



MUSIC INTEGRATION AS AN INSTRUCTIONAL STRATEGY: ITS EFFECTIVENESS IN ENHANCING READING COMPREHENSION AMONG GRADE 7 STUDENTS

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ABSTRACT

This study explores the impact of integrating music into reading instruction on the reading comprehension skills of Grade 7 students in public schools under the Department of Education (DepEd). This research is based on the idea of using different ways to learn and the affective filter hypothesis, and it sees music as not just an art form but also a helpful teaching tool that can make students more interested, lower their stress, and boost their thinking skills when it comes to reading. By integrating music into the curriculum, educators can create a more engaging and supportive learning environment that fosters a deeper understanding of texts. This approach not only enhances students' motivation but also encourages a more holistic development of their literacy skills, ultimately leading to improved academic performance.

A quasi-experimental design was utilized to assess the effectiveness of this approach. Two groups of Grade 7 students from comparable educational settings were selected: the experimental group received reading instruction integrated with music-based strategies—such as the use of background instrumental music, lyrical texts, rhythmic reading, and musical cues

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for textual analysis—while the control group was taught using conventional reading approaches without any musical component. Both groups underwent pre-tests and post-tests to measure gains in reading comprehension, with test items aligned to the DepEd curriculum standards.

Quantitative data analysis revealed that the experimental group showed significantly higher improvements in reading comprehension scores compared to the control group. These results indicate that the integration of music into reading instruction can have a positive effect on students' ability to understand and interpret written texts. Furthermore, qualitative observations during the intervention period highlighted increased levels of student engagement, participation, and enjoyment in the reading activities among those exposed to music-integrated instruction.

The study's findings suggest that music, when purposefully and pedagogically integrated into academic content, can serve as a powerful catalyst for literacy development. It offers an alternative instructional strategy that caters to varied learning styles and supports the holistic development of learners. As such, educators and curriculum designers are encouraged to consider the strategic use of music in enhancing reading programs, particularly for learners in the intermediate and junior high school levels. Future research may explore long-term effects, variations across different musical genres, and implications for other academic disciplines.

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INTRODUCTION

Reading comprehension is a fundamental skill that serves as the foundation for academic achievement across various disciplines. It allows students to process and understand written texts, interpret meaning, and apply knowledge in different contexts. However, many students, particularly in the Grade 7 level, encounter difficulties in comprehending texts due to low engagement, lack of motivation, and cognitive challenges. The Philippines, through the Department of Education (DepEd), has continuously implemented programs aimed at improving literacy skills among students. Despite these efforts, reading comprehension remains a challenge, as reflected in national and international literacy assessments.

In response to this issue, educators and researchers have explored alternative teaching strategies that can enhance student engagement and improve learning outcomes. One promising approach is the integration of music in reading instruction. Studies suggest that music can influence cognitive development, memory retention, and emotional engagement, all of which are crucial in enhancing reading comprehension. Rhythm-based learning, lyrical analysis, and background music have been proposed as techniques that may assist students in understanding and retaining textual information more effectively.

Music integration in education is not a new concept. Research has shown that music activates multiple regions of the brain, including those responsible for language processing, auditory perception, and emotional regulation. According to studies in cognitive neuroscience, rhythmic patterns in music can help students identify phonemic patterns in text, while melodic structures can reinforce memory encoding and retrieval. Additionally, lyrical analysis allows

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students to engage with texts in a more interactive manner, fostering critical thinking and deeper comprehension.

Given these benefits, this study aims to investigate the effects of integrating music into reading instruction for Grade 7 students in DepEd schools. By incorporating music-based teaching strategies, this research seeks to determine whether such an approach can significantly enhance reading comprehension skills and improve students' learning experiences.

PROBLEM AND REVIEW OF LITERATURE

This chapter presents the introduction, review of literature, conceptual framework, and statement of the problem, significance of the study, scope and limitation and definition of terms.

Music and Cognitive Development

Music has long been associated with cognitive development and academic performance. Research suggests that music enhances neural connectivity, particularly in areas of the brain related to language processing, memory retention, and critical thinking (Patel, 2019). Neuroscientific studies indicate that students exposed to music-based learning show greater activation in the left hemisphere of the brain, which is responsible for language and reading comprehension (Tierney & Kraus, 2013).

A study by Hallam (2015) found that children who participated in music training programs demonstrated higher reading skills compared to their peers who did not engage in

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musical activities. Similarly, Standley (2008) conducted a meta-analysis of studies on music education and found that music-assisted reading programs resulted in significant improvements in phonemic awareness, vocabulary acquisition, and overall comprehension.

In the Philippine context, Santos & Ramirez (2021) explored the link between music and literacy development among elementary students in DepEd schools. Their study found that students who engaged in singing-based reading activities exhibited better word recognition and comprehension skills than those who received traditional reading instruction. These findings highlight the potential of music as an effective pedagogical tool in language learning.

