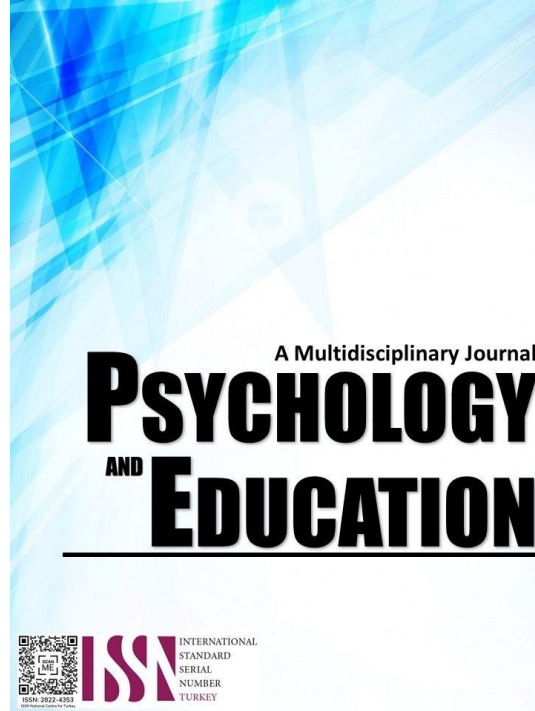


SONG-BASED STRATEGY IN TEACHING PARAGRAPH DEVELOPMENT



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Song-Based Strategy in Teaching Paragraph Development

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Abstract

The study determined the effect of song-based strategy on the level of competency on paragraph development of the Grade 5 pupils of Anao-aon District, Department of Education, San Francisco, Surigao Del Norte. It employed a quasi-experimental research design involving 30 Grade 5 pupil respondents. The Findings revealed that the group showed significantly greater gains in their posttest scores compared to their pretest results. Pupils exposed to the song-based strategy showed improved competency on paragraph development as to cause and effect, problem-solution relationship and comparison and contrast, from good and less satisfactory to excellent level, and competent or less competent to very competent level. The study recommends using song-based strategies as a supplementary teaching tool, providing teacher training for music-based instruction, and promoting educational songs at home to support learning.

Keywords: *Song-based strategy, Paragraph development, construct, gains, supplementary teaching tool*

Introduction

Writing is a cornerstone of effective communication and a vital skill for academic success (Graham & Perin, 2020). Among young learners, developing the ability to construct clear and cohesive paragraphs is essential for their progress in language and literacy (National Institute for Literacy, 2021). However, teaching this skill often poses challenges for educators, as students may find conventional methods monotonous or difficult to grasp (Troia & Graham, 2022).

While music-based strategies are recognized for their potential to enhance learning experiences by engaging multiple senses and increasing motivation (Paquette & Rieg, 2021), their application to teaching paragraph development remains underexplored. This study seeks to evaluate the effectiveness of using a song-based strategy to teach paragraph development among Grade 5 pupils. The findings aim to offer innovative strategies for educators, focusing on closing the gap between creative learning and academic success.

According to Cabrera et al. (2021), many students struggle with paragraph organization because conventional teaching strategies do not align with their learning preferences. As a result, there is a growing need for innovative and interactive methods that cater to diverse learning styles (Anderson & Green, 2023)

Research Questions

This study aimed to determine the effect of song-based strategy on the level of competency on paragraph development among Grade 5 pupils in Anao-aon District, San Francisco, Anao-aon, Surigao del Norte during the School Year 2024-2025. Specifically, this study sought to answer the following questions:

1. Based on the pretest results, what is the level of competency on Paragraph Development of pupils as to:
 - 1.1 cause and effect;
 - 1.2 comparison and contrast; and
 - 1.3 problem solution relationship?
2. How is song-based strategy used in teaching paragraph development?
3. Base on the post-test results, what is the level of competency of the pupils after using song-based strategy in teaching Paragraph Development?
4. Is there a significant difference between the pre-test and post-test scores of Grades 5 pupils after using the song-based strategy in teaching paragraph development?

Literature Review

Strategies in Teaching Paragraph Development

Effective paragraph development is essential for fostering coherence, clarity, and organization in students' writing. To address the persistent challenges learners face in mastering paragraph construction, recent studies have explored diverse instructional strategies aimed at enhancing paragraph writing skills.

Ramzan and Hafeez (2021) investigated the use of outline strategies at the primary level and found that students who were taught to plan their ideas using outlines produced more coherent and logically structured paragraphs. The study emphasized that outlining allows learners to visualize the flow of ideas, making it easier to maintain unity and focus within a paragraph.

Chandler and Sayeski (2024) proposed sentence-level instructional activities as foundational strategies for paragraph development. Their approach involved scaffolded exercises that move students from sentence construction to full paragraph writing, emphasizing

topic sentences, supporting details, and concluding statements. This method proved effective particularly among students with learning difficulties, highlighting the value of explicit, structured instruction.

Writing proficiency, including paragraph development, plays a pivotal role in academic success and lifelong learning (Soleimani & Zare, 2021). Research highlights that teaching paragraph writing in early grades not only improves learners' ability to construct meaningful texts but also fosters critical thinking and creativity (Brown et al., 2022).

Recent studies have explored the integration of music into writing instruction to enhance students' understanding of paragraph structure and organization, while also fostering creativity. For instance, Chong et al. (2020) investigated the use of melodic sentence structures to improve students' grammaticalization and sentence construction skills.

