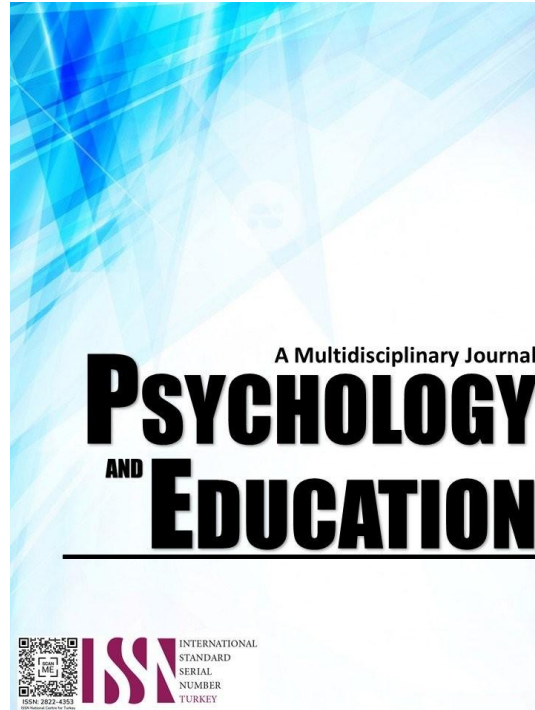


# SONG-BASED APPROACH TO GRAMMAR LEARNING AMONG INTERMEDIATE LEARNERS



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## Song-Based Approach to Grammar Learning Among Intermediate Learners

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### Abstract

This study evaluated the grammar competency level of intermediate learners at Sohoton Elementary School, Malimono, Surigao del Norte, through the use of a song-based approach to grammar instruction. It specifically assessed learners' proficiency in eight grammar components—nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, and interjections—using pre-test and post-test measures. A quasi-experimental design was employed, involving an experimental group taught with researcher-developed song-based lessons and a control group taught using conventional methods. Data were analyzed using mean, standard deviation, and t-tests. Findings revealed that both groups initially exhibited developing competence in basic grammar categories, with the lowest performance in adverbs and conjunctions. The experimental group showed marked improvement after the intervention, achieving proficient competence in interjections and developing competence in conjunctions and adjectives. In contrast, the control group showed only minimal gains and even declined in some areas. The post-test results indicated a statistically significant improvement in the experimental group, confirming the effectiveness of the song-based approach. Hence, the study concluded that integrating a song-based approach into grammar instruction is both engaging and effective in enhancing grammar teaching and learning. A compendium of these lessons was developed and is recommended as a practical resource for wider adoption by educators.

**Keywords:** *song-based approach, quasi-experimental, grammar learning, parts of speech, level of competency, compendium*

### Introduction

English is considered a vital component in the development of educational systems around the world. One of its most important aspects is grammar, which lays the foundation for effective communication. Grammar instruction begins with recognizing and understanding parts of speech, which serves as the basis for constructing meaningful sentences and expressing clear ideas. Without mastering grammar, it becomes difficult for learners to use the language correctly and confidently.

Several scholars have emphasized the significance of grammar in English learning. Ramadhani and Ovilia (2022) noted that grammar learning starts with comprehension of parts of speech, while Ajaj (2022) argued that correct language use is not possible without a strong command of grammar. To make grammar instruction more engaging, recent studies have explored alternative teaching strategies, such as the use of music. The song-based grammar approach uses musical pieces to teach and reinforce grammar concepts in a fun and memorable way. Nazri and Aziz (2021) highlighted that this method helps educators effectively convey grammar lessons by leveraging the natural appeal and memorization associated with music.

Despite these developments, traditional grammar instruction remains dominant in many classrooms, often relying on rigid and repetitive exercises. These methods may limit student engagement and retention of grammar rules. There is a noticeable gap in the practical application of music-based instructional strategies—specifically, in determining their effectiveness in improving grammar acquisition.

This study aimed to address the gap by developing and implementing eight song-based grammar lessons, accompanied by assessment tools. Through a quasi-experimental design, the study evaluates whether incorporating songs into grammar instruction enhances students' learning outcomes. By using a less pressuring and more enjoyable approach, this research sought to provide an innovative and effective tool for grammar teaching and learning.

### Research Questions

This study aimed to evaluate the effectiveness of Song-based Approach to Grammar Learning among intermediate learners at Sohoton Elementary School in Malimono, Surigao del Norte. Specifically, it sought answers to the following questions:

1. What is the grammar competency level of the intermediate learners in the control and experimental groups based on their pre-test scores as to the following:
  - 1.1 nouns;
  - 1.2 pronouns;
  - 1.3 verbs;
  - 1.4 adjectives;
  - 1.5 adverbs;
  - 1.6 prepositions;
  - 1.7 conjunctions; and
  - 1.8 interjections

2. How is the Song-based Approach to Grammar Learning implemented in class?
3. What is the grammar competency level of the intermediate learners in the control and experimental groups based on their post-test scores?
4. Is there a significant difference in the grammatical competence of intermediate learners in the control and experimental groups based on their pre-test and post-test scores?
5. Is there a significant difference between the pre-test and post-test results of the experimental group after the integration of song-based approach in grammar learning?
6. Given the findings of the study, what recommendations can be suggested to enhance the grammatical competence of intermediate learners?

## Literature Review

### *The Role of Grammar in Language Learning*

Grammar plays a foundational role in English language acquisition, particularly at the intermediate stage where learners transition from basic communication to more accurate and sophisticated expression.

Recent studies underscore that grammar knowledge significantly enhances learners' ability to express ideas with clarity and precision in both spoken and written forms. Explicit grammar instruction has been shown to improve learners' sentence construction and coherence, making their communication more organized and meaningful. Grammar is also essential in developing reading skills, as it aids learners in deciphering complex sentence structures, understanding clause relationships, and interpreting tense and aspect within texts.

Research by Gao et al. (2022) found that morphosyntactic awareness is a stronger predictor of reading comprehension than vocabulary depth, highlighting the pivotal role of grammar in reading development. In writing, grammar facilitates the appropriate use of tenses, transitions, and cohesive devices, all of which are necessary for producing structured academic texts.

Studies have also found that grammar instruction, particularly through integrated tasks like dictogloss and sentence reconstruction, strengthens learners' syntactic awareness and metalinguistic reflection, which are crucial for editing and self-correction.

Speaking and listening skills are likewise influenced by grammar proficiency; knowledge of syntax enables learners to construct fluent utterances and interpret spoken language more accurately. Listening comprehension improves as learners become attuned to grammatical cues such as subject-verb agreement and temporal markers. Moreover, grammar supports the development of language monitoring strategies, allowing learners to notice and self-correct errors during real-time communication.

Technology-enhanced learning tools, such as grammar-aware reading applications, have emerged as effective supports for reinforcing grammar knowledge through context-based exposure. At the same time, learner attitudes toward grammar remain mixed; some perceive grammar as difficult or overly rigid, which can hinder motivation.

Nevertheless, when grammar instruction is delivered in a context-rich, engaging manner—balancing both implicit and explicit approaches—it can significantly contribute to holistic language proficiency. Sustained grammar practice, spaced over time, is also associated with long-term retention and continued language development.

Overall, grammar serves not only as a rule-based system but as a powerful framework that underpins all four language skills, enabling learners to engage meaningfully in varied communicative contexts.

### *Grammar Teaching and Learning*

Grammar teaching and learning have long been fundamental components of language education. Traditionally, grammar has been understood as the study of words, phrases, clauses, and sentence structures, along with the internal rules that govern how sentences are constructed and interpreted. The goal of grammar instruction is to help language users learn and apply these rules to form coherent and contextually appropriate sentences.

