

READING COMPREHENSION OF INCOMING GRADE VI PUPILS THROUGH LYRICS  
OF SELECTED DISNEY MUSICAL SONGS (RCGP-LSDMS)  
IN OUR LADY OF LOURDES ELEMENTARY SCHOOL



**JOSHUA L. MALABANAN**  
TEACHER I  
OUR LADY OF LOURDES ELEMENTARY SCHOOL

**ABSTRACT**

Due to pandemic, the reading comprehension of the students had been regressed. The researchers decided to conduct the study on the incoming grade VI pupils who were only under the English Class of the lead proponent. To avoid the discrimination amongst the students, the researchers came up with a decision to include all students in the said English Class of the lead proponent.

The sole purpose of the study was to motivate the students in reading in which they will comprehend the reading material and its message. The study also aimed to seek the common hindrances in reading comprehension of the students. Henceforth, the 2-year pandemic affected the reading comprehension of the pupils and cannot be determined their real level when it comes to comprehending a text material.

The respondents of the research were 72 incoming grade VI pupils who took part in this study. The inclusion of all students resulted in a good way. Learners under frustration level enjoyed and got motivated under the conduct of the study.

The descriptive research design was utilized in this study. Mainly, quantitative method of data and experimental approach will be employed to attain the research objectives.

Through the MPS result of the intervention, the researchers had identified the academic performance of pupils before and after the intervention, common hindrances in reading comprehension, difference in the reading level of the incoming Grade VI

pupils before and after the conduct of the study, and significant difference between the pre-test and post-test result of pupils under the frustration level.

**Keywords:** Reading Comprehension, Reading Level, Hindrances, Academic Performance

## INTRODUCTION

Due to pandemic, the number of frustration levels of the Grade VI pupils were increasing. Moreover, the motivational level of students upon reading a text seemed to be low. For the pupils to get motivated, adding music and connecting its meaning into their real-life situation.

37 out of 108 Incoming Grade VI pupils were identified by the teachers are under the frustration level in their Phil-IRI tests. Moreover, the pandemic hits affectively in the learning process of the students. Through integration of lyrics of some songs, it may lessen the disinterest of pupils in reading.

The results will be used to identify the strategy/ies that can help in the problem. It caught the interest of the pupils; thus, music is a way that gauged them to read. Through lyrics of a song, reading comprehension can be strengthened and developed a life-long learning.

The idea of the study is to motivate students in reading using the lyrics of the song. At first, the students will be listening to the song. Second, they will be asked to sing the song as accompanied by the music playing. Third, they will be asked orally about the song. Fourth, they will answer the separated sheet of guide questions about the song crafted by the teacher. Lastly, they will sing the song without the accompaniment of music and asked about it if they feel the same way in real-life.

In addition to that, the songs used for the intervention were performed by Filipinos. These songs are Honor to us all (Mulan's part only), Reflection,

and Lesson Number One as performed by Lea Salonga from Mulan and Mulan II animated movie, and Remember Me performed by Iñigo Pascual from Coco. Undeniably, the pandemic has brought more serious problems aside from cases reportedly every now and then during its surge. This became a major impact on reading comprehension of the pupils. Now, in a limited face-to-face modality, some of the pupils under frustration level had increased due to lessen follow-up of parents in their child/ren readability and comprehension.

The action research aimed to determine the effects of Reading Comprehension of Incoming Grade VI Pupils through Lyrics of Selected Disney Musical Songs (RCGP-LSDMS) in Our Lady of Lourdes Elementary School.

Specifically, it seeks to answer the following questions:

1. What is the academic performance of pupils before and after the intervention?
2. What are the common hindrances in their reading comprehension?
  - a. Word Recognition (Unfamiliarity of Words)
  - b. Contextual Clues
  - c. Structural Analysis
3. Is there a difference in the reading level of the incoming Grade VI pupils before and after the conduct of the study?
4. Is there a significant difference between the pre-test and post-test result of pupils under the frustration level?

## METHODOLOGY

The research conducted as patterned on the schedule of limited face-to-face class schedule; and will be held every

Wednesday. At first, the students will be listening to the song. Second, they will be asked to sing the song as accompanied by the music playing. Third, they will be asked orally about the song. Fourth, they will answer the separated sheet of guide questions about the song crafted by the teacher. Lastly, they will sing the song without the accompaniment of music and asked about it if they feel the same way in real-life.