Similarly, Tabula (2020) examined the effectiveness of incorporating Ilokano songs as supplementary materials in teaching descriptive paragraphs, finding that familiar melodies can make learning more engaging and meaningful for students. These studies suggest that leveraging the inherent appeal of music allows students to connect personal experiences with academic content, thereby facilitating a deeper comprehension of writing structures and promoting a more creative learning environment.

Research indicates that young learners exposed to thematic songs retain vocabulary better due to melodic and rhythmic reinforcement (Sharpe, 2020)

Medina (2020) emphasizes how songs help learners understand and retain contextual meanings, making abstract words relatable and easier to recall.

Repeated exposure to song lyrics improves vocabulary retention, which directly enhances writing skills. Songs often present new words and phrases in context, which helps students learn how to use them correctly in their writing. Studies by Latif and Mardia (2020) found that the use of English songs effectively built vocabulary mastery among students, a critical foundation for proficient writing.

Cause-and-Effect Method

Among various instructional approaches, the cause-and-effect method has garnered attention for its potential to improve writing skills by helping students understand the relationships between events and their outcomes (Dewle, 2020). This method not only enhances writing proficiency but also fosters critical thinking by encouraging learners to analyze causes and consequences, thereby improving their ability to construct coherent paragraphs (Ramzan & Hafeez, 2021).

Recent studies have begun to address this gap by exploring effective ways to teach cause-and-effect relationships in writing. For instance, Dewle (2020) emphasizes the importance of clearly distinguishing between immediate and remote causes, as well as direct and indirect effects, to enhance students' analytical writing skills. Additionally, practical classroom activities, such as using real-life scenarios and interactive exercises, have been shown to help students grasp cause-and-effect structures more concretely.

In the Philippine context, educational resources have been developed to align with national competencies, providing structured guidance for teaching cause-and-effect compositions. These materials offer step-by-step instructions and activities that help students identify causal relationships and articulate them effectively in their writing.

Compare and Contrast Method

Effective teaching strategies are essential to guide learners in mastering paragraph construction, as strong writing skills correlate with academic achievement (Chandler & Sayeski, 2024). Among various instructional methods, the compare and contrast approach has gained attention for enhancing students' analytical and organizational abilities by encouraging them to explore similarities and differences between concepts or topics. Despite its recognized benefits, the compare and contrast method remains less frequently utilized specifically for paragraph development compared to its widespread application in essay writing and critical thinking exercises (Ramzan & Hafeez, 2021). Many educators struggle to integrate this method effectively into paragraph-level instruction, resulting in missed opportunities to develop students' skills in structuring balanced and coherent paragraphs that highlight relational reasoning (Sari et al., 2023).

Recent studies demonstrate that applying the compare and contrast method at the paragraph level fosters greater clarity and depth in students' writing. For example, Dewle (2022) found that students exposed to targeted compare and contrast exercises were better able to organize supporting details and use transition signals effectively, leading to improved paragraph cohesion. Similarly, Massawe and Mligo (2025) highlight that this method enhances critical thinking by prompting learners to evaluate and articulate nuanced relationships between ideas within a single paragraph. These findings suggest that the compare and contrast method, when properly integrated, offers a dynamic strategy for strengthening paragraph development in various educational contexts.

Problem and Solution Relationship Method

Problem and solution method has been widely recognized for its ability to help learners identify issues and articulate corresponding resolutions within a paragraph framework, thus fostering logical reasoning and clarity in writing (Chandler & Sayeski, 2024). Although the problem and solution approach is frequently applied in essay writing, its focused use in teaching paragraph development remains relatively limited. Educators often face challenges in guiding students to succinctly define problems and propose viable solutions within

the confines of a single paragraph, which requires precision and coherence (Ramzan & Hafeez, 2021). This gap underscores the need for effective instructional strategies that scaffold students' mastery of this method at the paragraph level.

Recent research highlights promising approaches to integrating the problem and solution method into paragraph writing instruction. Dewle (2023) demonstrated that teaching students to use graphic organizers focused on problem identification and solution mapping improved their ability to develop coherent paragraphs with clear logical flow. Similarly, Massawe and Mligo (2025) found that interactive classroom activities, including collaborative discussions and real-world problem analysis, enhanced learners' engagement and understanding of problem-solution structures. These findings suggest that employing the problem and solution method in paragraph instruction not only improves writing skills but also encourages critical thinking and practical application.

The Role of Music in Learning

Music, as a universal medium of expression, has been widely acknowledged for its potential to foster cognitive, emotional, and social growth (Chong et al., 2020). Research suggests that music activates multiple areas of the brain, enhancing memory retention, creativity, and emotional engagement (Parker, 2021). In educational settings, music is increasingly used as a pedagogical tool, creating a multisensory learning environment that fosters both academic and creative skills (Smith & Allen, 2023).

Integration Of Music in Education

The integration of music has been shown to enhance student engagement, memory retention, and emotional connection to learning. Sari and Santoso (2020) found that incorporating song-based strategies into language teaching can make learning more enjoyable and accessible for students. Similarly, Rajabi et al. (2022) demonstrated that using songs in the classroom helps to reduce anxiety and improve focus, particularly in young learners.

Dewi and Sari (2020) in Indonesia explored the role of songs in improving English vocabulary among Grade 5 students. The authors noted that songs provide a meaningful context for learning new words, as they are often accompanied by actions, visuals, and repetition, which enhance students' understanding and retention of the vocabulary. Dewi and Sari concluded that incorporating songs into language instruction led to increased student engagement and a higher rate of vocabulary retention, particularly among students who struggled with traditional language learning methods.