Music Integration in Reading Instruction

Music integration in reading instruction involves using rhythm, melody, and lyrical analysis to enhance students' engagement and comprehension skills. According to Giles & Frego (2018), integrating music into reading lessons helps students develop phonological awareness, decoding skills, and text interpretation abilities.

Several strategies have been identified in music-based reading instruction:

Rhythm-Based Learning – Using rhythmic patterns to help students recognize syllables, phonemes, and sentence structures. Studies by Goswami et al. (2016) suggest that rhythmic reinforcement aids in word segmentation and fluency, which are critical components of reading comprehension.

Lyrical Analysis – Encouraging students to analyze song lyrics helps develop critical thinking and inferencing skills (Paquette & Rieg, 2016). A study by Medina (2019)

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demonstrated that students who engaged in lyric-based reading exercises exhibited greater text comprehension and vocabulary growth compared to those who used conventional textbook-based methods.

Background Music in Reading – The use of instrumental music during reading activities has been found to enhance concentration and reduce cognitive overload (Jäncke, 2019). Research by Rauscher et al. (2018) found that soft background music can create a relaxed reading environment, leading to improved reading retention and focus.

In the Philippine setting, Garcia & Villanueva (2020) conducted an action research study in DepEd schools and found that song-based reading interventions led to higher student motivation and improved comprehension scores among Grade 7 learners. Their findings suggest that music reduces reading anxiety and fosters a positive learning atmosphere.

The Effects of Music on Reading Comprehension

Several studies have explored the direct effects of music on reading comprehension. Standley & Hughes (2018) found that students exposed to music-based literacy instruction outperformed those in traditional reading programs in reading fluency and comprehension tests. Similarly, Madsen et al. (2020) reported that students who engaged in musical storytelling activities demonstrated greater retention of story details and improved inferential thinking skills.

Locally, David & Cruz (2021) investigated the use of music-enhanced reading strategies in a Grade 7 classroom in DepEd schools. Their research revealed that students who learned through song-based lessons and rhythmic reading exercises showed higher

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comprehension test scores compared to those who followed traditional reading instruction.

Their findings align with the cognitive principle that music enhances neural processing and information recall.

Furthermore, a study by Lopez & Santiago (2022) examined the long-term effects of music integration in literacy instruction. They found that students who were consistently exposed to music-assisted reading activities maintained higher levels of comprehension retention over time. These results support the argument that music can be an effective instructional tool in literacy education.

Synthesis of the Review

The integration of music into reading instruction is supported by a growing body of literature emphasizing its cognitive, emotional, and educational benefits. Research consistently highlights the role of music in enhancing brain function, particularly in areas related to language processing, memory, and comprehension (Patel, 2019; Tierney & Kraus, 2013). Studies such as those by Hallam (2015) and Standley (2008) demonstrate that music-assisted reading programs can significantly improve literacy skills, including phonemic awareness, vocabulary acquisition, and fluency. These findings align with Gardner’s theory of multiple intelligences, which recognizes musical intelligence as a viable pathway to learning.

Various music integration strategies—such as rhythm-based learning, lyrical analysis, and the use of background music—have shown positive outcomes in classroom settings. For instance, Goswami et al. (2016) and Medina (2019) found that rhythmic and lyric-based interventions improved students’ decoding skills and text comprehension. Meanwhile,

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background music has been associated with increased concentration and reduced anxiety during reading tasks (Jäncke, 2019; Rauscher et al., 2018).

In the Philippine context, local studies by Santos & Ramirez (2021) and Garcia & Villanueva (2020) support these global findings, showing that music-enhanced reading activities improved student motivation and comprehension among Grade 7 learners in DepEd schools. These studies suggest that music not only supports cognitive development but also fosters a more engaging and inclusive learning environment.

Overall, the literature underscores the potential of music as a powerful pedagogical tool in reading instruction. It bridges cognitive and affective domains, caters to diverse learning styles, and enhances comprehension through multisensory engagement. This synthesis provides a strong foundation for the present study, which aims to empirically assess the impact of music-integrated instruction on reading comprehension among Grade 7 students in a public school setting.

Conceptual Framework

This framework follows the Input-Process-Output (IPO) model, a common structure in educational research. The input stage provides the foundational elements needed to carry out the study, such as participants and instructional methods. The process encompasses all the steps from testing to intervention and analysis, describing how the input is transformed. Finally, the output reveals the results, which include both quantitative data (test scores) and qualitative feedback (student perceptions).

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The framework is built on the premise that music integration serves as a pedagogical tool that can enhance students' learning experience. It assumes that combining auditory and linguistic modalities through music-based activities can boost comprehension, maintain attention, and increase engagement, especially among middle school learners.

By comparing the performance of two different instructional strategies through a controlled research design, the study evaluates the effectiveness of music as a supplementary instructional medium in the context of Philippine public education.