The research employed selected songs from different Disney Musical songs. Thus, the pupils will be indirectly studying the piece by singing the pieces; and find an insight from it on their daily life situation. Through it, they will answer the prompted questions orally then they will answer a separated sheet for the guide questions.

The existing phenomenon gave hindrances for the pupils to improve their reading comprehension. Hence, the teacher-researcher wanted to conduct a remediation in the other form in which the pupils enjoyed. Thus, the reading comprehension of the pupils had been improved.

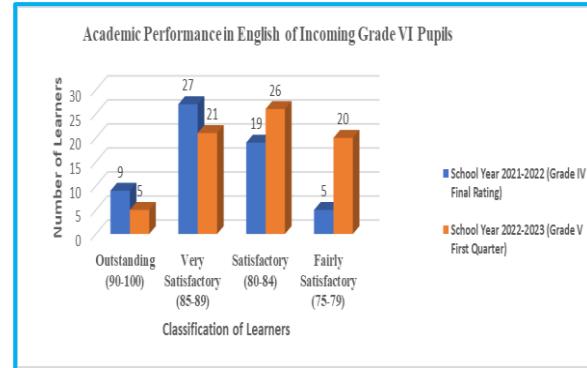
The descriptive research design was utilized in this study. Mainly, quantitative method of data and experimental approach will be employed to attain the research objectives.

The participants of the study were the incoming grade VI pupils. There were 72 students who participated in the study. The participants who were identified in frustration to instructional level will partake in the conduct of the study. Purposive sampling was used in the study. The target participants who took part on this study were the incoming grade VI pupils who were

identified in their reading comprehension level was frustration to instructional. A researcher-made questionnaire; multiple choice test type for the lyrics that will be used in the study. The data gathered on the former schedule of limited face-to-face class schedule; and held every Wednesday.

## RESULTS

This research was accumulated and gathered data to provide results such as:



Graph 1. Academic Performance in English of Incoming Grade VI Pupils

The graph above shows the academic performance in English of incoming Grade VI pupils before and after the intervention. The graph also shows the difference between the final rating of the learners in which they were in modular distance learning and the first quarter of the learners who are now in face-to-face classes. In School Year 2021-2022, there were 9 students who were classified as Outstanding while in School Year 2022-2023 there were only 5 students who were classified as Outstanding. It is also shown in the graph that in School Year 2021-2022, there were 27 students who were classified as Very Satisfactory, meanwhile in School Year 2022-2023 there were only 21 students who were classified as Very Satisfactory. Moreover,

in School Year 2021-2022 it was determined that there were 19 students who were classified as Satisfactory whilst in School Year 2022-2023 there were 26 students who were classified as Satisfactory. Furthermore, there were 5 students who were classified as Fairly Satisfactory in School Year 2021-2022, on the hand, there were 20 students who were classified as Fairly Satisfactory in School Year 2022-2023. The numbers between the final rating during their fourth grade was higher compared to the first quarter academic performance in English of incoming Grade VI pupils.

The result shows the eagerness of students to attend limited face-to-face classes. Most of them were seen excited based on their responds on different questions about what they felt that they can come to school to attend classes, how to protect themselves from the virus, and what are they plans in attending limited face-to-face classes.

| Scale | Description           | Computed Value |
|-------|-----------------------|----------------|
| 1     | Not a Barrier         | 1-1.8          |
| 2     | Somewhat of a Barrier | 1.9-2.6        |
| 3     | Moderately Barrier    | 2.7-3.4        |
| 4     | Barrier               | 3.5-4.2        |
| 5     | Extremely Barrier     | 4.3-5.00       |

Table 1. Likert Scale

Table 1 above shows the Likert scale in determining the response of the students upon the common hindrances in their reading comprehension. If the computed value is equal to 1-1.8 it is denoted as Not a Barrier, equal to 1.9-2.6 it is denoted as Somewhat a Barrier, equal to 2.7-3.4 it is denoted as Moderately Barrier, equal to 3.5- 4.2 is denoted as Barrier, lastly if the computed value is 4.3-5.00 is denoted as Extremely Barrier.