Ly (2020) argued that grammar instruction holds the potential to significantly accelerate English language learning when taught effectively, as it goes beyond rote memorization of rules to support meaningful language use. However, despite its importance, some educators have questioned the necessity of explicit grammar teaching, particularly in the era of communicative language teaching. These teachers often view grammar instruction as outdated or disengaging, and as a result, learners may experience boredom or disconnection from traditional grammar lessons.

To address these concerns, more recent pedagogical models have emphasized interactive and learner-centered approaches to grammar instruction. According to Quan (2024), interactive grammar instruction not only enhances grammatical accuracy but also encourages dynamic exchanges between teachers and students. Such strategies stimulate learner interest, develop their ability to use grammar in real-life situations, and foster greater confidence in communication. Building on this foundation, research from 2020 to 2025 has shown a marked shift in how grammar is taught, particularly with the incorporation of digital tools and innovative educational technologies.

Bahari and Gholami (2024) highlighted that technology-assisted grammar learning offers unique benefits, such as personalized feedback, interactive practice, and increased learner autonomy. However, they also acknowledged the need to address challenges like unequal access to technology and insufficient teacher training.

Meanwhile, Lai (2022) demonstrated the positive impact of computer-assisted instruction (CAI) on grammar learning, particularly in mastering specific grammatical structures such as the third-person singular. Learners who received CAI showed significantly higher gains in post-test scores than those taught through traditional lecture-based methods.

Furthermore, mobile-assisted tools have introduced gamification into grammar instruction, making it more engaging and motivating. Nazamud-Din and Aidit (2024), for example, developed SVATHLON 2.0, a gamified mobile application designed to teach subject-verb agreement. Their study revealed that learners who used the app experienced increased attention, confidence, and overall satisfaction with grammar learning. In parallel, the use of artificial intelligence (AI) has further advanced the effectiveness of grammar teaching. A study published in *Education Sciences* (2025) found that children using an AI-powered grammar tool improved their accuracy from around 46% to 78%, with engagement levels rising from 42% to 76%, reflecting both cognitive and affective benefits.

In addition, immersive and flipped learning environments have been explored as alternative instructional methods. Songsienchai et al. (2023) reported that grammar lessons delivered through a flipped classroom using 3D virtual platforms and metaverse tools resulted in higher academic performance and reduced language anxiety among students. These virtual experiences allowed learners to interact with content in an engaging, realistic, and less stressful environment.

Taken together, these findings underscore a significant shift in grammar instruction—from static, rule-based teaching toward dynamic, student-centered methodologies that prioritize interactivity, technology integration, and emotional engagement. Whether through AI, gamification, flipped classrooms, or computer-assisted instruction, these innovations not only improve grammatical competence but also contribute to better motivation, retention, and real-world application of language skills. As such, the grammar classroom of the 21st century is evolving to meet the diverse needs and preferences of modern learners, fostering a more inclusive and effective learning environment.

### *The Learning Needs of Intermediate Learners*

Intermediate language learners represent a pivotal group in second language acquisition, as they have moved beyond basic vocabulary and grammar but still require substantial input and practice to achieve fluency and accuracy. Research indicates that these learners are often ready to engage with more complex language structures and authentic materials but continue to need scaffolding to consolidate their grammatical knowledge and expand their vocabulary (Zhang et al., 2023; Pavia et al., 2022). Their developmental stage is marked by a need for repeated exposure to language in meaningful contexts, making them ideal candidates for song-based instruction.

Songs naturally provide high-frequency lexical items and recurring syntactic patterns, which are essential for reinforcing the grammatical competence of intermediate learners. The repetitive and melodic nature of songs promotes long-term memory retention, helps learners recognize and produce sentence patterns, and supports pronunciation and listening comprehension (Maherni & Ratminingsih, 2021).

Moreover, intermediate learners benefit from emotionally engaging and low-anxiety environments that reduce their fear of making mistakes—an area where song-based learning excels. According to Astutik et al. (2024) and Kasap (2023), music lowers the affective filter, increases motivation, and enhances learner confidence—factors especially important for intermediate students who are often more self-conscious about language performance.

Studies by Kumar et al. (2022) and Lan & Shadiev (2020) also emphasize that song-integrated instruction fosters greater participation, autonomy, and learner interaction, all of which are vital for intermediate students seeking more communicative practice. Furthermore, songs offer an accessible and culturally rich means of exposure to authentic language use, idiomatic expressions, and contextual grammar, which help intermediate learners transition from controlled input to real-world language use. The developmental readiness of these learners, combined with their growing metalinguistic awareness, allows them to benefit from noticing and analyzing language patterns in lyrics.

Additionally, Yuliarini (2022) reported that intermediate learners respond positively to auditory reinforcement when listening is paired with visual lyrics, leading to higher comprehension and grammar accuracy. Weijters et al. (2023) emphasized that familiar background music enhances cognitive focus, especially in learners with developed attentional control like those at the intermediate level.

Furthermore, Murphey (1990) pointed out that “involuntary rehearsal” through catchy songs helps intermediate learners retain difficult grammatical forms and idiomatic expressions. Assalamah (2020) also found that learners at this level showed increased self-regulation and independent review behaviors when songs were incorporated in learning platforms.

Lastly, Gardner’s theory of Multiple Intelligences suggests that intermediate learners with strong auditory and musical intelligences are especially receptive to lyrical language exposure, supporting their personalized learning preferences and helping sustain motivation over longer periods.

Thus, song-based instruction effectively meets the cognitive, affective, and linguistic needs of intermediate learners by providing

repetitive, engaging, and contextually meaningful input that supports their progression toward fluency.

### ***Issues in Teaching and Learning Grammar***

At the intermediate stage of English language learning, students often face persistent challenges in mastering grammar rules and applying them in meaningful communication. One key difficulty lies in the abstract and complex nature of grammar structures, which can be overwhelming without proper scaffolding.

Traditional grammar instruction—commonly delivered through rule memorization and repetitive drills—has been widely criticized for its lack of engagement and limited transfer to real-life contexts. Learners frequently report feeling anxious and demotivated when exposed to mechanical grammar tasks, as these approaches rarely connect form with function or encourage active use in communication (Widya & Soegianto, 2020; Sermsook et al., 2021).

This disconnect often leads to fossilization of errors and a failure to internalize grammatical accuracy over time. Furthermore, teachers struggle to balance the dual demands of maintaining communicative fluency and ensuring grammatical accuracy, especially when pressured by rigid curricula and time constraints (Schurz & Coumel, 2023). Limited exposure to authentic language input, particularly in EFL settings, compounds these issues, as learners may lack sufficient opportunities to encounter grammar in naturalistic contexts.

Studies also emphasize that overreliance on decontextualized grammar exercises prevents learners from understanding how grammar supports meaning-making in reading, writing, speaking, and listening (Faiqoh, 2023). Another challenge involves learner variability—some intermediate learners possess strong receptive skills but struggle with accurate grammar use in productive tasks, revealing a gap between knowledge and performance.

Research suggests that integrating creative, learner-centered strategies—such as games, collaborative tasks, and contextualized grammar instruction—can help overcome monotony and enhance learner engagement (Lan & Shadiev, 2020; Aldaghri, 2024). Flipped classroom approaches and technology-enhanced feedback have also shown promise in supporting independent grammar practice and fostering learner autonomy (Chaudhary et al., 2022).

However, the effectiveness of such innovations depends heavily on teacher training, learner motivation, and the thoughtful design of materials. Without addressing both cognitive and affective barriers, grammar instruction risks remaining ineffective, especially for intermediate learners who are expected to transition from basic proficiency to more accurate and nuanced expression.