Engagement through Music

In a 2023 study, Aziz explored the effectiveness of using song lyrics in teaching creative writing to high school students in Indonesia. The findings revealed that this approach significantly increased student engagement and enthusiasm for writing tasks. By allowing students to analyze and rewrite song lyrics, they developed a better understanding of narrative structure and coherence, which are essential for effective paragraph development.

Paragraph Development Through Music

Using songs as a strategy for teaching paragraph development has gained traction due to its ability to simplify complex concepts, such as coherence, organization, and topic development. Research by Johnson (2021) highlights that breaking down song lyrics into stanzas mirrors paragraph construction, aiding students in identifying topic sentences, supporting details, and concluding ideas. Furthermore, music's inherent rhythm and structure guide learners in organizing their thoughts cohesively, facilitating the transition from creative expression to formal academic writing.

Despite the increasing interest in music-based learning strategies, research specifically focusing on how music can support paragraph development remains limited. Most studies have emphasized music's role in language acquisition or reading skills, leaving a gap in understanding its application to structured writing tasks such as paragraph construction (Leona et al., 2021). This highlights the need for empirical investigations into music's potential as a scaffold for teaching paragraph organization and coherence.

Recent studies suggest that music-based strategies can positively influence paragraph writing. Anggraini et al. (2022) reported that incorporating songs into language lessons improved students' engagement and helped them internalize linguistic patterns that are transferable to writing. Similarly, Leona et al. (2021) found that the rhythmic and repetitive nature of songs can aid in memorizing sentence structures, which is crucial for effective paragraph development. These findings advocate for further exploration of music as a creative pedagogical tool to enhance students' paragraph writing skills.

Song-Based Strategies in Teaching Paragraph Development

Writing proficiency is a cornerstone of academic success, with paragraph development serving as a fundamental component of coherent and effective writing. Educators continually seek innovative strategies to enhance students' writing skills, particularly in constructing well-organized paragraphs. Among these strategies, the integration of music and song into language instruction has garnered attention for its potential to engage learners and reinforce language structures. Research indicates that music can facilitate language acquisition by providing rhythmic and melodic patterns that aid memory and recall (Anggraini et al., 2022).

Despite the recognized benefits of music in language learning, its specific application to teaching paragraph development remains underexplored. Most studies have focused on vocabulary acquisition and pronunciation improvement through song-based instruction

(Leona et al., 2021). There is a paucity of research examining how musical elements can be strategically employed to teach the structural aspects of paragraph writing, such as topic sentences, supporting details, and coherence. This gap highlights the need for targeted investigations into the efficacy of song-based strategies in developing students' paragraph writing skills.

Emerging studies suggest that song-based instruction can positively impact various facets of language learning, which may extend to paragraph development. For instance, Anggraini et al. (2022) implemented song-based learning to improve vocabulary in English learning, noting increased student engagement and retention. Similarly, Leona et al. (2021) found that using children's songs enhanced English learning for elementary students by improving their memory and understanding of language patterns. These findings imply that the repetitive and structured nature of songs could be harnessed to teach paragraph organization and coherence.

Furthermore, the conceptualization of teaching strategies in song leading, as discussed by Stadler Elmer (2025), introduces methods such as goal-directed continuity and generative elaboration, which could be adapted to writing instruction. These strategies emphasize the importance of structure and creativity, paralleling the skills required in paragraph development. By aligning musical instruction techniques with writing pedagogy, educators may develop innovative approaches to teaching paragraph construction.

Song-Based Strategies as Scaffolding Tools

Hobbs and Merker (2025) explored how song-based instruction provides powerful scaffolding for developing writing skills, including paragraph development. They identified strategies such as goal-directed continuity, modeling with fading, and generative elaboration, which help learners move from guided practice (with songs as models) to independent writing. These strategies help students see the logical flow of ideas, much like structuring topic sentences, supporting details, and conclusions in a paragraph. Hobbs and Merker (2025) describe goal-directed continuity as the process of using songs with clear thematic progression to model logical sequences of ideas.

Cognitive Benefits of Music in Writing

According to a study by Goh & Vandergrift (2021), music can significantly influence cognitive processes related to writing. Their research highlighted that rhythmic patterns in songs help students internalize language structures, making it easier for them to apply these structures when composing paragraphs. The authors advocate for incorporating music into writing instruction to leverage its cognitive benefits for young learners.

Abderrazak EL Kemma (2020) analyzed the use of songs in fostering the four language skills (listening, speaking, reading, and writing) in multilingual classrooms. Although not specific to a particular grade, the study emphasized the interactive nature of songs and their potential to build syntactic knowledge through repetition and rhythm, even for Asian learners.

Research continues to show that music can significantly boost cognitive abilities, particularly in memory, attention, and executive function. A 2020 study by Salamon et al. confirmed that music-based learning activities have a measurable positive effect on cognitive processes such as attention and memory retention, which are crucial for understanding writing structures.

One of the most significant benefits of using songs in language education, as highlighted by Filipino researchers, is their ability to increase student motivation and engagement. Cruz and Bañez (2020) conducted a study on the motivational effects of incorporating English and Filipino songs in the classroom. Their research showed that students who participated in song-based language lessons were more enthusiastic about learning, participated more actively in class, and demonstrated higher levels of confidence in using the target language. The study also found that students who learned through songs exhibited a more positive attitude toward language learning, which contributed to better overall performance.

This study is essential for exploring how music can be leveraged as an educational tool to improve cognitive, emotional, and creative development in writing. Through song-based strategies, students can benefit from an enriched learning environment that enhances both their technical skills in writing and their emotional connection to the content.