| Intervention  | Word Recognition |            |            |            |
|---------------|------------------|------------|------------|------------|
|               | Statements       |            |            |            |
|               | 1                | 2          | 3          | 4          |
| 1             | 2.7              | 2.8        | 2.45       | 2.95       |
| 2             | 2.45             | 2.85       | 2.6        | 2.85       |
| 3             | 2.5              | 2.75       | 2.6        | 2.9        |
| Weighted Mean | <b>2.6</b>       | <b>2.8</b> | <b>2.6</b> | <b>2.9</b> |

Table 2. Weighted Mean of Word Recognition Responses

Table 2 shows the computed value of responses in Word Recognition as one of the hindrances in the learners' reading comprehension. In this study, the researchers found out that the pupils have "somewhat of a barrier" in identifying the words in a sentence with a weighted mean of 2.6. Pupils experienced a "moderately barrier" in identifying the unfamiliar word in a sentence with a weighted mean of 2.8. The pupils also have 'somewhat of a barrier' in understanding the word in a sentence at their level with a weighted mean of 2.6. Lastly, pupils have "moderately barrier" in understanding the unfamiliar word in a sentence at their level with a weighted mean of 2.9.

| Intervention  | Contextual Clues |            |            |            |
|---------------|------------------|------------|------------|------------|
|               | Statements       |            |            |            |
|               | 1                | 2          | 3          | 4          |
| 1             | 2.5              | 2.7        | 2.75       | 2.95       |
| 2             | 2.7              | 2.7        | 2.75       | 2.95       |
| 3             | 2.8              | 2.65       | 2.8        | 2.65       |
| Weighted Mean | <b>2.7</b>       | <b>2.7</b> | <b>2.8</b> | <b>2.9</b> |

Table 3. Weighted Mean of Contextual Clues Responses

Table 3 shows the computed value of responses in Contextual Clues as one of the hindrances in the learners' reading comprehension. In this study, the researchers found out that the pupils have "moderately barrier" in finding the meaning of the word within the sentence and in understanding the meaning of the word within the sentence with a weighted mean of 2.7. Pupils also

experienced a “moderately barrier” in using the meaning of the word within the sentence into a new sentence with a weighted mean of 2.8. The pupils also have “moderately barrier” in understanding the word in a sentence at their level with a weighted mean of 2.8. Lastly, pupils have “moderately barrier” in identifying the meaning of the word using another word from the sentence with a weighted mean of 2.9.

| Intervention  | Structural Analysis |            |            |          |
|---------------|---------------------|------------|------------|----------|
|               | Statements          |            |            |          |
|               | 1                   | 2          | 3          | 4        |
| 1             | 2.6                 | 2.45       | 2.6        | 2.75     |
| 2             | 2.85                | 2.85       | 2.7        | 3.2      |
| 3             | 3.1                 | 2.85       | 2.75       | 3.1      |
| Weighted Mean | <b>2.9</b>          | <b>2.7</b> | <b>2.7</b> | <b>3</b> |

Table 4. Weighted Mean of Structural Analysis Responses

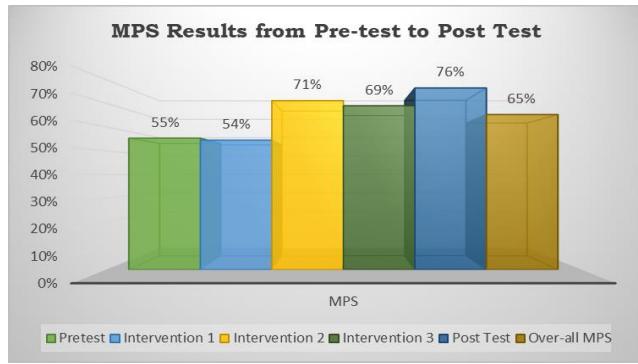
Table 4 shows the computed value of responses in Contextual Clues as one of the hindrances in the learners’ reading comprehension. In this study, the researchers found out that the pupils have “moderately barrier” in recognizing the meaning of the word according to its form with a weighted mean of 2.9. Pupils also experienced a “moderately barrier” in recognizing the use of the word in a sentence according to its form with a weighted mean of 2.7. The pupils also have “moderately barrier” in understand the meaning of the word in its new form with a weighted mean of 2.7. Lastly, pupils have “moderately barrier” in identifying the different meaning of the word from the base or root word into its new form with a weighted mean of 3.