### ***The interplay of Music in Language Acquisition***

Music has increasingly been recognized as a powerful tool in language acquisition due to its unique ability to engage cognitive, auditory, and emotional faculties simultaneously. Grounded in Howard Gardner's Multiple Intelligences theory, musical intelligence is said to complement linguistic intelligence, making musical activities like singing, chanting, and rhythm-based repetition effective for learners who thrive in auditory-rich environments. These methods particularly benefit language learners at all proficiency levels by reinforcing phonological awareness, rhythm, intonation, and sentence patterns.

Research by Astutik et al. (2024) and Kasap (2023) found that incorporating music in English language classrooms helps lower learners' anxiety and increases their willingness to communicate—an effect aligned with Stephen Krashen's Affective Filter Hypothesis, which posits that lower emotional barriers facilitate better language input processing.

Music creates a relaxed and enjoyable environment that encourages participation without fear of mistakes, especially among shy or anxious learners. Neuroscientific studies support this by showing that music activates brain regions associated with auditory perception, memory formation, and emotional processing, thus enhancing long-term retention of vocabulary and grammatical structures (Papadimitriou & Jurafsky, 2020).

Moreover, music supports auditory learning, allowing learners to internalize sounds, pitch, stress, and rhythm through repeated exposure to songs and melodies. This strengthens learners' abilities to segment words and comprehend spoken language more effectively. Melodic repetition, in particular, aids in memorizing complex grammatical forms and collocations without requiring explicit rule instruction, making grammar acquisition more intuitive.

Several studies also report that learners exposed to music-infused instruction display higher levels of motivation, autonomy, and cognitive engagement—elements central to modern language learning frameworks such as the MUSIC model of motivation (Jones, 2020). In classrooms where music is integrated into instruction through karaoke, rhythm games, and lyrical analysis, students demonstrate better pronunciation, syntactic awareness, and even writing skills, as they imitate patterns absorbed from songs. Furthermore, digital tools and adaptive apps that incorporate music-based learning have shown promise in personalizing instruction and maintaining student interest.

These findings collectively affirm that music is not merely a supplementary activity, but a strategic pedagogical medium that supports vocabulary acquisition, grammar learning, speaking fluency, and emotional resilience. When designed intentionally, music-based language instruction caters to diverse learner needs, activates multiple intelligences, and creates a rich, immersive learning environment conducive to both affective and cognitive development.

## ***Song-based Instruction as a Pedagogical Strategy in English Language Teaching***

Teaching techniques play a pivotal role in fostering student engagement, especially in language learning, where motivation and meaningful context are essential for success. One innovative and increasingly recognized strategy is song-based instruction, a pedagogical approach that integrates music into grammar and language learning to enhance both cognitive and affective outcomes. As Chao-Fernández et al. (2020) noted, effective teaching methods should inspire and stimulate students in a fun, supportive environment—and the use of music precisely fulfills this purpose.

The song-based approach to grammar instruction is grounded in auditory and contextual learning theories. Music, with its natural rhythm, repetition, and emotional resonance, provides an ideal framework for internalizing grammatical rules. Váradi (2022) emphasized that singing not only facilitates the acquisition of grammatical structures but also supports learners' emotional and social development, making it a holistic and human-centered educational tool. As students engage with lyrics and melodies, they unconsciously absorb complex grammar patterns, which leads to more authentic and retained learning. Reinforcing this view, Nazri and Aziz (2021) found that the rhythm and structure of songs help learners process syntax more effectively, while fostering long-term memory retention of grammar patterns.

Moreover, song-based instruction encourages active listening, imagination, and creativity in a non-threatening and enjoyable atmosphere. According to Gutiérrez (2022), integrating songs in grammar lessons promotes student engagement and linguistic creativity, particularly when teaching strategies account for diverse learning styles and classroom dynamics.

Similarly, Saldiraner and Cinkara (2021) reported that students demonstrated increased enthusiasm and reduced anxiety in grammar lessons that incorporated music, as the presence of songs helped create a playful and relaxed learning environment. Beyond theoretical claims, empirical studies have confirmed the effectiveness of this approach in enhancing language learning outcomes. For example, Alqarni and Alshahrani (2023) conducted an experimental study among EFL students and found significant improvement in grammar proficiency among those taught through song-based instruction compared to those taught using traditional methods.

Complementing these findings, Rahman and Kurniawan (2021) demonstrated that intermediate learners exposed to grammar lessons through English songs exhibited better sentence construction and improved use of verb tenses. Furthermore, Putri and Marlina (2020) observed that grammatical structures were better retained when learners were repeatedly exposed to carefully selected song lyrics that matched the grammar topic being taught. The combination of auditory stimulation, emotional engagement, and contextual application made grammar rules more relatable, easier to understand, and more durable in memory.

The benefits of music-based instruction extend beyond grammar acquisition. As Gutiérrez (2022) also noted, music serves as a memorable and emotionally charged medium that enhances students' overall learning experiences—not only in English but in other languages as well.

This is consistent with Omolara (2023), who highlighted that music in English classrooms creates a more interactive and emotionally engaging environment. Such an atmosphere helps learners feel more secure and comfortable when expressing themselves in the target language.

In line with this, Kumar et al. (2022) highlighted the educational potential of songs to improve multiple language competencies—including grammar, vocabulary, pronunciation, and listening comprehension—while also boosting student motivation.

Recognizing that many learners experience pressure when acquiring English, Kumar and colleagues recommended music as a tool to reduce stress and enhance natural language acquisition. The rhythm and repetition of songs help simplify complex concepts, making them more accessible and less intimidating.

In a related study, Bsharat et al. (2021) emphasized that music and educational songs support retention and recall. These tools help students perceive language patterns and structures in meaningful ways while improving pronunciation and comprehension.

By exposing learners to authentic English, this method enables them to acquire the language organically and confidently participate in conversations.

Hamilton et al. (2024) further corroborated these findings by asserting that singing songs with young language learners (YLLs) significantly enhances grammar understanding, vocabulary acquisition, and overall language abilities.

Additional insights come from Embogama (2023), who found that using song lyrics in grammar instruction improved students' understanding of specific grammar rules, such as the present perfect tense. The contextualized nature of song lyrics encouraged frequent exposure and reinforced practical application, leading to deeper conceptual understanding.

Similarly, Vallejo and Ortega (2024) highlighted that music-based instruction increased learners' intrinsic motivation. Their findings showed that song-based classes did more than entertain—they cultivated genuine interest in English learning and ultimately led to more effective and rewarding EFL learning experiences.

Taken together, these theoretical perspectives and empirical studies suggest that song-based instruction is a highly effective, learner-centered strategy.

It transcends the limitations of rote grammar instruction by offering a multisensory, motivating, and emotionally enriching learning experience particularly for intermediate learners who often seek more engaging and meaningful ways to improve their grammatical competence.

This approach offers a powerful alternative by blending the emotional power of music with the cognitive demands of grammar instruction. With this, educators can foster both linguistic accuracy and personal expression, making the language classroom not only a place of learning but also one of joy and creativity.

### ***Cognitive and Affective Benefits of Using Songs in the Classroom***

Songs have been increasingly recognized as a powerful pedagogical tool in language education, offering both cognitive and affective benefits that significantly enhance grammar acquisition and overall language development. On the cognitive side, songs support better memory retention and concentration through their inherent use of melody, rhythm, and repetition, which provide natural scaffolding for the brain to encode and retrieve linguistic structures. The repetitive nature of lyrics facilitates automatic recall of grammar forms and vocabulary, allowing learners to internalize patterns subconsciously, as highlighted by Iranpour (2022) and Sonomura and Choe (2020).

Musical elements, particularly rhythmic structures, have been shown to enhance phonological awareness, aiding learners in parsing speech into meaningful grammatical units and reinforcing pronunciation, intonation, and sentence stress. Furthermore, the phenomenon known as the "song-stuck-in-my-head" effect, described by Murphey (1990), supports the idea that songs create involuntary mental rehearsal loops, leading to more durable language retention. Affective benefits are equally substantial. Songs provide a joyful and low-anxiety environment that lowers the affective filter—a concept advanced by Krashen—thereby increasing learners' openness to language input.