Constructivist Learning Theory

Constructivist Learning Theory, as articulated by Piaget and Vygotsky, underpins the use of songs in education by promoting active learning and social interaction. A study by Salmon (2024) highlights how songs facilitate personal connections to content, enabling students to construct their understanding through relatable experiences. This approach not only enhances engagement but also encourages collaborative learning through group activities centered on song lyrics, fostering peer interaction that is vital for developing writing skills.

Practical Applications in the Classroom

Practical applications of song-based strategies in teaching paragraph development have also been explored. For instance, lesson plans that combine music appreciation with scaffolded writing exercises allow students to analyze song lyrics while practicing paragraph construction (On the Same Page, 2024). These activities not only reinforce writing skills but also promote critical thinking as students dissect lyrics for thematic elements and structural components.

Synthesis. The foregoing literatures and studies have some bearings to the present study because they critically discussed the nature

and the effectiveness of using song-based strategy in teaching paragraph development among grade 5 pupils.

The current study considers the methods and processes highlighted in previous research to help conceptualize its approach, particularly in preparing the expected outcomes. Based on the review of literature and studies mentioned earlier, the researcher has developed a clear framework for the study. Both the referenced literature and the Grade 5 study show that music effectively promotes cognitive, emotional, and creative development. However, while the cited studies address broader applications across various age groups, the Grade 5 study specifically examines how song-based strategies enhance paragraph development, providing a more focused and practical understanding of how music can be integrated into writing instruction for young learners. Whereas the cited studies generally explore music's role in language learning and emotional or cognitive growth, the Grade 5 research distinctly concentrates on the influence of song-based strategies on writing structure, organization, and paragraph coherence, an area not directly covered in many of the previous studies.

Methodology

Research Design

This study employed a Quasi-Experimental Research Design, specifically the One-Group Pre-Test and Post-Test method. This design was chosen to measure the effectiveness of a song-based strategy in teaching paragraph development by comparing students' level of competency in Paragraph Development before and after the intervention.

In this setup, a single group of participants was observed and assessed at two key points: first, through a pre-test conducted prior to the introduction of the instructional intervention (song-based strategy), and second, through a post-test administered after the strategy was implemented. The pre-test served to establish a baseline measure of students' existing skills in paragraph development, while the post-test measured any improvements or changes in their performance following the use of the instructional approach.

This design, commonly described as a one-group pre-test–post-test design or “one-shot case study,” involves only one group without a separate control group (Fitria et al., 2025; Surabaya Study, 2022). While this design does not control for all external variables that might influence outcomes, it remains valuable for exploring the immediate effect of a specific instructional approach within a natural classroom environment (Leona et al., 2021). The rationale for using this design lies in its practicality and relevance to real educational environments, where randomly assigning students to different groups may not be feasible. The design allowed the researchers to determine whether the song-based strategy had a positive effect on students' paragraph writing skills based on the comparison of their pre-test and post-test scores..

Respondents

The participants of this study were composed of 30 Grade V pupils enrolled at Diaz Elementary School, located in the Anao-aon District of San Francisco, Surigao del Norte. These pupils represented 100% of the study's target population, ensuring comprehensive data collection and analysis.

The selection of Grade V pupils as participants was purposeful, as they are considered developmentally ready to engage in more advanced academic tasks and exhibit learning behaviors relevant to the focus of the study. Their responses provided valuable insights into the research topic, particularly in understanding the educational context within a rural public elementary school.

Instrument

This study utilized a researcher-developed assessment instrument that was carefully crafted to collect precise and meaningful data in line with the research objectives. The tool was intended to evaluate students' paragraph writing abilities both prior to and following the application of the song-based strategy. The construction of this instrument was guided by standardized rubrics for paragraph writing, ensuring that the evaluation criteria were both valid and aligned with accepted benchmarks in writing instruction.

The questionnaire consisted of structured items and open-ended tasks that required students to write paragraphs demonstrating specific writing competencies. These competencies were drawn directly from established rubrics on paragraph development.

To ensure scoring reliability and reduce evaluator bias, the assessment was rated independently by three trained evaluators, referred to as Rater 1, Rater 2, and Rater 3. Each rater used the same standardized rubric and scoring guide to assess the pupils' written outputs. The individual scores were then cross-checked and averaged to derive a final, objective score for each student. This multi-rater approach enhanced the credibility of the data and provided a more accurate reflection of the students' performance.

The performance of the pupils in relation to the language-related competencies during First and Second Quarters were included. The instrument is free from reliability testing as it surveyed the profile and performance of the pupils.

Procedure

Prior to the commencement of data collection, all necessary ethical clearances and permissions were secured to ensure that the study adhered to proper research protocols and respected the rights and privacy of all participants. A formal letter of request was submitted to the School Head of Diaz Elementary School, located in the Anao-aon District, seeking permission to conduct the research within the

school premises (see Appendix E). Approval was granted after the purpose, scope, and methodology of the study were clearly communicated.

In addition, individual letters of consent were distributed to the intended respondents of the study the students informing them about the objectives of the research, the nature of their participation, and the voluntary aspect of their involvement (see Appendix D). These letters emphasized that participants could withdraw from the study at any time without any negative consequences. They were also assured that all information gathered would be treated with strict confidentiality and used solely for academic purposes.

The study took great care to comply with ethical standards concerning informed consent, privacy, and data protection, thereby ensuring the integrity of the research process and the dignity and rights of all participants. Prior to participation, all respondents were provided with a clear explanation of the research objectives, procedures, potential risks, and benefits. They were also informed of their right to voluntarily participate or withdraw at any stage without penalty or consequence. A written informed consent form was distributed and signed by each participant (or their legal guardian in the case of minors), signifying their agreement to take part in the study knowingly and willingly.

