

Song-Based Activities and Grammar Skills of Grade 5 Pupils in Bagong Buhay Elementary School: Basis for Song-Based Activities Implementation

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Abstract:

This study determined the effect of using song-based activities to improve the grammar skills of Grade 5 Pupils as a basis for song-based activities implementation. This study used a quasi-experimental type of research using one-group pretest and posttest group design. The participants of the study were the 22 grade 5 pupils from Bagong Buhay Elementary School, Bagong Buhay, Victoria, Oriental Mindoro. The findings of this study revealed that the respondents' grammar skills in the pretest were generally at the Approaching Proficiency level. After the implementation of song-based activities, the posttest scores showed significant improvement, reaching the proficient level, with increased mean scores in all components. Statistical analysis using t-tests confirmed a significant difference between the pretest and posttest results, validating the positive impact of the intervention. As a result, a proposed song-based activities matrix and song-based instructional materials were developed, detailing specific grammar topics, competencies, and implementation strategies through song integration. The study concluded that engaging, contextualized, and learner-centered song-based activities enhance grammar learning and retention, supporting their continued use. It is recommended that teachers select age-appropriate and relevant songs aligned with learning goals, utilize localized and ICT-supported resources, and that school heads monitor implementation through classroom observations. Moreover, the proposed song-based activities, matrix and supplementary materials should be adopted to meet learners' needs, and future studies may investigate the long-term impact of song-based grammar instruction across grade levels and subject areas.

Keywords: Grammar, Song-Based-Activities, Supplementary Materials, Implementation, Pre- Test, Post-Test.

Introduction

Grammar proficiency remains a persistent concern in English language education across the globe. In an era where communication is increasingly emphasized in both written and spoken forms, the inability of students to apply correct grammatical structures undermines not only their academic performance but also their confidence and communicative competence. This deficiency in grammar often leads to misunderstandings, reduced credibility in both academic and real-life communication, and limited opportunities for students to fully express their thoughts with clarity and precision.

According to Zhang and Liu (2021), grammar difficulties among elementary and secondary learners in non-English speaking countries have been significantly linked to mechanical and uninspiring grammar instruction, often detached from meaningful use and engagement. These problems persist even in environments where English is taught as a second language, as ineffective grammar instruction fails to bridge the gap between rule memorization and real-world language use.

The Philippines, despite being known for its English language curriculum, is not exempt from this issue. A study conducted by Acosta and Santiago (2022) revealed that Filipino students, particularly in the elementary grades, demonstrate recurring grammatical errors in subject-verb agreement, adverb usage, and verb tenses, which hinder their writing clarity and fluency. These challenges can be traced to how grammar is commonly taught: isolated drills, rote learning, and activities lacking authentic application. Grammar-based activities used in classrooms—often worksheet-heavy, repetitive, and disconnected from student interests—have contributed to a disinterest in grammar and minimal retention. More critically, such methods have failed to help learners transfer grammar knowledge into contextually appropriate usage.

Building on these findings, it becomes evident that while previous studies have documented the grammar errors and pedagogical shortcomings in English instruction, there is a noticeable gap in exploring innovative, context-based interventions that make grammar both meaningful and engaging for learners. Few studies have delved into the integration of music—particularly song-based activities—as a strategy to teach grammar concepts such as adverbs of intensity or frequency. While Chen and Lin (2021) highlighted the cognitive and affective benefits of using songs in enhancing grammar acquisition among Taiwanese learners, local studies in the Philippine context focusing on song-based grammar instruction remain limited, especially at the elementary level. This lack of localized, learner-centered approaches underscores the need for research that investigates how engaging, culturally relevant materials like popular song lyrics can support grammar learning among Filipino students.

Therefore, this study aims to address that gap by examining the effectiveness of song-based activities in improving grammar skills among Grade 5 learners. By aligning grammar instruction with students' interests and promoting contextualized learning, this intervention hopes to shift grammar learning from mechanical repetition to purposeful communication. The study advocates for a pedagogical shift toward strategies that not only improve grammatical competence but also foster engagement and motivation, thus supporting long-term retention and authentic language use.