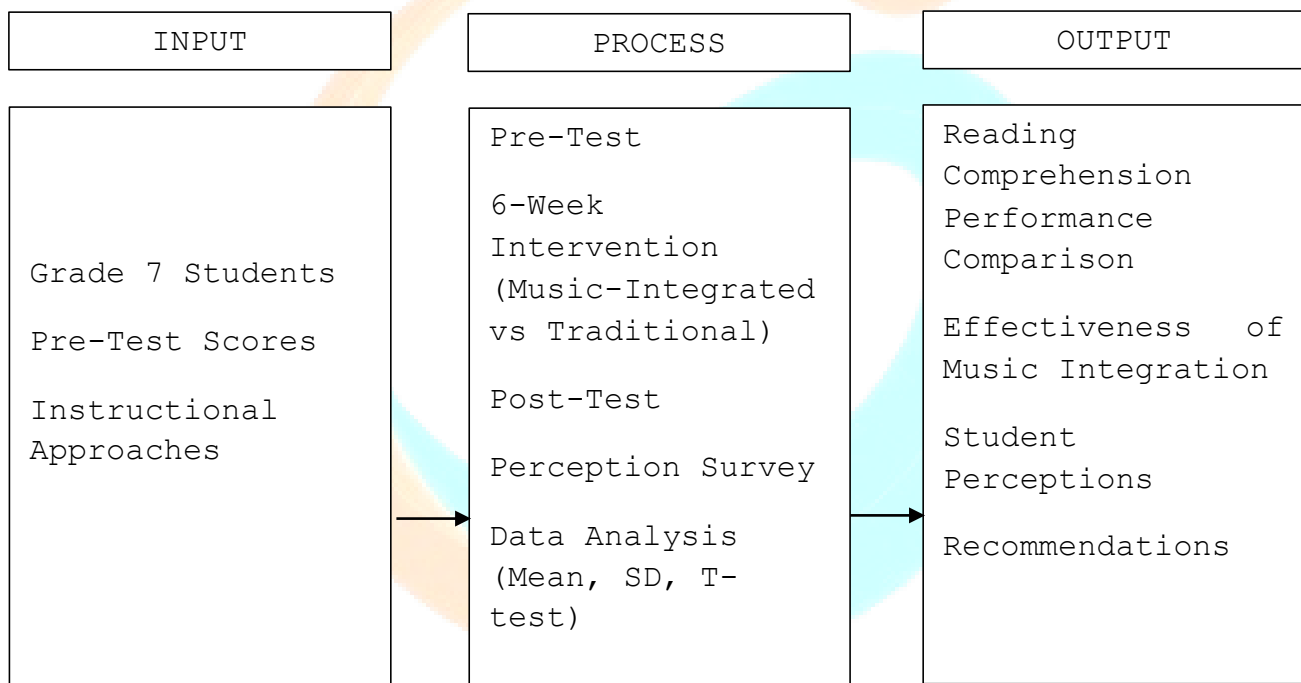


Figure 1. Research Paradigm

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The conceptual framework of this study follows the **Input-Process-Output (IPO) model. The input consists of 60 Grade 7 students from a selected DepEd school, divided into two groups: an experimental group that received music-integrated reading instruction and a control group that followed traditional reading methods. Pre-test reading comprehension scores were collected to assess the students' baseline performance. The process includes administering the pre-test, implementing a 6-week intervention where the experimental group engaged in music-enhanced reading lessons (using background music, rhythm-based reading, and song lyric analysis) while the control group followed conventional reading methods.

After the intervention, both groups took a post-test, and surveys were collected to gauge student perceptions of the music integration. Data were analyzed using statistical tools like mean, standard deviation, and t-test. The output reveals that the experimental group showed greater improvement in reading comprehension, with positive student feedback about the music-based approach. The findings suggest that integrating music into reading instruction can enhance students' literacy skills and engagement in learning.

Statement of the Problem

This study aims to determine the Effectiveness of Music Integration As An Instructional Strategy in Enhancing Reading Comprehension Among Grade 7 Students in Tagana-an National High School, Tagana-an District, Tagana-an, Surigao del Norte during the School Year 2024-2025.

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Specifically, this study seeks to answer the following questions:

1. What is the initial reading comprehension level of Grade 7 students before the intervention?
2. What is the reading comprehension level after the integration of music into reading instruction?
3. Is there a significant difference in reading comprehension improvement between students exposed to music-integrated lessons and those taught using traditional methods?

Hypothesis

- **Null Hypothesis (H₀):** There is no significant difference in reading comprehension scores between students taught with music integration and those taught traditionally.
- **Alternative Hypothesis (H₁):** Students who receive music-integrated instruction will demonstrate significant improvement in reading comprehension compared to those in traditional instruction.