To safeguard privacy, the study adopted strict confidentiality measures. Participants' names and identifying information were not recorded in any published materials.

The process of data gathering followed a systematic and organized approach to ensure the accuracy and reliability of the information collected for this study. The integration of music, particularly selected songs, played a central role in the instructional approach aimed at improving pupils' paragraph writing skills.

Choice of Songs

To effectively teach different types of paragraph development, carefully selected contemporary songs were integrated into the lessons. The songs were chosen based on their lyrical content, thematic relevance, and potential to engage learners emotionally and cognitively. The following songs were used to support specific writing skills: "Because You Loved Me" by Celine Dion was utilized to enhance pupils' understanding and writing of cause-and-effect paragraphs. The song's lyrics reflect clear cause-and-effect relationships between the speaker and the person being addressed. Pupils analyzed the lyrics to identify these relationships and were then guided in constructing their own cause-and-effect paragraphs based on personal experiences or fictional scenarios.

"Happier" by Olivia Rodrigo and "Happy" by Pharrell Williams were used to teach comparison and contrast paragraphs. The two songs present contrasting emotions and perspectives, making them effective tools for teaching how to compare and contrast ideas, moods, and themes. Pupils listened to both songs and participated in guided discussions to identify similarities and differences. They were then encouraged to write their own paragraphs comparing and contrasting the themes, tone, or emotional impact of the two songs.

"Firework" by Katy Perry was selected to develop pupils' skills in writing problem-solution paragraphs. The song's message of self-empowerment and overcoming challenges provides a strong foundation for discussing problems and proposing solutions. After analyzing the song, pupils were tasked with identifying the problems faced by the persona and the solutions offered in the lyrics. This served as a model for pupils to generate and write their own problem-solution paragraphs.

These songs were incorporated into structured 4A's Lesson Plans (Activity, Analysis, Abstraction, Application) specifically designed to match the writing focus of each session. The lesson plans included listening activities, lyric analysis, class discussions, and writing exercises that allowed pupils to engage with the content in a meaningful way. By connecting music with writing tasks, the lessons aimed to create an engaging, relatable, and effective learning environment that encouraged creativity and critical thinking in paragraph development.

Pre-Test

Before the implementation of the intervention, a pre-test was administered to the participants to establish a baseline measurement of their paragraph writing skills. The pre-test aimed to assess the pupils' initial ability to compose paragraphs that demonstrate cause-and-effect relationships, comparison and contrast, and problem-solution structures—skills that are central to the study.

The test consisted of three writing prompts; each aligned with one of the targeted paragraph development types:

Cause and Effect – Pupils were asked to write a paragraph explaining the causes and effects of a given situation or personal experience.

Comparison and Contrast – Pupils were instructed to write a paragraph comparing and contrasting two objects, people, events, or ideas.

Problem and Solution – Pupils were asked to identify a common problem they face at home or in school and write a paragraph proposing possible solutions.

All responses were evaluated using a standardized rubric that measured key components of effective paragraph writing. The results of the pre-test were recorded and analyzed to determine the learners' proficiency levels prior to the intervention. These results served as the basis for identifying areas that required improvement and guided the instructional planning for the lessons that integrated selected songs into paragraph writing activities.

Post-Test

Following the implementation of the music-integrated instructional intervention, a post-test was administered to evaluate the effectiveness of the strategy in improving the pupils' paragraph writing skills. The post-test was designed to mirror the structure and content of the pre-test, allowing for a direct comparison of learners' performance before and after the intervention.

The post-test consisted of the same three writing tasks used in the pre-test:

Cause and Effect Paragraph – Pupils were prompted to write a paragraph explaining the cause and effect of a specific event or experience, applying the structure and techniques discussed during the lessons featuring the song “Because You Loved Me” by Celine Dion.

Comparison and Contrast Paragraph – Pupils were asked to write a paragraph that compares and contrasts two items, experiences, or ideas, using the skills developed during the lessons that incorporated the songs “Happier” by Olivia Rodrigo and “Happy” by Pharrell Williams.

Problem and Solution Paragraph – Pupils were tasked with identifying a problem and proposing one or more possible solutions, drawing from the techniques practiced in lessons based on the song “Firework” by Katy Perry.

Each post-test response was assessed using the same standardized scoring rubric used in the pre-test. The results of the post-test were carefully analyzed and compared with the pre-test scores to determine the extent of improvement in the pupils' writing abilities. Significant progress in structure, clarity, and creativity was considered an indicator of the effectiveness of using music as a tool to enhance paragraph writing skills.

The findings from the post-test helped validate the use of contemporary, meaningful songs as a pedagogical tool to engage learners and improve specific writing competencies in an enjoyable and relatable way.

To ensure scoring reliability and reduce evaluator bias, the assessment was rated independently by three trained evaluators, referred to as Rater 1, Rater 2, and Rater 3. Each rater used the same standardized rubric and scoring guide to assess the pupils' written outputs. The individual scores were then cross-checked and averaged to derive a final, objective score for each student. This multi-rater approach enhanced the credibility of the data and provided a more accurate reflection of the students' performance.

Data Analysis

Mean and standard deviation were employed to summarize pupils' performance and engagement, based on scores from three raters. To determine if the strategy led to significant improvement, a paired sample t-test was used to compare students' pre-test and post-test scores, allowing each pupil to serve as their own control.