As mentioned in DepEd Order No. 32, series of 2012, Language Arts and Multi-literacies Curriculum aimed, prior to the implementation of the Basic Education Curriculum, to produce graduates who apply the language conventions, principles, strategies and skills in interacting with others, understanding and learning other content areas, and fending for them in whatever field of endeavor they may engage. With this, mastery on the use of English language, improvement comes along to the country's workforce that they become globally competitive.

When the K to 12 Basic Education Program was launched by the Department of Education in the Philippines, according to Republic Act 10533, English subjects seemed to be more emphasized. Aside from that, in DepEd Order No. 42 series of 2016 stated that preparing lesson plan is very important to ensure the delivery of teaching and learning in school. These will serve as guidelines to support teachers in organizing, utilizing, and managing the classes in that way it will guarantee the effectivity of the lessons. Locally, in many public elementary schools such as those in the Bagong Buhay Elementary School, teachers report that learners in Grade 5 still struggle with basic grammar structures, including the proper

use of adverbs, despite having been exposed to them in earlier grade levels. Classroom observations and formative assessments suggest that learners tend to memorize grammatical rules but fail to use them meaningfully in sentences, particularly in oral or written tasks. There is a pressing need to investigate innovative, learner-centered approaches that bridge this divide.

Thus, this study is necessary and urgent. It seeks to address the long-standing grammar deficiencies among Grade 5 learners by investigating the use of song-based activities—an engaging and context-rich approach that could promote better understanding and retention of grammatical concepts, specifically adverbs of intensity. Unlike traditional methods, song-based learning combines rhythm, context, and emotional engagement—factors shown to significantly aid memory and comprehension (Chen & Lin, 2021). This study aims to fill the gap in local educational research by focusing on the effectiveness of integrating song-based grammar activities in improving learners' grammar skills, offering data-driven insights for instructional innovation.

Methods

Research Design

This research employed a quasi-experimental design. The procedures involved a one-group pre-test and post-test design that aims to determine the effect of using song-based activities to improve the grammar skills of Grade 5 Pupils in Bagong Buhay Elementary School for the school year 2024-2025.

Respondents of the Study

The respondents of the study were the twenty-two (22) pupils of Grade 5 in Bagong Buhay Elementary School. In determining the participants in this study, the researcher used the complete enumeration method. Specific inclusion criteria were also considered. Participants were required to demonstrate basic reading comprehension skills and mastery of Grade 4 grammar competencies, such as identifying parts of speech and constructing simple sentences, to ensure they possessed the prerequisite skills for engaging with Grade 6-level grammar instruction, where they are expected to compose different paragraphs observing correct grammar. These criteria were established to ensure that the intervention would be developmentally appropriate and pedagogically effective for the target learners.

The inclusion criteria were further justified by the ELLNA results, which revealed that the overall mastery level of the respondents was 67.50%, placing them in the Developing category. This indicates that the learners had a foundational understanding of essential language skills, particularly in grammar and reading, which are necessary for engaging with higher-level instructional content.

Research Instrument

A set of 60-item self-made tests was used in this study which was aligned to the K to 12 competencies for Grade 5. The test was based on the topics used in teaching under grammar, which were composed of subject-verb agreement, kinds of adjectives, subordinating and coordinating conjunctions, and adverbs of intensity and frequency. It was a comprehensive assessment tool designed for Grade 5 students, covering various grammar and language usage competencies. It was structured into four main parts, each targeting specific learning objectives aligned with the table of specification.

To make sure the research tool is effective, three English master teachers with 10 years in service examined and evaluated the diversity of the research instrument, a researcher-made pretest-posttest, used to confirm

its validity through an inter-rater reliability test. Furthermore, the researcher utilized single test reliability. The test was administered to 10 non-respondents and was analyzed using Cronbach's Alpha.