Research by Astutik et al. (2024) and Kasap (2023) found that students exposed to music in the classroom experienced reduced language anxiety and increased motivation, which in turn led to improved classroom participation and confidence in using the target language. Songs also stimulate emotional engagement, which fosters deeper cognitive processing and stronger learner investment in classroom tasks. When learners find songs relatable or enjoyable, their intrinsic motivation rises, aligning with self-determination theory's principles of autonomy and competence.

Additionally, songs create multisensory experiences that activate different areas of the brain, improving focus and sustained attention during learning activities. Studies also note that when grammar is embedded in catchy lyrics, learners acquire complex structures such as verb tenses, conditionals, or modals more naturally than through decontextualized drills.

These insights underscore the value of using song-based instruction not just as a supplementary activity but as a central element in lesson design, especially when targeting memory, emotional connection, and language fluency in grammar-focused lessons.

### ***The Foundational Role of Parts of Speech in Grammar Teaching and Learning***

A growing body of research has affirmed that teaching parts of speech remains a foundational pillar in grammar instruction, particularly in English language learning. Scholars and educators consistently highlight that understanding the role of parts of speech—such as nouns, verbs, adjectives, and prepositions—is essential for constructing grammatically correct and meaningful sentences, which in turn fosters effective communication.

Ramadhani and Ovilia (2022) demonstrated that students with a solid grasp of parts of speech exhibited improved syntactic accuracy and sentence coherence. However, as noted by Asdar, Hustiana, and Ahyadi (2024), many learners still face challenges in distinguishing between certain word classes, particularly prepositions and adverbs, leading to frequent grammatical errors. To overcome this, Hustiana (2023) proposed the use of contextual and positional strategies that allow students to internalize the classifications of more abstract or multifunctional word forms.

In support of this, Purwaningsih, Supadi, and Rosada (2022) found that mastery of parts of speech significantly enhanced students' descriptive writing abilities, demonstrating that grammatical categorization is not only about form but also about function and expression. Likewise, Munthe, Sitanggang, and Fukada (2023) revealed that students often struggled with the distinction between open-class and closed-class words, calling for grammar instruction that integrates both usage and real-world applications rather than focusing solely on memorization.

From a broader curricular perspective, the KAFU Academic Journal (2022) stressed that parts of speech should not be taught in isolation but rather as scaffolding for understanding complex grammatical systems, including transformational grammar and functional syntax. Teaching materials and resources from Bridge TEFL (2023) and TEFL.net (2020) support this view by advocating for interactive, discovery-based strategies—such as sentence puzzles, color-coded word sorting, and grammar treasure hunts—that make the learning process more engaging and effective. Theoretical insights from Native1 (2023) describe parts of speech as a linguistic "compass," guiding learners toward accurate sentence construction and helping them avoid errors influenced by their first language. Further emphasizing their instructional value, Wikipedia-based sources on grammar highlight how functional morphemes (e.g., prepositions, conjunctions) are equally vital to sentence cohesion and syntactic clarity.

In addition to formal instruction, studies have shown that the learning of parts of speech can be effectively reinforced through informal exposure and creative methods. Maili et al. (2022) reported that students practiced parts of speech outside the classroom by listening to English songs and conversations, and through peer interaction, speaking, and writing—activities that collectively contributed to the internalization of word functions.

Moreover, Vidhya and Sreelatha (2025) emphasized that using rhymes to teach grammar proved beneficial to academic achievement. Teachers who replaced traditional lecture-based methods with rhythmic, engaging instruction increased student interest and participation. Similarly, Abrar and Thamrin (2020) found that structured instruction using the Grammar Translation Method (GTM) significantly improved learners' performance in identifying and using parts of speech, as the method provided clarity and consistency in grammar rule application.

These insights affirmed that teaching parts of speech remains indispensable to the development of grammatical competence. Through a combination of formal, interactive, and creative approaches, educators can enhance not only learners' grammatical precision but also their confidence, communicative ability, and overall language proficiency.

**Synthesis.** The reviewed literature consistently emphasizes the vital role of grammar in language learning, particularly for intermediate learners who are transitioning from basic proficiency to more complex communication. Grammar supports all four language skills—reading, writing, speaking, and listening—by providing the structural framework for coherent expression. However, traditional methods of grammar instruction, often based on rote memorization and isolated drills, are widely regarded as ineffective and demotivating. These approaches fail to engage learners or connect grammar to meaningful language use, which can hinder progress, especially at the intermediate level.

The cited literature highlights the specific needs of intermediate learners, who benefit from repeated, contextualized input, emotionally safe environments, and interactive, engaging instruction. This aligns with the focus of the present study, which explores the song-based approach as a more effective alternative. Songs provide rhythm, melody, and repetition that enhance memory retention and grammatical awareness, while also lowering anxiety and increasing motivation. Music offers authentic language input in a low-pressure setting, helping learners absorb grammar patterns naturally and intuitively.

Furthermore, song-based instruction is shown to support learner autonomy, attention, and emotional engagement, making it particularly suitable for diverse learning styles. While other studies explore various strategies for improving grammar instruction, the present study focuses specifically on music as a central pedagogical tool. It stands out by targeting grammar acquisition through a creative, affective, and auditory-rich approach. In sum, the song-based method meets both the cognitive and emotional needs of intermediate learners, making it a compelling strategy for enhancing grammar learning outcomes.

## **Methodology**

### **Research Design**

This study employed a quasi-experimental research design to evaluate the effectiveness of the song-based approach in grammar learning among intermediate learners. This design is appropriate for determining cause-and-effect relationships by comparing outcomes between two distinct groups under controlled conditions.

In this setup, the participants were divided into two groups: the Experimental Group and the Control Group. The Experimental Group received grammar instruction using the song-based approach, wherein selected English grammar topics were taught through songs specifically chosen and designed to reinforce grammar structures. The Control Group, on the other hand, received traditional grammar instruction based on conventional classroom strategies, such as lectures, textbook-based discussions, and written exercises, without integration of music.

Both groups underwent the same sequence of grammar lessons—covering Nouns, Pronouns, Verbs, Adjectives, Adverbs, Prepositions, Conjunctions, and Interjections taught over an equal period of time.

A pre-test was administered to both groups to determine their baseline grammar competency. Following the instructional period, a post-test was conducted to measure learning gains and assess the effectiveness of the song-based approach compared to the traditional method.

This experimental design allowed the researcher to observe differences in grammar performance between the two groups and to attribute any significant improvements to the intervention. It also ensured control over external variables that might affect learning, thereby increasing the reliability and validity of the study's findings.

### **Respondents**

The participants of this study were selected from a multigrade class at Sohoton Elementary School, specifically composed of eight (8) Grade 5 learners and eleven (11) Grade 6 learners, for a total of nineteen (19) respondents. These learners were purposefully chosen based on their readiness and appropriateness for the intervention, particularly as they are in the crucial stage of transitioning to high school, where a stronger foundation in grammar is essential for academic success.

Table 1 presents the distribution of participants between the Control Group and the Experimental Group. The learners were evenly assigned to the two groups to ensure a fair and balanced comparison of outcomes.

The Control Group consisted of four (4) Grade 5 and five (5) Grade 6 learners, totaling nine (9), who received grammar instruction using the traditional teaching method. On the other hand, the Experimental Group included four (4) Grade 5 and six (6) Grade 6 learners, totaling ten (10), who were taught grammar through the Song-based Approach.