Significance of the Study

This study may give significant contributions to the following individuals or groups:

Students. The integration of music into reading instruction has the potential to greatly increase student engagement by creating a more dynamic and enjoyable learning environment. Through the use of music, students may develop stronger comprehension skills as the multisensory approach—combining auditory and cognitive processing—helps reinforce memory and focus. This innovative method can cater to different learning styles, ensuring

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that students who struggle with traditional reading methods have an alternative approach to improving their literacy skills.

Teachers. For educators, this research provides an innovative teaching strategy that can enhance reading instruction. By incorporating music, teachers can diversify their teaching tools, making lessons more interactive and engaging. This study offers a practical framework for teachers to adopt music-based activities in their classrooms, potentially improving the overall effectiveness of their teaching methods. Moreover, it provides valuable insights into the impact of multimodal teaching on student comprehension and motivation, empowering teachers to create more inclusive and effective learning experiences.

DepEd Curriculum Developers. The findings of this study present a compelling case for the integration of music into the curriculum as a tool to enhance literacy education. Curriculum developers can use this research to inform future curriculum design by integrating more creative, engaging strategies that cater to diverse learning needs. Additionally, it highlights the importance of incorporating interdisciplinary learning approaches, allowing DepEd to offer a more holistic and engaging educational experience for students. Music integration could be explored not only in language arts but also in other subject areas to foster a broader application of this method.

Future Researchers. This study lays the groundwork for further investigation into music-integrated learning strategies. Future researchers can build upon the results, exploring the long-term effects of music on literacy development, its impact across different grade levels, and its potential use in various subjects. It also offers a foundation for exploring

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different types of music (e.g., classical, pop, instrumental) to assess which genres best support reading comprehension. Additionally, this study encourages the exploration of other multisensory techniques in education, contributing to the growing body of research on alternative teaching methodologies.

This study focuses on the effect of music integration on the reading comprehension skills of Grade 7 students in a selected DepEd school. The research adopts a quasi-experimental design to compare the effectiveness of music-integrated reading instruction against traditional reading instruction. The study involves 60 students, divided into two groups (experimental and control), with both groups taking a pre-test and post-test to measure improvements in reading comprehension.

Scope and Limitation of the Study

This section presents the focus, respondents, and the place and time of the study.

Duration of Intervention. The intervention lasted six weeks, during which reading lessons were regularly conducted.

Music Integration Techniques. The experimental group received music-enhanced reading lessons, which included background instrumental music, rhythm-based reading, and song lyric analysis.

Student Feedback. The study also collected student perceptions through surveys to assess their engagement and attitudes toward music-integrated lessons.

Traditional Instruction. The control group followed the conventional silent reading and

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teacher-led discussions approach without any musical components.

External Factors Influencing Comprehension. Other variables that could influence reading comprehension, such as students' prior reading skills, motivation, home environment, and socio-economic factors, were not controlled in this study. These external factors may have contributed to the observed outcomes, introducing potential confounding variables.

Focus on Reading Comprehension Only. The study primarily focused on reading comprehension as the dependent variable. It did not assess other important aspects of literacy, such as vocabulary acquisition, fluency, or writing skills, which could have also been influenced by music integration.

Music Genre and Context. The study focused on background instrumental music, rhythm-based reading, and song lyric analysis. Other genres of music or different approaches to integrating music (such as active music-making or more culturally-specific music) were not explored. The findings may therefore be limited to the types of music used in this research.

Respondents. The respondents of this study were the Grade 7 students in Tagana-an National High School in Tagana-an District, Surigao Del Norte.

Place and Time. This study was conducted at Tagana-an, Surigao del Norte this S.Y. 2024-2025.

Sample Size and Generalizability. The study involves a sample size of 60 students from one selected DepEd school, which may limit the generalizability of the findings to other schools or educational settings. The results may not be applicable to different age groups, school types, or geographic locations.

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Short Duration of Intervention. The intervention lasted only six weeks, which may not be sufficient to observe long-term effects on reading comprehension or other cognitive skills. A longer duration of intervention might provide more conclusive results on the sustained impact of music integration on literacy development.

Teacher Variability. The study assumes that all instruction was delivered consistently, but variations in teaching style and teacher effectiveness could influence the results. Differences in how teachers implement music integration may affect the outcome for the experimental group.

Definition of Terms

For a clear understanding of the study, the following terms are defined conceptually and operationally.

Background Music. Instrumental or non-lyrical music played during reading activities to create a conducive and relaxed learning environment, intended to enhance focus and reduce cognitive load.

Cognitive Engagement. The mental effort and active processing a student invests in learning tasks, such as interpreting and understanding texts.

Comprehension. The ability to understand, interpret, and derive meaning from written texts, which is the primary focus of reading instruction in this study.

Control Group. A group of students in the study that receives traditional reading instruction without any music integration, used for comparison with the experimental group.

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Experimental Group. A group of students exposed to music-integrated reading instruction, serving as the primary focus for evaluating the intervention's impact.