Data Gathering

In the implementation of song-based activities in the teaching-learning process, an experimental model adapted from Huang and Soman (2013) was used. These served as a guide to the researcher in planning and utilizing song-based activities in their learning activities. The first phase was planning. The first step for Phase 1 was to assess the respondents' grammar skills using a pre-test. The researcher identified the respondents' grammar skills based on their pre-test results. Through the results of the pre-test, it was found that unmastered skills included composing clear and coherent sentences using appropriate grammatical structures, such as subject-verb agreement, kinds of adjectives, subordinate and coordinate conjunctions, and adverbs of intensity and frequency. Then, the unmastered skills on the pretest were identified using item analysis. These unmastered competencies served as the basis for the lessons that were taught, which included song-based activities. After the least mastered competencies were identified, the researcher chose the appropriate song for the given competency. The next step was designing the appropriate activities for the song, where the researcher worked on activities that showcased the needed competencies, at the same time, would aid in acquiring the desired outcome, however, before utilizing the designed activities they were validated which was the final step, assurance of the quality of the song-based activities.

The second phase was the actual implementation of songs in activities. The implementation of song-based activities for enhancing grammar skills involved a structured approach that leverages the unique qualities of music to engage learners and reinforce specific language concepts. In this context, the use of songs can effectively replace traditional story or paragraph-based introductions to grammar skills.

In this experimental study, song-based activities were strategically integrated into grammar lessons. The instructional design consisted of a total of 12 sessions, each lasting 50 minutes, as outlined in the lesson plan. Through activities such as listening and analyzing lyrics, identifying target grammar structures, and composing original song lyrics, students were able to connect abstract grammar rules to real-life language use.

Statistical Treatment of Data

Moreover, the study utilized the pre-test and post-test mean scores using a t-test for correlated and uncorrelated means. Similarly, to determine the level of grammar skills of the respondents, it was analyzed using frequency, percentage and weighted mean.

Results and Discussion

1. Level of grammar skills before the implementation of song-based activities in terms of:

1.1. Subject-verb agreement

The learners' level of grammar skills in terms of subject-verb agreement was generally below the desired mastery level before the intervention. The computed mean score of 5.09 further supports that the overall performance was situated within the Approaching Proficiency range. These findings suggest that the concept of subject-verb agreement had not yet been sufficiently mastered and that additional instructional reinforcement was necessary.

Specifically, the lowest scores were observed to be found in subject-verb agreement rules concerning irregular nouns and collective nouns. These grammar competencies were not well understood by the

learners, as evidenced by the significant number of incorrect responses. It may be inferred that these areas were not adequately emphasized in previous instruction and that more targeted and interactive teaching strategies were required to improve learner performance.

This aligns with the study of Santiago and Alejandro (2018), which suggests that teaching foundational grammar should use a learner-centered approach for long-term retention. This observation is also consistent with the findings of Bernardo (2017), that developing functional grammar proficiency is hindered by limited access to contextualized and engaging materials. Similarly, Pabustan and David (2019) pointed out that mechanical drills and generic worksheets do not support retention in grammar teaching.

1.2. Kinds of Adjectives

The result revealed that only 10% of the learners reached the Advanced level, and 36% demonstrated Proficiency. Another 36% were found to be Approaching Proficiency, while 18% remained in the Developing category. None of the learners were classified under the Beginning level. The computed mean score was 6.00, which was interpreted as Approaching Proficiency. Although a fair number of learners showed moderate understanding of the kinds of adjectives, the results indicate that full mastery and consistent application were still lacking among a significant portion of the group.

Notably, the lowest scores were recorded in the items related to identifying and using compound adjectives and identifying demonstrative adjectives. These sub-skills may have posed difficulty due to their more abstract or context-specific nature. Compound adjectives often require learners to understand the relationship between two words functioning together as a single descriptor, a concept that may not have been explicitly or frequently practiced. Similarly, demonstrative adjectives require learners to distinguish subtle grammatical roles depending on sentence structure and proximity, which can be confusing without adequate contextual exposure.

These findings are consistent with the observations of Calma and Flores (2021), that many ESL learners have difficulties mastering parts of speech due to limited exposure to localized learning experiences. Also, Lising and Cabansag (2018) emphasized that grammar instruction becomes significantly more effective when anchored in real-life contexts familiar to the learners.