Mean and Standard Deviation. These tools were selected to provide a clear and accurate summary of students' performance and engagement, and to determine the overall effectiveness of using a song-based strategy in teaching paragraph development among Grade V pupils. The mean was used to determine the average performance of the pupils in their paragraph writing tasks, as well as their level of engagement during song-based activities. By calculating the average scores from the three raters, the study was able to provide a central value that represents the general performance of the group. This helped in identifying whether the student showed improvement or maintained consistent performance levels as a result of the intervention.

Paired Sample t-test. This was used to determine whether the mean difference between two sets of related observations is statistically significant. This usually entails comparing measures recorded from the same individuals at two different time intervals, such as before and after an intervention, or comparing measurements between matched individuals. The purpose of this comparison was to assess the effectiveness of the song-based teaching strategy in improving students' paragraph development skills. Each pupil served as their own control, which allowed for more precise measurement of the actual change that occurred as a result of the intervention.

Results and Discussion

This section 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.

Level of Competency on Paragraph Development Based on Pretest Results

This section presents the pre-test results of Grade 5 pupil respondents on paragraph development. In this phase, the study did not use song-based strategy in improving the paragraph development of pupils and only gave assessments to first determine the capacity of pupils in writing paragraphs that contain cause and effect, comparison and contrast, and problem solution relationship.

Table 1 summarizes the pretest performance of pupils across three paragraph development modes. Pupils scored highest in Problem-Solution Relationship and Cause and both interpreted as Good. This means that based on pre-existing assessment, the pupils were already good in writing paragraphs that contain problem-solution relationship and were able to write paragraph that identifies that cause and determine its effects. This further signifies that the pupils' paragraph writing development was Competent during the pre-test

assessment and the pupils have the quite a knowledge in writing problem solution relationship and cause and effect paragraphs even without the intervention of songs.

Table 1. Pretest Results of Pupils on Paragraph Development

| <i>Competency</i> | <i>Mean Score</i> | <i>SD</i> | <i>Verbal Interpretation</i> | <i>Qualitative Description</i> |
|-------------------------------|-------------------|-----------|------------------------------|--------------------------------|
| Cause and Effect | 12.0 | 3.75 | Good | Competent |
| Comparison and Contrast | 9.10 | 3.58 | Less Satisfactory | Less Competent |
| Problem Solution Relationship | 12.83 | 4.09 | Good | Competent |

Legend: 4 (16–20) – Excellent, Very Competent; 3 (11–15) – Good, Competent; 2 (6–10) – Less Satisfactory, Less Competent; 1 (0–5) – Needs Improvement, Not Competent.

Siddiqui (2020) identified several key elements that influence pupils' writing abilities, including rote learning, an overemphasis on grammar, and limited teacher feedback. These factors significantly affect students' academic and professional writing development. Similarly, Chicho (2022) emphasized that when pupils are motivated, actively engaged, and receive consistent feedback on their writing, they are more likely to develop a solid foundation in grammar, vocabulary, and language mechanics—essential components of effective paragraph writing.

In the Philippine context, multiple studies have examined the factors that impact students' writing skills. For example,

Vacalares et al. (2023) used a fishbowl method-based sampling technique to investigate how motivation, classroom environment, use of digital applications, and feedback systems influence writing proficiency. The study revealed that motivation, especially when nurtured through opportunities for self-expression and skill development, played a major role in enhancing students' writing. It also found that environmental conditions—such as proper classroom ventilation—boosted writing engagement, and that tools like grammar checkers aided in improving writing accuracy.

Supporting these findings, Saavedra (2020) and Ernesto & Saysi (2023) identified ten key factors that contribute to writing development: language proficiency, process and procedural skills, digital competence, personal efficacy, teacher feedback and evaluation, emotional stability, learning support, goal orientation, and external influences. These factors underscore the importance of student-centered teaching approaches. Thus, educators are encouraged to implement appreciation-based strategies and to communicate that writing is a skill developed through ongoing practice and effective instruction—not something learned in a single attempt.

In contrast, the lowest mean was observed in Comparison and Contrast, which was categorized as Less Satisfactory. This implies that before the integration of songs into the lesson, the pupils' paragraph writing skills were Less Competent compared to the other skills they need to manifest. This further signifies that the pupils have little knowledge in writing paragraphs that contain comparison and contrast idea. Similarly, Anaktototy (2023) emphasized that compare-and-contrast writing is particularly challenging for young learners, noting a significant skill gap in this area. The author argued that teachers should select topics that meaningfully connect, not just in obvious ways, but by highlighting subtle differences or unexpected similarities to deepen students' understanding. Kim et al. (2021) further supported this by stating that focusing on essential aspects of comparison and contrast helps students clarify their purpose and structure their writing more effectively.

In the Philippine context, Hikmah, Akmal, and Buffe (2019) identified key reasons for students' weak writing skills, including issues with organization, content, mechanics, and grammar. They attributed these struggles largely to a lack of consistent writing practice. Similarly, Saro et al. (2022) stressed the importance of providing students with more writing opportunities to help develop their skills.

Overall, the data showed greater variation in student performance in the Problem-Solution Relationship mode, as indicated by higher standard deviations. This suggests that while some pupils demonstrated a strong grasp of problem-solving and causal writing, compare-and-contrast remained an area needing focused instruction. As such, the diagnostic assessment played a crucial role in identifying this gap and confirmed the need for implementing song-based strategies to enhance students' paragraph development.