Instructional Strategy. A planned teaching method or approach used to deliver content and enhance learning outcomes; in this study, music integration is the key strategy.

Lyrical Analysis. The process of examining song lyrics to develop vocabulary, infer meaning, and enhance text comprehension in reading lessons.

Music Integration. The purposeful inclusion of music-based elements such as rhythm, melody, and lyrics in reading instruction to support literacy development.

Phonemic Awareness. The ability to identify and manipulate individual sounds (phonemes) in spoken words, often enhanced through rhythmic and musical activities.

Post-Test. An assessment administered after the intervention to measure any improvements or changes in students' reading comprehension skills.

Pre-Test. An initial assessment conducted before the intervention to determine the baseline reading comprehension level of the students.

Quasi-Experimental Design. A research method involving comparisons between groups without random assignment, used to evaluate the effectiveness of an intervention.

Reading Comprehension. The capacity to understand, process, and interpret written language, which serves as the central outcome measured in this study.

Rhythm-Based Reading. A teaching approach that incorporates rhythmic patterns or beats to support the fluency, phrasing, and structure of reading texts.

Student Engagement. The level of interest, motivation, and involvement a student

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demonstrates during learning activities.

Traditional Instruction. Conventional teaching methods in reading that typically involve silent reading, teacher-led discussions, and textbook use, without the use of music.

METHODS

This chapter introduces the mechanics involved in gathering and analysis of data to answer the problems cited in the study.

Research Design

This study employed a quasi-experimental research design to investigate the effectiveness of music-integrated instruction in enhancing reading comprehension among Grade 7 students. The design involved both pre-tests and post-tests to compare the performance of two groups: an experimental group that received music-enhanced reading instruction and a control group that received traditional instruction.

The participants of the study consisted of 60 Grade 7 students from a selected public school under the Department of Education (DepEd). Using purposive sampling, the students were divided equally into two groups of 30. The experimental group was exposed to reading lessons that incorporated various music-based strategies, while the control group was taught using conventional methods without any musical elements.

The intervention was carried out over a six-week period and followed a three-phase procedure. First, a pre-test was administered to both groups to determine their baseline reading comprehension levels. During the intervention phase, the experimental group received

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reading instruction that included the use of background instrumental music, rhythm-based reading activities, and lyrical text analysis. These strategies aimed to enhance comprehension by stimulating cognitive and emotional engagement with the reading material. In contrast, the control group followed a traditional approach consisting of silent reading and teacher-led discussions.

After the intervention, a post-test was administered to both groups to measure any improvements in reading comprehension. Additionally, students in the experimental group completed a perception survey to assess their experiences and engagement with the music-integrated reading instruction.

Research Environment

The study was conducted at Tagana-an, Surigao del Norte where the public junior high schools of Tagana-an District are located. The chosen school is representative of a typical DepEd educational setting, catering to students from diverse socio-economic backgrounds and offering instruction aligned with the K–12 Basic Education Curriculum. The school provides a conducive learning environment equipped with basic classroom facilities necessary for the implementation of both traditional and music-integrated teaching strategies.

The classrooms used in this study were adequately ventilated and furnished with audio equipment to facilitate the music-enhanced reading instruction in the experimental group. The school administration was supportive of the intervention and granted access to student participants, teachers, and the required materials. Furthermore, the reading lessons were integrated into the regular English subject periods to minimize disruption to the students’

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academic routines.

The location was selected based on accessibility, administrative approval, and its alignment with the study's objectives. The familiar and structured environment ensured that students felt comfortable participating in the intervention and allowed for consistent implementation of the instructional strategies. By situating the study in a real-world classroom context, the research aimed to provide relevant, practical insights into the applicability of music integration in public school reading programs.

