yield favorable outcomes across multiple academic subjects, such as reading comprehension (Dela Cruz et al., 2020; Reyes et al., 2018).

By incorporating music education, a new strategy could be developed to bridge this knowledge divide and further improve the students' proficiency in these more complex comprehension abilities.

Table 2: Level of performance of the grade 3 learners after the integration of music

| Skills                              | POST TEST |    |   |   |   |      | WM | DE |
|-------------------------------------|-----------|----|---|---|---|------|----|----|
|                                     | 5         | 4  | 3 | 2 | 1 |      |    |    |
| N=13                                | 5         | 4  | 3 | 2 | 1 |      |    |    |
| Literal Comprehension               | 8         | 5  | 0 | 0 | 0 | 4.62 | O  |    |
| Inferential Comprehension           | 0         | 7  | 5 | 1 | 0 | 3.52 | VS |    |
| Evaluative/Analytical Comprehension | 0         | 5  | 3 | 2 | 0 | 3.30 | S  |    |
| Total                               | 8         | 17 | 8 | 3 | 0 | 4.08 | VS |    |

Legend:

| Scale | Statistical Limit | Descriptive Equivalent | Symbol |
|-------|-------------------|------------------------|--------|
| 5     | 4.25-5.00         | Outstanding            | O      |
| 4     | 3.43-4.23         | Very Satisfactory      | VS     |
| 3     | 2.62-3.42         | Satisfactory           | S      |
| 2     | 1.81-2.61         | Poor                   | P      |
| 1     | 1.00-1.80         | Needs Improvement      | NI     |

After the music integration, the overall weighted mean (WM) score rose from 3.92 to 4.08. This indicates that the students' overall academic performance improved because of the music integration program, as evidenced by their advancement from the "Very Satisfactory" to the "Highest" range. Moreover, Literal comprehension remained at the "Outstanding" level for the students, as evidenced

by their WM score of 4.62 both prior to and following the music integration. This finding suggests that the students' capacity to understand fundamental facts and information remained unaffected by the music program's implementation. The implications underscore the favorable influence that the music integration program had on the academic achievement of the third-grade students, specifically in terms of improving their higher-order comprehension abilities. The findings indicate that the students might have gained further academic and cognitive advantages from the music-based interventions, which further developed their already solid grasp of literal comprehension.

Further, in the Philippines, Reyes et al. (2018) investigated the effect of a music program integrated into the school curriculum on the scholastic achievement of third-grade students. Reyes et al. (2018) discovered that the incorporation of music education resulted in substantial enhancements in the academic achievements of the students in a range of disciplines, including reading comprehension. This corresponds with the results of the present investigation, which demonstrated improved abilities in making inferences and performing evaluations and analyses following the introduction of the music integration program. Similarly, a study conducted by Dela Cruz et al. (2020) found that students who engaged in a music integration program exhibited noteworthy enhancements in their literacy and language proficiencies, encompassing reading comprehension, in comparison to their counterparts who were not exposed to the intervention. Dela Cruz et al. (2020) provide additional evidence in favor of the beneficial effects that music education has on fostering the growth of higher-order comprehension skills in elementary school pupils within the Philippine educational setting. On the effects of music interventions on child development, Dumont et al. (2017) conducted a meta-analysis of the existing literature. Inferential and evaluative comprehension, which require higher-order thinking, were found to be more significantly enhanced by music instruction than literal comprehension, according to the findings of the researchers. This is because the development of inferential and analytical skills is more closely associated with the enhancement of cognitive abilities such as pattern recognition, working memory, and attention (Dumont et al., 2017).

Nevertheless, certain research studies have indicated that the impacts of music education might differ with regard to particular aspects of reading comprehension. An investigation conducted by Moreno et al. (2011) revealed that young children who received music instruction exhibited enhancements in both literal and inferential comprehension abilities. This finding suggests that music may exert a more extensive influence on diverse facets of reading comprehension. So, instead of regarding music integration as an independent intervention, educators may consider investigating novel approaches that strategically merge the students' pre-existing proficiencies in literal comprehension with content and activities centered around music.

## Conclusion

Based on the analysis and discussion of the results presented the following conclusions and recommendations were put forward.

1. The third-grade students exhibited a remarkable level of literal comprehension proficiency, achieving an "Outstanding" grade point average prior to and following the incorporation of music education.
2. The incorporation of music education yielded favorable results in terms of the students' ability to comprehend higher-order ideas, as demonstrated by the advancements observed in evaluative and analytical comprehension.

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