1.3. Subordinate and Coordinating Conjunctions

In the pretest result, the general level of performance of the respondents was within the developing range, having an overall mean score of 2.77. This result suggests that difficulty in identifying and using conjunctions was experienced by most learners. Specifically, the lowest scores were recorded in the competencies related to identifying subordinating conjunctions such as *since* and *so*, and using the subordinating conjunction while in appropriate contexts. These particular grammatical items may not have been fully understood due to their functional complexity and the context-dependent nature of their usage. Instruction on these conjunctions had likely been delivered through isolated drills or memorization of rules, rather than through contextualized language use that illustrates their meaning and purpose in sentence construction. Without exposure to authentic and varied examples, learners may have struggled to distinguish subordinating conjunctions from other parts of speech and to apply them accurately in sentences.

This aligns with the findings of Lising and Cabansag (2018), that grammar instruction should be embedded in an engaging communication tool that is relevant to learners' experiences. Similarly, Cruz and Miralles (2020) revealed that greater improvement takes place when grammar concepts are reinforced consistently through a variety of activities.

1.4. Adverbs of Intensity and Frequency

The level of grammar skills of Grade 5 learners in terms of adverbs of intensity and frequency was found to be generally moderate prior to the intervention. The respondents' recorded mean score of 11.77 falls within the "Approaching Proficiency" category, indicating only partial understanding of these competencies. Notably, only one learner (5%) fell under the Developing level, and no learner was classified as Beginning. While a relatively strong performance was observed compared to other grammar areas, specific weaknesses were still identified.

In particular, the lowest scores were recorded in items requiring learners to identify adverbs of frequency such as "often," "always," and "almost," and to use the adverb of intensity "absolutely" appropriately in context. These items required a deeper understanding of the distinctions in degree and frequency concepts that are abstract and may not have been clearly illustrated in prior lessons. Additionally, these adverbs are often used in varied contexts, making it more difficult for learners to apply fixed rules.

Given these findings, the need for targeted instructional intervention is evident. It is recommended that teaching strategies be adjusted to include more engaging and contextualized grammar activities that promote both recognition and usage in everyday language. This recommendation aligns with the findings of Boholano (2017), that grammar learning is more effective when meaningful tasks are used. Furthermore, the approach is consistent with the insights of Atienza and De Leon (2019), who concluded that context-rich and differentiated learning experiences contribute to improved grammatical performance.

2. Level of grammar skills after the implementation of song-based activities in terms of:

2.1. Subject-verb agreement

A notable improvement in the grammar skills of the respondents in terms of subject-verb agreement was observed following the implementation of song-based activities. A combined total of 72% of learners were classified under the "Advanced" and "Proficient" (36%) levels, while the remaining 28% were identified as "Approaching Proficiency." Notably, no respondents were categorized as "Developing" or "Beginning." The mean score of 7.86 confirms that the overall performance was elevated to the "Proficient" level.

Upon the implementation, song-based tasks such as "Lyric Check and Error Correction" using "Just the Way You Are" by Bruno Mars were implemented, wherein learners were guided to listen to the song, underline the subjects, circle the verbs, and evaluate the agreement between them. Grammatically incorrect lines were rewritten using correct verb forms. Another strategy, titled "Spot the Error and Mini Singing Bee," was also conducted using "Perfect" by Ed Sheeran, where students identified errors in subject-verb agreement within the lyrics and corrected them. During the singing bee activity, learners selected the appropriate verb form when the lyric was paused, reinforcing real-time grammatical decision-making. Through these interactive methods, engagement and contextual grammar awareness were facilitated.

The results align with those of Medina (2020), who found that the use of music enhances learners' retention and comprehension of grammar patterns through melody and rhythm. This was consistent with the study of Fonseca-Mora, Toscano-Fuentes, and Wermke (2021), which found that repeated exposure to linguistic input through enjoyable and meaningful musical contexts positively influenced learners' grammatical skills.