Implementation of Song-based Strategy in Teaching Paragraph Development

The song-based strategy offers a dynamic and effective approach for teaching paragraph development, especially in language and writing lessons. By drawing on the natural appeal of music, it captures students' attention and sparks their creativity, all while strengthening their writing abilities. Songs typically present clear themes, narratives, and emotional content that provide meaningful starting points for paragraph writing. Through lyric analysis, students practice identifying main ideas and supporting details, reflecting the organization of a well-structured paragraph.

Cause and Effect

In this lesson plan, the teacher selects a song whose lyrics clearly present causes leading to certain effects. For example, “Because You Loved Me” by Celine Dion is used because its lines express how the love and support of another person caused the speaker's achievements and strength.

Implementation: The teacher guides pupils in analyzing the lyrics, identifying specific causes (e.g., “you were my strength when I was

weak”) and their corresponding effects (e.g., “I’m everything I am because you loved me”). Writing activity: Pupils are asked to draft cause-and-effect paragraphs based on the ideas drawn from the song, then apply this structure to their own experiences.

Problem-Solution Relationship

For this lesson, a song with themes of overcoming difficulties or offering solutions is chosen—“Firework” by Katy Perry works well because it highlights struggles with self-doubt and encourages finding inner strength as a solution.

Implementation: The class listens to the song, and the teacher facilitates a discussion about the problem (e.g., feeling invisible or unimportant) and the solutions suggested (e.g., letting your colors burst, believing in yourself).

Writing activity: Pupils write problem-solution paragraphs that mirror the structure of the song or relate to personal challenges and how they addressed them.

Comparison and Contrast

In this plan, the teacher uses two songs that reflect contrasting or similar themes, emotions, or perspectives—such as “Happy” by Pharrell Williams and “Happier” by Olivia Rodrigo.

Implementation: Pupils compare and contrast the mood, message, and tone of the two songs. The teacher helps them create a graphic organizer (like a Venn diagram) to sort similarities (e.g., both discuss emotions linked to happiness) and differences (e.g., one is upbeat, the other is melancholic). Writing activity: Students draft comparison-contrast paragraphs that describe how the two songs are alike and different, applying appropriate signal words (e.g., “similarly,” “on the other hand”).

Level of Competency on Paragraph Development Based on Post-Test Results

This section presents the post-test results of Grade 5 pupils in paragraph development. At this stage of the study, a song-based strategy was employed to enhance students' skills in writing paragraphs focused on cause and effect, comparison and contrast, and problem-solution relationships.

To support this approach, specific songs were integrated into the lessons: “Because You Loved Me” by Celine Dion was used to help pupils write cause-and-effect paragraphs; “Happier” by Olivia Rodrigo and “Happy” by Pharrell Williams were used for comparison and contrast; and “Firework” by Katy Perry was selected for the problem-solution paragraph. These songs were embedded into custom-designed 4As lesson plans, allowing students to analyze the lyrics to identify key relationships, develop writing structures based on these relationships, and create their own paragraph examples using the concepts learned through the music.

Table 2. Level of Competency of Pupils after using Song-Based Strategy in Teaching Paragraph Development

| <i>Competency</i> | <i>Mean Score</i> | <i>SD</i> | <i>Verbal Interpretation</i> | <i>Qualitative Description</i> |
|-------------------------------|-------------------|-----------|------------------------------|--------------------------------|
| Cause and Effect | 16.83 | 3.35 | Excellent | Very Competent |
| Comparison and Contrast | 18.23 | 3.18 | Excellent | Very Competent |
| Problem Solution Relationship | 17.20 | 2.92 | Excellent | Very Competent |

Legend: 4 (16–20) – Excellent, Very Competent; 3 (11–15) – Good, Competent; 2 (6–10) – Less Satisfactory, Less Competent; 1 (0–5) – Needs Improvement, Not Competent.

Table 2 shows the post-test results after implementing a song-based instructional strategy, highlighting significant improvement in all modes of paragraph development. The highest mean score was recorded in Problem-Solution Relationship, followed by Comparison and Contrast and Cause and Effect.

All scores fell within the “Very Satisfactory” range (16–20), suggesting consistent learning gains. These results indicate that integrating songs into lessons was highly effective, as students performed more uniformly and demonstrated improved paragraph writing, especially in the Problem-Solution format.

Supporting this, Haris and Siswana (2024) examined the use of English songs in teaching writing to tenth-grade students. Their study confirmed that incorporating songs into writing instruction enhanced student performance and engagement, offering an effective alternative to more traditional teaching methods.

Similarly, Hu (2021) found that songs can influence students’ mood and writing productivity. In an experiment involving argumentative writing tasks paired with different types of music, students exposed to emotionally charged music—especially sad tones—produced more content. This suggests that music can trigger emotional responses that stimulate writing output. Hu emphasized the benefit of using upbeat and positive songs to foster better writing outcomes.

In the Philippine context, Maborang (2016) also affirmed the value of using songs in writing instruction. According to the study, music positively impacts the brain’s spatial-temporal reasoning abilities, which are crucial for creative and non-fiction writing. Additionally, songs can help relax and entertain learners, making the writing process more enjoyable and productive.

Significant Difference Between the Pre-Test and Post-Test Scores using the Song-Based Strategy in Teaching Paragraph Development

This section shows the significant difference between the pre-test and post-test scores using the song-based strategy in teaching paragraph development. As reflected in Table 3, only the pre-test and post-test for comparison and contrast and problem solution relationship were included since only these two groups have normal distribution of data in the result of the normality test. For the pre-test and post-test on cause and effect, the discussion is separated on the next page for further analysis.