The selection and grouping of participants ensured comparability across grade levels and allowed the researcher to investigate the effectiveness of the song-based strategy across learners with varying levels of exposure and proficiency. Their inclusion in the study was crucial for measuring both baseline competencies and learning gains after the intervention.

Table 1. *Distribution of Participants*

	<i>Participants</i>		<i>Population</i>
	Grade 5	Grade 6	
Control Group	4	5	9
Experimental Group	4	6	10
Total	8	11	19

## Instrument

The study utilized a comprehensive set of researcher-developed instruments to evaluate the effectiveness of the song-based approach to grammar learning among intermediate learners.

Central to the study was the researcher-made song-based grammar lessons, which served as the primary instructional material for the experimental group. These lessons focused on eight parts of speech - nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, and interjections with lesson content adapted from *The New Webster's Grammar Guide* by Semmelmeier et al.

To ensure instructional consistency, the same grammar content was delivered to both the control and experimental groups; however, the experimental group was taught using a distinctive song-based approach.

Each song-based lesson was carefully crafted to integrate melody, rhythm, and repetition, allowing learners to intuitively internalize grammar rules and patterns. These musical features created a dynamic and low-anxiety learning environment that enhanced both memory retention and student motivation.

Accompanying these song-based grammar lessons were lesson plans developed by the researcher to guide the instructional delivery. The lesson plan outlined the learning objectives, content coverage, teaching strategies, and assessment methods, ensuring a structured and consistent approach to grammar instruction.

To assess learning outcomes, a 10-item researcher-made test was administered as both a pre-test and a post-test to measure the learners' grammatical competency before and after each grammar lesson. This means that every grammar topic covered was accompanied by its own set of pre-test and post-test assessments to track incremental learning progress.

These classification parameters provided a structured framework for interpreting learners' proficiency levels and gauging the effectiveness of each lesson within the overall instructional intervention. On the other hand, to ensure the validity and reliability of the research instruments, it underwent validation and reliability tests.

**Validity.** To ensure that the research instruments were valid and aligned with the objectives of the study, a rigorous validation process was undertaken. The researcher initially presented the draft of the instrument—which included the 10-item grammar pre-test and post-test, as well as the researcher-made song-based grammar lessons—to a panel of experts composed of thesis panel members, a statistician, and the research adviser. These experts, who specialized in language education, grammar instruction, and assessment design, critically reviewed the instrument for content clarity, relevance, and alignment with the study's purpose. They evaluated the appropriateness of each test item in measuring grammar competence and examined whether the grammar lessons effectively addressed the intended learning competencies. Their constructive feedback was used to revise unclear items, improve instructional coherence, and ensure that both the test and the lesson materials maintained strong content and construct validity.

Simultaneously, a separate Quality Assurance (QA) evaluation was conducted for the song-based grammar lessons by Master Teachers from Malimono District. These pedagogical experts examined the materials for age-appropriateness, alignment with the Department of Education's curriculum standards, effectiveness of grammar integration, musical suitability, and overall instructional value. Their recommendations highlighted necessary revisions in content phrasing, selection of song lyrics, instructional sequence, and engagement strategies. The researcher integrated all experts' feedback and systematically revised the materials and test items, ensuring instructional accuracy, learner engagement, and clear measurement of grammar competence.

**Reliability.** After finalizing the revised instruments, the researcher conducted a reliability test to ensure internal consistency and stability of the grammatical competence test. A pilot administration of the pre-test and post-test was carried out with a group of randomly selected intermediate learners from Grades 5 and 6 who were not part of the actual study sample.

This pilot phase simulated actual classroom conditions and allowed the researcher to determine whether the test items consistently measured what they were intended to assess—namely, the learners’ understanding and application of English grammar. Data gathered from this pilot testing were analyzed using Cronbach’s Alpha, a statistical tool commonly used to assess internal consistency. The reliability coefficient obtained was within the acceptable range, confirming that the instrument was dependable for measuring grammatical competence before and after the intervention. This process ensured that the tools used in the study were both valid and reliable, providing a sound basis for interpreting the learners’ performance and the effectiveness of the song-based instructional approach.

### **Procedure**

To ensure that data collection was ethically sound and methodologically rigorous, the researcher followed a structured set of procedures prior to, during, and after the implementation of the study.

The process began with the preparation of the research instruments, which included the researcher-made lesson plans, song-based grammar lessons, and the grammar proficiency pre-test and post-test. These instructional materials were anchored on the New Webster’s Grammar Guide.

Following the development of the research instruments, the researcher obtained an endorsement letter from the Dean of the Graduate School, which served as an official document of support for the study. This was followed by the submission of a formal request letter to the following: Schools Division Superintendent of Surigao del Norte, District Supervisor of Malimono District, and the School Principal of Sohoton Elementary School to seek permission to conduct the research. Once permission was granted, Master Teachers of Malimono District conducted a Quality Assurance review of the song-based grammar lessons to ensure that the instructional materials were pedagogically sound, developmentally appropriate, and aligned with curriculum standards.

After securing approval and quality assurance clearance, the researcher coordinated with the classroom adviser of the Grade 5 and Grade 6 multigrade class to schedule the implementation.

Prior to data collection, the researcher conducted an orientation session with the learners, clearly explaining the purpose of the study, the learning procedures, and how their data would be used, ensuring informed consent and voluntary participation. Learners were assured of confidentiality and anonymity, and that their participation would have no impact on their academic standing.

Once the participants understood the process, the pre-test was administered to assess their baseline grammatical competence. Following the pre-test, the intervention phase began with grammar lessons taught using the song-based approach. Each of the eight topics was covered over two days—one for the control group (traditional) and one for the experimental group (song-based). The full intervention period lasted sixteen (16) days. At the end of each lesson, a post-test consisting of 10 items was administered to assess learner understanding and retention of the topic.

All test papers as responses were collected systematically and organized for evaluation. Upon completion of the instructional phase, the researcher compiled, encoded, and analyzed the data using appropriate statistical tools to determine the effectiveness of song-based approach in enhancing the grammatical competence of intermediate learners. Indeed, all procedures carried out in the study do strictly adhere to ethical standards in educational research.

### **Data Analysis**

To analyze the data gathered from the study, the following statistical tools were all applied.

**Mean and Standard Deviation.** These were employed to determine the level of grammatical competence of Grade 5 and 6 learners as reflected in their pre-test and post-test scores. This statistical tool helped measure the central tendency (average performance) and the variability (distribution or spread of scores) among learners, providing insight into their general performance and consistency. Furthermore, it was used to evaluate the effectiveness of song-based approach in grammar learning by comparing learners’ test scores with clearly defined parameters for grammar competency levels.

**Paired Sample T-Test.** This was utilized to determine whether there was a significant difference in learners’ grammatical competence before and after the intervention. Specifically, it compared the pre-test and post-test scores of the same group of learners (within the experimental group) to assess whether song-based grammar approach led to statistically significant improvements in grammar proficiency. The test helped establish the effectiveness of the intervention by identifying measurable gains over time.

**Independent Samples T-Test.** This was used to assess whether there was a significant difference between the experimental and control groups in terms of mean gains in grammatical competence across the eight grammar lessons. By comparing the post-test scores of both groups, this test helped determine if the song-based approach produced significantly better results than traditional grammar instruction, thereby validating its instructional effectiveness across the various components of English grammar.

### **Results and Discussion**

This section includes the presentation, analysis and interpretation of data in accordance with the specific problems of the study.



### Grammar Competency Level of the Intermediate Learners in the Control and Experimental Groups based on their Pre-test Scores

Table 2 presents the grammar competency level of intermediate learners in the control and experimental groups based on their pre-test scores.

The Table revealed that both the control and experimental groups had relatively low levels of grammar competency across the eight components tested: nouns, pronouns, verbs, adjectives, adverbs, prepositions, interjections, and conjunctions.