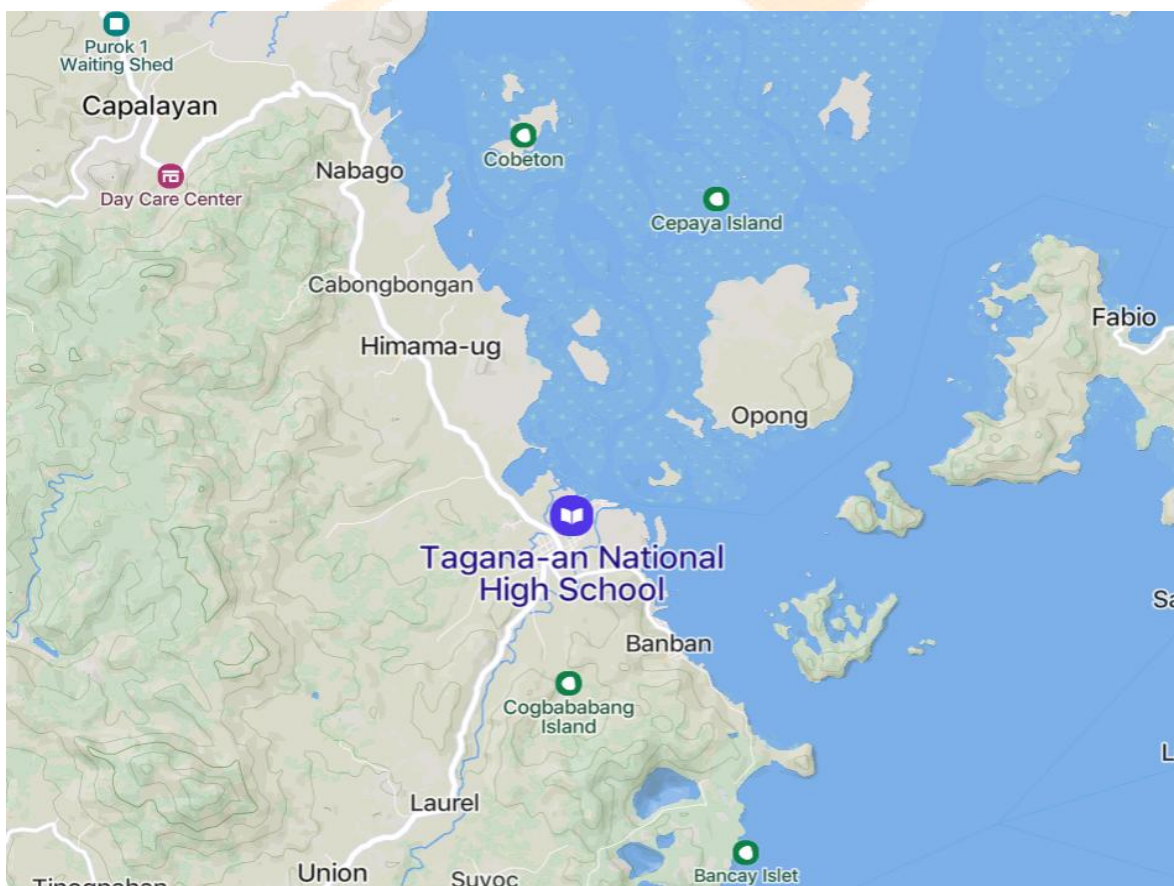


Plate 1

Research Locale of Tagana-an, Surigao del Norte

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Respondents

The respondents of this study were 60 Grade VII students of Tagana-an National High School in Tagana-an District,

Table 1 presents the distribution of respondents.

Table 1

Distribution of Respondents

Respondents	N	Percent
Experimental group	30	50%
Control group	30	50%
Total	60	100%

The table 1 indicates that the study involved a total of 60 Grade 7 students, representing 100% of the respondents. All participants were drawn from Tagana-an National High School in the Tagana-an District, Surigao del Norte.

Research Instruments

To gather both quantitative and qualitative data, this study utilized two primary research instruments: a Reading Comprehension Test and a Student Perception Survey. These instruments were carefully designed to evaluate the effectiveness of music-integrated instruction and to capture students' attitudes and experiences during the intervention.

The Reading Comprehension Test served as the main tool for assessing students' comprehension levels before and after the six-week intervention. The test consisted of passages and corresponding questions aligned with the Department of Education (DepEd)

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curriculum standards for Grade 7. It measured various comprehension skills, including identifying main ideas, making inferences, understanding vocabulary in context, and analyzing textual details. The same test was administered as a pre-test and post-test to both the control and experimental groups, allowing for a direct comparison of learning gains resulting from the instructional strategies used.

In addition to the comprehension test, a Student Perception Survey was administered to the experimental group at the end of the intervention period. This survey was designed to collect qualitative data on the students' attitudes, engagement, and experiences with the music-integrated reading instruction. It included both Likert-scale items and open-ended questions. The Likert-scale section allowed students to indicate their level of agreement with statements regarding the usefulness and enjoyment of music in reading lessons, while the open-ended items provided space for them to express personal reflections and suggestions for improvement.

Both instruments were validated by education professionals to ensure content relevance and clarity. The combination of objective test scores and subjective student feedback provided a well-rounded perspective on the impact of music integration in reading instruction. Together, these tools supported a comprehensive analysis of both learning outcomes and learner experiences, thereby strengthening the validity of the research findings.

Data Analysis

The reading comprehension test scores were statistically evaluated using measures of mean, standard deviation, and the t-test to determine the significance of the difference in

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performance between the two groups. The survey responses provided qualitative insights into student perceptions of the music-based instructional strategies.

This methodological approach allowed the researchers to assess both the quantitative impact of the intervention on reading performance and the qualitative feedback regarding student engagement, thereby providing a comprehensive understanding of the potential benefits of integrating music into reading instruction.

Ethics and Data Gathering Procedure

The gathering of the data started when all permits were obtained. A letter of request was sent to the office of the School Principal of Tagana-an National High School, Tagana-an District. Another letter of request was sent to the respondents of the Tagana-an National High School to ask their consent and cooperation in gathering necessary data for this study.