| Reading Level of Incoming Grade VI Pupils |                    |                 |                 |               |               |
|---|--------------------|-----------------|-----------------|---------------|---------------|
| Score/Reading Level                       | Number of Learners |                 |                 |               |               |
|   | 5 Independent      | 4 Instructional | 3 Instructional | 2 Frustration | 1 Frustration |
| <b>Tests</b>                              |                    |                 |                 |               |               |
| Pretest                                   | 0                  | 11              | 37              | 20            | 4             |
| Intervention 1                            | 2                  | 11              | 28              | 27            | 4             |
| Intervention 2                            | 12                 | 29              | 10              | 16            | 0             |
| Intervention 3                            | 15                 | 17              | 25              | 15            | 0             |
| Post Test                                 | 17                 | 29              | 22              | 4             | 0             |

Table 5 Reading Level of Incoming Grade VI Pupils

Table 5 showed the Reading Level of Incoming Grade VI Pupils. It presents the number of learners who gained scores and their reading level. The researchers designed the reading level of incoming grade VI pupils based on their scores. The pupils who got the score of 5 was classified as independent, 4 and 3 was classified as instructional; and 2 and 1 was classified as frustration. In the pretest, there were a total of 0 students who were classified as independent level with a score of 5, a total of 48 students who were classified as instructional level with scores 4 and 3, and a total of 24 students who were classified as frustration level with scores 2 and 1. Meanwhile in the intervention 1, there were a total of 2 students classified as independent level with a score of 5, a total of 39 students who were classified as instructional students with a score of 4 and 3, a total of 31 students who were classified as frustration level with a score of 2 and 1. Moreover in the intervention 2, there were a total of 12 students who were classified as independent level with a score of 5, a total of 39 students were classified as instructional level with a score of 4 and 3, a total of 16 students who were classified as frustration level with a score of 2 and 1. Furthermore in the intervention 3, there were a total of 15 pupils who were classified as independent level with a score of 5, a total of 42 students who were classified as instructional level with a score of 4 and 3, and a total of 15 students who were classified as frustration level with a score of 2 and 1. Lastly in the post test, there were a total of 17 students who were classified as independent level with a score of 5, a total of 51 students who were classified as instructional level with a score of 4 and 3, and a total of 4

students who were classified as frustration level with a score of 2 and 1. There is a difference in the reading level of the incoming Grade VI pupils before and after the conduct of the study. The number of pupils under frustration level has been decreased.



Graph 2. MPS Results from Pre-test to Post-Test

Graph 2 showed the Mean Percentage Score (MPS) Results from pre-test to post- test under the frustration to independent level. The researcher originally designed the research for the incoming grade VI pupils under the frustration level. To avoid the discrimination amongst the learners, the researchers included the learners who were classified as instructional and independent learners. With regards to the graph above, the MPS result of pre-test was 55%. While the MPS result of intervention 1 was 54%, a decreased in 1% due to unfamiliarity of the activity. However, the MPS result of intervention 2 was 71%, an increased on 17% from intervention 1. Consequently, the MPS result of intervention 3 was 69%, a decreased in 2% was the result of cutting a single song in two parts; the first part was in intervention 2 and the second and last part was in intervention 3 due to the length of the song. Furthermore, the MPS result of post-test was 76% which had been increased in by 7% due to recency and familiarity of the song used. Lastly, an over-all MPS result was

65%, throughout the process the learners became familiar with the activity. From this data, it was interpreted that there is a significant difference between the pre-test and post-test result of pupils under the frustration level which motivated them due to inclusion of other pupils who were in the independent and frustration level.

## DISCUSSION

The study Reading Comprehension of Incoming the Grade VI Pupils through Lyrics of Selected Disney Musical Songs was conducted to identify the academic performance of pupils before and after the conduct of the study, common hindrances in reading comprehension, difference in the reading level of the incoming Grade VI pupils before and after the conduct of the study, and significant difference between the pre-test and post-test result of pupils under the frustration level.

Moreover, this study was also conducted to determine the real status of reading comprehension of students after the two-year pandemic. Since the study believes that it caught the interest of the pupils; thus, music is a way that gauged them to read. Through lyrics of a song, reading comprehension can be strengthen and developed a life-long learning.

Since the music used in the study was performed by Filipino artist it was familiar to the students. The MPS result showed that there is a significant difference in the reading comprehension before and after

the study under the frustration level due to the inclusion of other students who were under instructional and independent levels.