In the control group, the grammar components nouns (M=3.56), adverbs (M=3.00), and conjunctions (M=2.11) were rated “Poor,” indicating a “Not Competent” level. The remaining components; pronouns (M=5.22), verbs (M=4.44), adjectives (M=4.00), prepositions (M=4.22), and interjections (M=4.78) were all classified as “Developing,” suggesting learners were “Less Competent” in using them. The overall mean score of 31.3 further supports the interpretation that learners in this group had foundational gaps in grammar proficiency.

Table 2. Grammar Competency Level of the Intermediate Learners based on their Pre-test Scores

Group	Test	Mean Score	SD	Verbal Description	Qualitative Description
Control Group	Nouns	3.56	1.59	Poor	Not Competent
	Pronouns	5.22	1.2	Developing	Less Competent
	Verbs	4.44	3.05	Developing	Less Competent
	Adjectives	4.00	1.87	Developing	Less Competent
	Adverbs	3.00	1.87	Poor	Not Competent
	Prepositions	4.22	1.64	Developing	Less Competent
	Interjection	4.78	3.38	Developing	Less Competent
	Conjunction	2.11	1.45	Poor	Not Competent
Overall Mean Score = 31.3					
Experimental Group	Nouns	4.8	1.14	Developing	Less Competent
	Pronouns	5.9	3.11	Developing	Less Competent
	Verbs	4.3	2.45	Developing	Less Competent
	Adjectives	4.00	2.49	Developing	Less Competent
	Adverbs	2.4	1.65	Poor	Not Competent
	Prepositions	3.8	2.25	Poor	Not Competent
	Interjection	5.2	3.29	Developing	Less Competent
	Conjunction	2.5	1.9	Poor	Not Competent
Overall Mean score = 31.2					

Legend: Parameter: 9.0–10.00 – Exceptional (E) – Very Competent (VC); 8.0–8.9 – Good (G) – Competent (C); 6.0–7.9 – Fair (F) – Somehow Competent (SC); 4.0–5.9 – Developing (D) – Less Competent (LC); 1.0–3.9 – Poor (P) – Not Competent (NC)

Similarly, the experimental group showed comparable trends. Grammar components such as adverbs (M=2.4), prepositions (M=3.8), and conjunctions (M=2.5) were also rated “Poor,” indicating a “Not Competent” level. The other components; nouns (M=4.8), pronouns (M=5.9), verbs (M=4.3),

adjectives (M=4.0), and interjections (M=5.2) fell within the “Developing” range, again suggesting “Less Competent” performance. The overall mean score of 31.2 closely mirrors that of the control group, reinforcing that both groups started at essentially the same level of grammar knowledge.

These findings suggest a shared weakness among learners, particularly in adverbs and conjunctions, which consistently registered the lowest mean scores. This trend supports Chawla’s (2022) findings, which revealed that learners often lack a clear conceptual grasp of adverbs, confusing them with adjectives or verbs. She emphasizes that students tend to struggle with identifying different types of adverbs and understanding their placement within sentences—issues that appear as reflected in the data.

Additionally, although pronouns scored slightly higher in both groups, their placement in the “Developing” category highlights only moderate familiarity. As noted by Kim and Joo (2021), learners often transfer linguistic habits from their first language, which can influence their usage of pronominal structures. In multilingual contexts, such transfer may affect how learners comprehend and use English pronouns accurately.

#### Implementation of song-based approach in English Class

To determine the effectiveness of song-based grammar lessons in English class, a systematic process was carefully followed during the implementation. First, an orientation was conducted to explain the procedures and to set expectations.

Second, a pre-test was administered to establish the baseline grammar competency levels of the learners.

Third, the experimental group received grammar instruction through song-based approach. Teacher-composed songs, set to familiar melodies, were used to teach the eight parts of speech. Learners actively engaged in singing, analyzing lyrics, identifying grammatical

elements in each stanza, and participating in guided activities to apply grammar rules. This musical integration aimed to enhance learner engagement, retention, and understanding.

Fourth, a post-test was administered following the instructional phase.

Fifth, the results of the post-test were compared with the pre-test scores to evaluate the effectiveness of the song-based approach in improving learners' grammar proficiency.

### Grammar Competency Level of the Intermediate Learners in the Control and Experimental Groups based on their Post-test Scores

Table 3 presents the comparative results of the grammar competency levels of intermediate learners in both control and experimental groups based on their post-test scores.

Table 3. Grammar Competency Level of the Intermediate Learners in the Control and Experimental Groups based on their Post-test Scores

Group	Test	Mean Score	SD	Verbal Description	Qualitative Description
Control Group	Nouns	2.89	1.45	Poor	Not Competent
	Pronouns	4.78	1.64	Developing	Less Competent
	Verbs	5.75	1.83	Developing	Less Competent
	Adjectives	3.63	2.26	Poor	Not Competent
	Adverbs	6.00	1.85	Fair	Somehow Competent
	Prepositions	3.5	1.6	Poor	Not Competent
	Interjection	7.00	2.83	Fair	Somehow Competent
	Conjunction	4.5	2.62	Developing	Less Competent
Overall Mean Score = 34.7					
Experimental Group	Nouns	3.00	1.15	Poor	Not Competent
	Pronouns	5.8	2.44	Developing	Less Competent
	Verbs	4.9	1.91	Developing	Less Competent
	Adjectives	5.2	2.57	Developing	Less Competent
	Adverbs	3.1	1.52	Poor	Not Competent
	Prepositions	4.1	1.37	Developing	Less Competent
	Interjection	8.00	2.98	Exceptional	Very Competent
	Conjunction	5.6	2.59	Developing	Less Competent
Overall Mean Score = 41.2					

Legend: Parameter: 9.0–10.00 – Exceptional (E) – Very Competent (VC); 8.0–8.9 – Good (G) – Competent (C); 6.0–7.9 – Fair (F) – Somehow Competent (SC); 4.0–5.9 – Developing (D) – Less Competent (LC); 1.0–3.9 – Poor (P) – Not Competent (NC)

Following the intervention, the post-test results shown in Table 3 revealed varying levels of improvement in grammar competency between the control and experimental groups.

In the control group, learners demonstrated slight progress in a few areas. For instance, adverbs (M=6.00) and interjections (M=7.00) improved to a “Fair” level, corresponding to the “Somehow Competent” range. Other components such as verbs (M=5.75) and conjunctions (M=4.50) also moved to a “Developing” level, remaining within the “Less Competent” category. However, some areas declined or stagnated; nouns (M=2.89), adjectives (M=3.63), and prepositions (M=3.50) remained or dropped to a “Poor” level, labeled “Not Competent.” Pronouns (M=4.78) showed no significant change, staying within the “Less Competent” range. Overall, the control group showed uneven and limited improvement across grammar components.

In contrast, the experimental group, which received instruction through the song-based approach, exhibited more consistent and notable gains. Grammar components such as verbs (M=4.90), adjectives (M=5.20), prepositions (M=4.10), and conjunctions (M=5.60) all improved to “Developing” level, indicating a shift toward “Less Competent” but enhanced performance. Pronouns (M=5.80) slightly decreased in mean score compared to the pre-test but still remained within the “Developing” category. Adverbs (M=3.10) showed minimal progress, continuing to fall under “Poor” or “Not Competent.” Notably, interjections (M=8.00) achieved an “Exceptional” rating, reflecting “Very Competent” performance, an indication of strong improvement. However, nouns (M=3.00) slightly declined compared to the pre-test, remaining in the “Poor” category.

Overall, the experimental group demonstrated greater and more consistent improvement across grammar areas than the control group, suggesting that the song-based approach was more effective in developing grammar competency.