RESULTS AND DISCUSSION

This chapter presents, interprets, and analyses the obtained data from the retrieved researcher made questionnaire from the respondents under study. The discussion of results is based on the problem posted in Chapter 1.

Table 2: Pre-Test vs. Post-Test Comparison

Group	Pre-Test Mean Score	Post-Test Mean Score	Difference
Experimental Group (Music-Integrated)	65.4	82.7	+17.3
Control Group (Traditional)	64.9	72.1	+7.2

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The results of the study reveal that both the experimental and control groups demonstrated improvements in reading comprehension after the six-week intervention. However, the data show that the experimental group, which received music-integrated reading instruction, exhibited a significantly higher increase in comprehension scores compared to the control group. The experimental group's average post-test score rose by 17.3 points, while the control group recorded an increase of 7.2 points. Statistical analysis using a t-test yielded a p-value of less than 0.05, indicating that the difference in score improvements between the two groups is statistically significant. This confirms the positive impact of incorporating music-based strategies into reading instruction.

In addition to the quantitative findings, qualitative data from the student perception survey further support the effectiveness of music integration. Among students in the experimental group, 80% reported that music made reading activities more enjoyable, suggesting that music played a role in increasing student motivation and engagement. Furthermore, 75% of the students indicated that background music helped them concentrate more effectively during reading sessions. These responses highlight the potential of music not only as a tool for cognitive enhancement but also as a medium for creating a more positive and immersive learning environment.

The findings align with prior research emphasizing the cognitive and emotional benefits of music in education. Music integration appears to foster greater engagement, improved focus, and enhanced comprehension by stimulating auditory and linguistic processing simultaneously. Rhythm-based activities, in particular, support memory retention and help

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students internalize text structures and meaning more effectively.

Overall, the results of this study suggest that music can be a valuable instructional aid in reading programs, particularly in contexts such as the Department of Education (DepEd) system where engagement and literacy development are key priorities. Incorporating music into classroom instruction provides a multi-sensory learning experience that benefits students across various learning styles and can significantly contribute to improved academic outcomes in reading comprehension.

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This study set out to examine the effectiveness of music integration as an instructional strategy in enhancing reading comprehension among Grade 7 students. Based on both quantitative results and qualitative feedback, the findings clearly demonstrate that music-integrated reading instruction leads to significantly greater improvements in comprehension compared to traditional methods. Students exposed to background instrumental music, rhythm-based reading, and lyrical analysis not only achieved higher test scores but also reported increased enjoyment, engagement, and focus during reading activities.

The results support the idea that music, when purposefully applied in the classroom, serves as a powerful educational tool that enhances cognitive processes such as memory retention and information recall. Moreover, music fosters a more engaging learning atmosphere, catering to diverse learning styles and reducing reading-related anxiety. These outcomes are especially relevant in the context of the Department of Education (DepEd),

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where improving literacy and fostering student engagement remain top priorities.

Given the positive impact observed, it is recommended that teachers incorporate music-based strategies into their reading instruction, especially in intermediate and junior high school levels. Techniques such as playing soft instrumental music during reading time, integrating rhythm into text reading, and analyzing song lyrics for meaning and structure can be adopted to support comprehension and student interest.

Curriculum developers within DepEd are encouraged to explore and embed music-integrated activities into the official reading curriculum. By doing so, they can offer more inclusive and stimulating learning experiences that go beyond conventional instructional methods.

Future researchers are advised to extend this work by investigating the long-term effects of music-integrated instruction, experimenting with various musical genres, and applying this approach across other subjects or age groups. Studies may also benefit from examining the neurocognitive mechanisms involved in music-assisted learning and evaluating its impact on other literacy domains such as vocabulary development and writing skills.

In conclusion, this research affirms that music, as a multisensory and emotionally engaging tool, holds significant promise for enriching reading instruction. When thoughtfully implemented, music integration can be a key driver in fostering both academic performance and a love for learning among students.

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Appendix A

Survey Questionnaire

Part I: Student Profile

(Please check ✓ the appropriate box or fill in the blank.)

1. Gender:

Male

Female

Prefer not to say

2. Age: ____ years old

3. Do you enjoy listening to music?

Yes

No

Sometimes

4. How often do you listen to music while studying or reading?

Always

Often

Sometimes

Rarely

Never

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Part II: Perception of Music-Integrated Reading Instruction

(Please indicate how much you agree or disagree with the following statements.)

Statement	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1. Music helps me focus better when reading.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Songs with lyrics help me understand the meaning of words.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Background music makes reading more enjoyable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Learning through music improves my ability to remember information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I feel more engaged in reading activities when music is included.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Music helps me connect ideas while reading stories or texts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Using rhythm or beats helps me read with better fluency.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I prefer reading with music rather than in silence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Music-integrated reading activities make learning more exciting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I believe music can help improve my reading comprehension.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Part III: Reading Comprehension Practices

(Please answer by checking the box that best describes your experience.)