Table 3. Significant Difference Between the Pre-Test and Post-Test Scores of Grade 5 Pupils using the Song-Based Strategy in Teaching Paragraph Development as to Comparison and Contrast and Problem-Solution Relationship

| Group | | Mean Difference | t-value | Df | p-value | Decision |
|-------------------------------|-------------------|-----------------|---------|----|---------|-----------|
| Comparison and Contrast | Pretest- Posttest | 5.40 | -11.3 | 29 | <0.001 | Reject Ho |
| Problem Solution Relationship | Pretest -Posttest | 8.10 | -19.3 | 29 | <0.001 | Reject Ho |

* if p value is <0.05 then there is a significant difference

Table 3 displays the results of paired t-tests comparing pretest and post-test scores. Notable improvements were found in both Comparison and Contrast and Problem-Solution paragraphs. As both p-values are below 0.05, the null hypothesis is rejected, confirming that the song-based strategy led to statistically significant improvements in pupils' ability to write structured paragraphs involving comparisons and problem-solving.

Furthermore, Isnaini and Aminatun (2021) noted that incorporating songs into lessons can greatly enhance students' academic performance, particularly in writing. They observed that teachers who use songs in instruction often see significant progress in students' writing abilities. Students also reported that songs help them learn and remember new vocabulary, understand unfamiliar words, and pronounce them correctly—ultimately strengthening their vocabulary skills.

In the Philippine setting, De Roxas et al. (2024) similarly affirmed the positive impact of integrating songs into classroom instruction. Their findings highlighted that song-based strategies boost student motivation, engagement, and overall academic performance. They also emphasized that songs enrich students' vocabulary, enabling them to write more comprehensive, coherent, and expressive texts—particularly when comparing and contrasting ideas or addressing problems with well-developed solutions. The authors concluded that using music as a teaching tool is an effective way to enhance language learning, especially in writing-focused contexts.

Significant Difference Between the Pre-Test and Post-Test Scores using the Song-Based Strategy in Writing Cause and Effect Paragraph

In this section, the result for the significant difference between the pre-test and post-test scores using the song-based strategy in writing cause and effect paragraph was separated mainly because of the non-normal distribution of data.

Table 4. Significant Difference Between the Pre-Test and Post-Test Scores of Grade 5 Pupils using the Song-Based Strategy in Writing Cause and Effect Paragraph

| Group | | Median Difference | W | p-value | Decision |
|------------------|-------------------|-------------------|-------|---------|-----------|
| Cause and Effect | Pretest- Posttest | 3.50 | 0.000 | <0.001 | Reject Ho |

* if p value is <0.05 then there is a significant difference

Moreover, Table 4 presents the Cause-and-Effect scores, a Wilcoxon Signed-Rank Test was conducted due to the non-normal distribution of data. Results show a significant median gain, leading to the rejection of the null hypothesis. This indicates a statistically significant improvement in pupils' performance after applying the song-based strategy.

This means that the improvement in pupils' writing performance was statistically significant. Therefore, it can be concluded that the use of the song-based strategy significantly and positively enhanced learners' ability to identify and understand cause-and-effect relationships in writing.

In general, Sebastian (2020) revealed that when music is included into teaching, students can have an engaging experience all throughout the lesson. Its universal appeal is what makes listening to music and joining in on singing or dancing so appealing. A song-based curriculum is made possible by the fact that music unites people, cultures, and languages and since there are several songs that may be used in any subject that might appeal to students in the twenty-first century, it also gives teachers a wide range of possibilities when it comes to carrying out strategic activities.

In the Philippine context, Tabuena et al. (2021) strongly agreed to this idea and disclosed that learning to write and listening to music go hand in hand. Songs help pupils relax by relieving their problems on the lessons and reducing the amount of stress they experience when writing. Apart from that, songs as a motivating tool in teaching students how to write is also an intriguing idea, given the enjoyable elements of singing to everyday writing exercises.

Conclusions

Based on the findings, the following conclusions were drawn:

The pupils were “not competent” in writing paragraph as to Cause and Effect, and Problem-Solution Relationship; but were “competent” as to Comparison and Contrast.

The song-based strategy helps pupils develop paragraph writing skills by using familiar and engaging songs to illustrate different text structures. Songs like “Because You Loved Me” show cause-and-effect, “Firework” supports problem-solution writing, and “Happy” vs. “Happier” highlights comparison and contrast. This approach improves pupils’ understanding of paragraph organization, encourages creativity, and enhances critical thinking, making their writing clearer and more meaningful.

Song-based strategy significantly increased the level of competency of the pupils on writing paragraphs particularly as to cause and effect, comparison and contrast and problem-solution relationship competency.

In light of the study’s findings and conclusions, the following recommendations are proposed:

Teachers. They may consider incorporating song-based strategies as a supplementary tool in teaching paragraph development. This approach can be particularly effective in improving comprehension of writing structures and increasing student motivation.

Curriculum Developers. They are encouraged to design instructional modules or learning materials that integrate music into language teaching, especially at the elementary level. These materials should align with specific writing skills such as coherence, organization, and clarity.

School Administrators, and Education Program Leaders. They may conduct training sessions and professional development workshops to equip teachers with the necessary skills and resources to implement music-based instruction effectively.

Future Researchers. They may replicate this study across different grade levels, subject areas, or larger populations to explore the broader applicability and long-term impact of song-based strategies on academic performance.

Parents and Guardians. It is also recommended that parents and guardians support this approach by engaging children with educational songs at home to reinforce learning in a fun, informal environment.

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