These findings indicate that incorporating songs into grammar lessons positively impacted learners' understanding of interjections, conjunctions, and adjectives. The notable improvement in interjections and conjunctions suggests that musical strategies may be especially effective in teaching grammar elements tied to emotion and sentence cohesion.

Alrabai (2022) emphasized that emotional engagement in language instruction boosts motivation, reduces anxiety, and enhances

language proficiency.

Likewise, Shao et al. (2020) explained that emotions play a critical role in learners' cognitive and motivational processes, influencing both language acquisition and psychological well-being.

However, the minimal improvement in adverbs, prepositions, and particularly nouns suggests that some grammar components may require more explicit instruction and structured practice beyond song-based techniques. This aligns with Bhāshā (2020), who noted that interjections—often emotion-driven—are more effectively learned through expressive forms such as music, while nouns, which require deeper contextual understanding and categorization, benefit more from analytical and structured instruction.

Supporting this, Hunsaker (2023) found that while musical training aids in pronunciation and vocabulary acquisition, its effect on grammatical processing—especially in understanding and using nouns—was limited. Grammar elements like nouns typically require more explicit explanation and contextual analysis, which may not be sufficiently addressed through songs alone.

Nevertheless, the overall trend indicated that songs offered a meaningful, engaging, and memorable way to reinforce grammar instruction, particularly when emotional connection and repetition were involved. As Sonali, Thadee, and Wasana (2021) noted, songs help learners internalize grammar structures more naturally by providing a rich context, repeated exposure, and emotional engagement.

In summary, the post-test results highlight that the song-based approach led to more positive and consistent gains in grammar components such as interjections, conjunctions, and adjectives. However, it also underscores the need for complementary instructional strategies for components like nouns, adverbs, and prepositions that may not be as responsive to music-based learning.

### Significant Difference in the Grammatical Competence among the Control and Experimental Groups based on their Pre-test Scores

Table 4 presents the comparison of grammatical competence among the control and experimental groups based on their pre-test scores.

As reflected in the data, there were no statistically significant differences across all grammar components between the two groups prior to the intervention. For example, adverbs ( $M=3.00$ ) for the control group and ( $M=2.40$ ) for the experimental group, with a  $p$ -value of 0.467, indicating no significant difference. Although nouns had the closest  $p$ -value to the 0.05 threshold ( $p=0.064$ ), it still did not meet the level of significance.

Table 4. Significant Difference in the Grammatical Competence among the Control and Experimental Groups based on their Pre-test Scores

Grammar Components	Group	Mean Pre-test	Statistic ( $df=17$ )	$p$	Remark
Nouns	Control	3.56	-1.98	0.064	Not significant
	Experimental	3.00			
Pronouns	Control	5.22	-0.613	0.548	Not significant
	Experimental	5.9			
Verbs	Control	4.44	0.114	0.91	Not significant
	Experimental	4.3			
Adjectives	Control	4.00	0	1	Not significant
	Experimental	4.00			
Adverbs	Control	3.00	0.744	0.467	Not significant
	Experimental	2.4			
Prepositions	Control	4.22	0.462	0.65	Not significant
	Experimental	3.8			
Interjections	Control	4.78	-0.275	0.786	Not significant
	Experimental	5.2			
Conjunctions	Control	2.11	-0.497	0.626	Not significant
	Experimental	2.5			

The difference is significant when  $p$ -value is less than 0.05 significance level

Other components, including pronouns ( $p=0.548$ ), verbs ( $p=0.910$ ), adjectives ( $p=1.000$ ), prepositions ( $p=0.650$ ), interjections ( $p=0.786$ ), and conjunctions ( $p=0.626$ ), also yielded  $p$ -values well above the 0.05 significance level, reinforcing the statistical similarity between the two groups at the baseline.

While the pre-test mean scores varied slightly, pronouns ( $M=5.90$ ) showing the highest and adverbs ( $M=2.40$ ) the lowest, these differences were not statistically significant.

This confirmed that both the control and experimental groups began at relatively same level of grammatical proficiency, allowing any post-test differences to be more confidently attributed to the type of instructional approach used.

The findings also highlighted the varying complexity of grammar components. As noted by Greene (2021), pronouns tend to be easier for learners to understand due to their functional clarity in language use.

In contrast, Thi-Tuyet Tran and Sukying (2024) emphasized that adverbs present persistent challenges due to their flexible positioning

and context-dependent usage.

Their study recommended integrating technology, authentic materials, and real-life language exposure to improve learners' mastery of adverbs.

Rosyada & Asri (2022) explored Indonesian lower secondary school pupils' vocabulary challenges. It revealed that students had trouble comprehending and accurately using nouns, especially in relation to collocations and context-specific usages.

These difficulties suggested that students often lacked a deep understanding of how nouns functioned within different sentence structures or real-life situations. The study made clear that, in order to overcome these obstacles and enhance vocabulary acquisition, effective and focused teaching techniques were required—ones that emphasize contextual learning, practice, and exposure.

In conclusion, although both groups started at comparable levels, the data reflected the inherent differences in difficulty among grammar components. This suggested a need for more targeted instructional strategies, especially for components like adverbs, where conventional methods may not be sufficient. Tailored approaches such as contextualized practice and the use of multimedia tools may better address these persistent learning gaps.

### Significant Difference in the Grammatical Competence among the Control and Experimental Groups based on their Post-test Scores

Table 5 presents the comparative post-test results of the control and experimental groups across various grammar components, revealing mixed outcomes regarding the effectiveness of a song-based approach to grammar instruction.

Table 5. Significant Difference in the Grammatical Competence among the Control and Experimental Groups based on their Post-test Scores

Grammar Components	Group	Mean Pre-test	Statistic (df=17)	p	Remark
Nouns	Control	2.89	-0.186	0.05	Significant
	Experimental	4.8			
Pronouns	Control	4.78	-1.058	0.305	Not significant
	Experimental	5.8			
Verbs	Control	5.75	0.954	0.354	Not significant
	Experimental	4.9			
Adjectives	Control	3.63	-1.359	0.193	Not significant
	Experimental	5.2			
Adverbs	Control	6.0	3.65	0.002	Significant
	Experimental	3.1			
Prepositions	Control	3.5	-0.856	0.404	Not significant
	Experimental	4.1			
Interjections	Control	7	-0.723	0.48	Not significant
	Experimental	8.0			
Conjunctions	Control	4.5	-0.891	0.386	Not significant
	Experimental	5.6			

The difference is significant when p-value is less than 0.05 significance level

In the experimental group, noun ( $M=4.8$ ) achieved a significantly higher mean score compared to the control group ( $M=2.89$ ), with a p-value of 0.05, indicating a statistically significant difference. This suggests that integrating songs into grammar lessons effectively enhanced learners' recognition and usage of nouns. Songs may support better retention through melody and rhythm, which help encode vocabulary into long-term memory.

For pronouns, both groups performed well, with mean scores of 4.78 (control) and 5.8 (experimental), but the p-value of 0.30 suggests the difference was not statistically significant.

Similarly, in verbs, the control group ( $M=5.75$ ) outperformed the experimental group ( $M=4.9$ ), though the difference was again not significant ( $p=0.35$ ), indicating the song-based approach had limited influence on this grammatical category.

In the case of adjectives, the experimental group scored higher ( $M=5.2$ ) than the control group ( $M=3.63$ ), but the p-value of 0.19 indicated no significant difference.

This trend continued in prepositions and conjunctions, where the experimental group also had slightly higher scores, but p-values of 0.40 and 0.38, respectively, showed no meaningful statistical differences.

An unexpected finding emerged in adverbs, where the control group significantly outperformed the experimental group ( $M=6.0$  vs.  $M=3.1$ ), with a highly significant p-value of 0.00. This suggests that adverbs may not be well-supported by music-based instruction, likely due to their abstract and syntactically complex nature. As Abdul-Majeed and Hillo (2023) emphasized, many adverbs lack distinctive morphological markers, making them difficult for learners to identify and use without direct instruction.