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1. How do you feel about reading lessons that include music?
 - Very Enjoyable
 - Somewhat Enjoyable
 - Neutral
 - Somewhat Boring
 - Very Boring

2. Which type of music do you think helps you focus better while reading?
 - Classical/Instrumental
 - Pop music
 - R&B/Hip-hop
 - No music at all
 - Other: _____

3. How has music integration affected your confidence in reading comprehension?
 - Greatly Improved
 - Slightly Improved
 - No Change
 - Slightly Declined
 - Greatly Declined

4. Would you recommend using music in reading classes?
 - Yes, definitely

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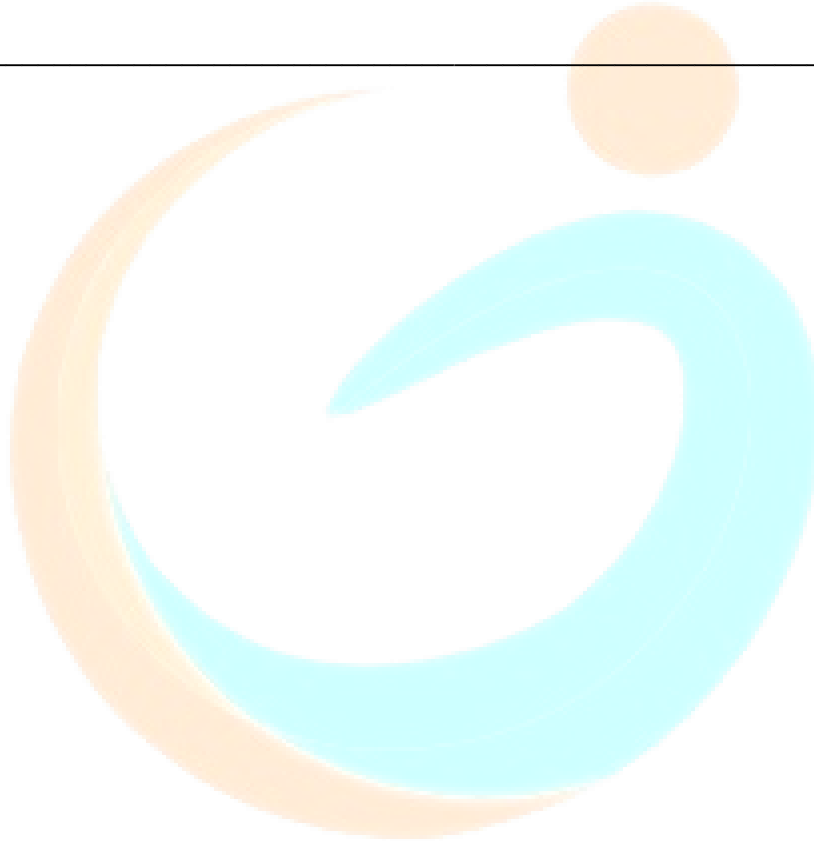
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Maybe

No

5. What suggestions do you have to improve the use of music in reading instruction?



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Appendix B

Letter to the Respondents

March 12, 2025

Dear Respondents,

The undersigned is presently conducting research entitled "MUSIC INTEGRATION AS AN INSTRUCTIONAL STRATEGY: ITS EFFECTIVENESS IN ENHANCING READING COMPREHENSION AMONG GRADE 7 STUDENTS".

As part of this research, I would like to invite you to participate in the study which will receive pre-test and post instruction.

Your active participation and honest responses are highly valued and will significantly aid in completing this study. Rest assured that all your answers will remain strictly confidential and will be used exclusively for academic purposes.

I am looking forward to your participation. Thank you.

Very respectfully yours,

JAYRICA P. BESARIO
Researcher

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Appendix C

Letter Asking Permission to the School Principal

March 12, 2025

CRISTIE M. CURIAS

Secondary School Principal III
Tagana-an National High School
Tagana-an District

Madam:

Greetings of love and peace!

I am presently undertaking a research study entitled "MUSIC INTEGRATION AS AN INSTRUCTIONAL STRATEGY: ITS EFFECTIVENESS IN ENHANCING READING COMPREHENSION AMONG GRADE 7 STUDENTS".

In partial fulfillment of the requirements for the degree Doctor of Philosophy Degree, major in Technology Management, at Surigao del Norte State University.

In this regard, I would like to request permission from your good office that I would be allowed to administer the distribution of the questionnaires among Grade 7 students of Tagana-an National High School who are the respondents of the study. I assured that responses will be treated with utmost confidentiality.

I am looking forward for your continued support to the educational endeavors of your teaching workforce as part of the Continuing Professional Development Program of DepEd.

Very respectfully yours,

JAYRICA P. BESARIO

Researcher

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