In the light of findings or results in this study, the researchers have undergone with the following conclusions:

#### **On Academic Performance**

The numbers between the final rating during their fourth grade was higher compared to the first quarter academic performance in English of incoming Grade VI pupils

#### **On Common Hindrances in Reading Comprehension**

##### **• Word Recognition**

- In this study, the researchers found out that the pupils have "somewhat of a barrier" in identifying the words in a sentence. Pupils experienced a "moderately barrier" in identifying the unfamiliar word in a sentence. The pupils also have 'somewhat of a barrier" in understanding the word in a sentence at their level. Lastly, pupils have "moderately barrier" in understanding the unfamiliar word in a sentence at their level.

##### **• Contextual Clues**

- In this study, the researchers found out that the pupils have "moderately barrier" in finding the meaning of the word within the sentence and in understanding the meaning of the word within the sentence. Pupils also experienced a "moderately barrier" in using the meaning of the word within the sentence into a new sentence. The pupils also have "moderately barrier" in

understanding the word in a sentence at their level. Lastly, pupils have "moderately barrier" in identifying the meaning of the word using another word from the sentence.

#### **• Structural Analysis**

- In this study, the researchers found out that the pupils have "moderately barrier" in recognizing the meaning of the word according to its form. Pupils also experienced a "moderately barrier" in recognizing the use of the word in a sentence according to its form. The pupils also have "moderately barrier" in understand the meaning of the word in its new form. Lastly, pupils have "moderately barrier" in identifying the different meaning of the word from the base or root word into its new form.

#### **On Reading Level of the Incoming Grade VI pupils**

There is a difference in the reading level of the incoming Grade VI pupils before and after the conduct of the study. The number of pupils under frustration level has been decreased.

#### **On the pre-test and post-test result of pupils under the frustration level**

There is a significant difference between the pre-test and post-test result of pupils under the frustration level which motivated them due to inclusion of other pupils who were in the independent and frustration level.

Based on the data gathered in this study, the students were well-motivated in reading when they think it is all fun during learning. The researchers may continue the

study as a reading intervention for the pupils' reading comprehension. Music is indeed a tool that could help in raising the low reading scores of the pupils

Music could be a contributing factor in bolstering low reading scores (Michele Lynn Lenertz, 2002). It is indeed that the reading scores are gradually raising during the intervention process. This study had been a success for the pupils to be motivated in reading passages.

## ACKNOWLEDGEMENTS

This study was made successful through the aid of significant persons who guided and helped the Researcher throughout the completion of this study. Their utmost gratitude is given to the following individuals who helped broaden their perspectives as they went through this study:

**Lorna P. Miranda**, our School Head, who pushed us through to continue this research

**Mechael Angelo B. Yuson and Maricel M. Mahusay**, teachers of Our Lady of Lourdes Elementary School, for being a supportive member that give a big part of this study.

**Marlon V. Alipio**, for giving his comments and suggestions in terms of the statistical tools used by the researchers in their study.

**Sendie D. Iiao and Cherry Mae D. Oximina**, advisers of the pupils, who support throughout the study in briefing the students and parents.

**To our students**, who participated in the study

**To the parents**, who allowed their child/ren to participate in the study  
**Romulo D. Casipit**, our former PSDS District IX who always follow up the progress of this research.

**Erwin P. Legasto**, new PSDS District IX who inspired to finish our research.

**Edward R. Manuel**, Senior Education Program Specialist-Planning, and research, for guiding us for making this research.

And foremost, to the **Almighty God** who granted us knowledge and strength for us to be able to accomplish this research.

Thank you very much. This research is dedicated to all of you  
To God be the Glory.

## REFERENCES

DECS/PPSTA. (2005). Code of Ethics for Public School Teachers and Officials. In R. S. Gualdo, *Professional Ethics with Introductory General Ethics* (pp. 184-191). Malabon City, Philippines: JIMCYVILLE Publications.

Disneyclips.com. (2022, April 1). *Disney Song Lyrics from Movies A to Z*. Retrieved from Disneyclips.com: <https://www.disneyclips.com/lyrics/>

Michele Lynn Lenertz. (2002, March). *Music as a Tool to strengthen Reading Skills*. Retrieved from scholarworks.lib.csusb.edu: <https://scholarworks.lib.csusb.edu/cgi/viewcontent.cgi?article=3074&context=etd-project>