For interjections, the experimental group obtained the highest mean score ( $M=8.0$ ), surpassing the control group ( $M=7.0$ ), though

the p-value of 0.48 did not denote a significant difference. Nonetheless, the higher mean aligns with studies like Anwar (2020) and Dingemans (2021), who argued that interjections—being emotionally expressive and frequently used in natural speech—are more easily learned through music, which evokes similar emotional engagement.

In summary, statistically significant differences were found only in nouns (favoring the experimental group) and adverbs (favoring the control group). The other components, while showing some mean differences, did not yield statistical significance.

These findings suggest that songs are most effective for grammar components that are concrete, emotionally expressive, or rhythmically patterned, such as nouns, interjections, and conjunctions. This is supported by Valentino (2022), who found that music, particularly genres like R&B, enhances vocabulary learning through repeated exposure and emotional connection.

On the contrary, grammar components requiring more syntactic precision and structural understanding—like adverbs, verbs, and prepositions—may benefit more from explicit instruction or blended approaches. Bao (2023) highlighted that while music fosters emotional and cognitive engagement, it may fall short in teaching abstract grammatical forms.

Therefore, the song-based approach is not a one-size-fits-all method. Its strength lies in enhancing learner engagement, improving memory recall, and fostering understanding of expressive grammar elements. However, for more complex or abstract components, a hybrid instructional model combining music with direct grammar instruction is recommended.

### Significant Difference in the Pre-test and Post-test Results of the Experimental Group Before and After the use of Song-based Grammar Lessons

Table 6 presents the comparative pre-test and post-test results of the experimental group across various grammar components, highlighting the significant differences in their grammatical competence following the implementation of the song-based approach to grammar instruction.

Table 6. *Significant Difference in the Pre-test and Post-test Results of the Experimental Group Before and After the use of Song-based Grammar Lessons*

Grammar Components	Test	Mean	statistic (df=8)	p	Remark
Nouns	Before	3.0	-3.515	0.007	Significant
	After	4.8			
PRONOUNS	Before	5.9	0.156	0.879	Not significant
	After	5.8			
VERBS	Before	4.3	-1.203	0.26	Not significant
	After	4.9			
ADJECTIVES	Before	4.0	-2.25	0.071	Not significant
	After	5.2			
ADVERBS	Before	2.4	-1.076	0.031	Significant
	After	3.1			
PREPOSITIONS	Before	3.8	-0.373	0.718	Not significant
	After	4.1			
INTERJECTION	Before	5.2	-3.384	0.008	Not significant
	After	8.0			
CONJUNCTIONS	Before	2.5	-4.043	0.003	Significant
	After	5.6			

*The difference is significant when p-value is less than 0.05 significance level.*

Based on the Table, a statistically significant improvement was observed in the component of nouns, with the mean score increasing from 3.0 in the pre-test to 4.8 in the post-test ( $p = 0.007$ ). This suggests that the use of songs effectively supported learners' understanding and recall of nouns, possibly due to repeated exposure to vocabulary in a rhythmic and meaningful context.

In contrast, pronouns showed a slight decrease in mean score from 5.9 to 5.8. The p-value of 0.879 indicates that the change was not significant, implying that music had little to no impact on learners' performance in this area.

Similarly, while verbs showed a minor improvement (from 4.3 to 4.9), the p-value of 0.260 denotes no significant difference, suggesting that verbs, due to their complex syntactic behavior, may require more explicit instruction than what a song-based method alone can provide.

For adjectives, the mean score rose from 4.0 to 5.2, but the p-value of 0.071 falls just above the threshold for statistical significance, indicating a moderate improvement, though not statistically conclusive.

A more notable improvement was found in adverbs, with scores increasing from 2.4 to 3.1 and a significant p-value of 0.031. Despite being the lowest-scoring grammar component, this gain indicates that music may offer some support in learning adverbs, although challenges remain.

The components of prepositions showed only minimal progress (from 3.8 to 4.1), with a p-value of 0.718, indicating no significant

difference. These results reflect the structural complexity of prepositions, which are difficult to teach implicitly and may not be effectively reinforced through music alone.

By contrast, interjections demonstrated a substantial increase in performance, from a mean score of 5.2 to 8.0, with a highly significant p-value of 0.008. This suggests that learners found interjections easier to understand and retain when taught through music, likely due to their emotional and expressive nature.

Similarly, conjunctions saw a meaningful rise in scores from 2.5 to 5.6 ( $p = 0.003$ ), further affirming the positive effect of musical context on grammar components related to sentence flow and rhythm.

In summary, nouns, adverbs, interjections, and conjunctions showed statistically significant improvement, indicating that these components are well-suited to song-based instruction. Components such as pronouns, verbs, adjectives, and prepositions, however, did not show significant change, underscoring the limitations of music in addressing more structurally demanding grammar items.

These findings align with Valentino (2022), who noted that exposure to music enhances vocabulary learning, though it may not directly address grammatical complexity. As Abdul-Majeed and Hillo (2023) pointed out, adverbs are particularly difficult to master due to their lack of consistent form and syntactic variability. This complexity often leads learners to misuse or misplace them within sentences, suggesting that direct instruction remains necessary.

According to Bao (2023), music fosters emotional and cognitive engagement, enhancing motivation and enjoyment in learning. This may explain the strong performance in interjections, which are tied closely to emotion and are frequently encountered in natural speech. Supporting this, Dingemanse (2021) found that interjections are pragmatically useful and appear frequently in conversation, making them more accessible to learners through repeated, meaningful use.

Although not all grammar components showed significant gains, the general trend in higher post-test scores indicates that songs had a positive impact on learners' grammatical competence. The results suggest that music is most effective for teaching grammar elements that are expressive, rhythmic, or functionally frequent in spoken discourse. For more complex or rule-based components, such as verbs and prepositions, a blended instructional approach—combining music with explicit grammar instruction—is recommended.

In conclusion, while the song-based approach was not universally effective across all grammar components, it proved to be a valuable pedagogical tool for reinforcing grammar areas that align with musical structure and emotional expression. To maximize learning outcomes, future instruction should integrate interactive strategies, such as lyric analysis, grammar-based songwriting, and contextualized grammar drills, to address both the creative and structural aspects of language learning.

## Conclusions

Based on the findings, the following conclusions were drawn:

Intermediate learners demonstrated limited grammatical competence, ranging from less competent to not competent across various grammar components.

The integration of song-based approach to grammar instruction of intermediate learners was proved to effectively enhanced learners' grammar competence by making instruction more engaging and meaningful through the integration of music.

Song-based approach consistently improved grammar skills, indicating its potential as an effective teaching strategy.

The song-based approach had a positive effect on learners' competence.

Song-based grammar lessons effectively enhanced learning.

The findings suggest that song-based grammar lessons is a practical and engaging resource that supports and improved learners' grammar understanding and competence.

In the light of the foregoing findings and conclusions drawn from the study, the following recommendations are suggested:

Administrators. They are encouraged to promote the integration of the song-based approach in teaching grammar components to foster innovation and creativity in English instruction.

English Teachers. They are urged to adopt and/or integrate the song-based approach as a complementary strategy in grammar instruction to increase student engagement and simultaneously develop their linguistic and musical skills.

Learners. They are encouraged to embrace song-based learning as a fun and interactive method to strengthen their understanding of grammar concepts.

Parents. They are encouraged to support innovative teaching methods, such as song-based learning, at home to reinforce their children's motivation, participation, and language development.

Future researchers. They are encouraged to conduct further studies on the effectiveness of the song-based approach and enhance its

application by incorporating visual effects and other multimedia features to improve English grammar instruction.

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