2.2. Kinds of Adjectives

The posttest result revealed that the computed mean score of 8.68 corresponds to the "Proficient" description, indicating that the overall performance of learners had been considerably enhanced compared

to their pre-intervention status.

Targeted strategies were used to teach kinds of adjectives through song-based activities. A strategy titled warm-up listening and classification was implemented using the song “Do You Wanna Learn About Adjectives?”, where learners were guided to extract adjectives from the lyrics and classify them into descriptive, demonstrative, quantitative, and comparative forms. This activity enabled learners to engage in analytical listening and apply classification skills immediately. Another activity, adjective substitution and paragraph writing, was carried out using the song “A Million Dreams” from The Greatest Showman. In this task, learners were instructed to rewrite selected lyrics by replacing adjectives with synonyms or switching between types, after which they composed a short dream-themed paragraph using at least four kinds of adjectives. Grammar instruction was embedded in creative expression, encouraging both grammar mastery and vocabulary expansion.

These strategies were effective because linguistic input was delivered through multisensory learning. Song lyrics provide contextualized examples of adjective usage, allowing learners to internalize patterns through rhythm and melody. Because adjective functions were presented in a meaningful and purposeful context, the abstract concept of categorization was made more concrete.

Song supports language learning by strengthening phonological memory and pattern recognition. Likewise, the observations were consistent with Millington (2021), who emphasized that songs provided contextualized input and helped lower learner anxiety when learn grammar.

2.3. Subordinate and Coordinating Conjunctions

After the implementation of song-based activities, the result of the posttest in the identification and use of subordinate and coordinate conjunctions marked a significant improvement, having an overall mean score of 7.79, corresponding to the “Proficient Level”. This outcome indicates that an improvement in learners’ ability to identify and appropriately use subordinate and coordinating conjunctions has been facilitated.

To target these skills specifically, activities such as “Conjunction Hunt and Fill-in-the-Blanks” were implemented using the songs “When I Was Your Man” and “Count on Me” by Bruno Mars. Learners were instructed to underline coordinating conjunctions (FANBOYS) in the lyrics, dance in response to conjunction cues, complete fill-in-the-blank exercises with missing conjunctions, and explain the usage of each conjunction in context. Another activity titled “Song Creation and Paragraph Writing” was also utilized, wherein learners collaborated to compose short songs using subordinating conjunctions and wrote a paragraph about friendship that incorporated both coordinating and subordinating conjunctions. Through these tasks, learners were guided to analyze, apply, and produce language using conjunctions in meaningful and emotionally resonant contexts.

These results imply that traditional grammar instruction may be strengthened if methods that stimulate both cognitive and affective domains are added. Improved performance in this area implies that learners were able to develop better sentence cohesion and logical connections when exposed to song-based activities.

The findings reflected the observations of Fonseca-Mora, Toscano-Fuentes, and Wermke (2021) that music-assisted activities support learners’ acquisition and retention of grammatical skills. Similarly, this is consistent with Medina’s (2022) conclusion that the use of song-based activities offers language exposure that aids in the natural acquisition of complex grammatical structures

2.4. Adverbs of Intensity and Frequency

The posttest result showed that the overall mean score of 15.09 corresponds to a “High” level of proficiency, indicates that most learners demonstrated a solid understanding and application of this gram-

matical concept.

Specific strategies were implemented by the researcher through song-based activities. For adverbs of frequency, the “Scavenger Hunt and Lyric Completion” activity was conducted using “Roar” by Katy Perry, where learners were asked to listen for adverbs, complete the lyrics with appropriate frequency adverbs, and write daily routine sentences integrating varied adverb forms. For adverbs of intensity, the “Spot the Adverb and Fill-in-the-Gaps” activity was used with the songs “Never Enough” and “Someone You Loved”. In this strategy, learners identified adverbs of intensity in the lyrics and completed sentence gaps based on the context of the songs. They composed a descriptive paragraph using multiple adverbs of intensity.

It was inferred that this approach worked because the grammatical structures were embedded within engaging and musically reinforced learning tasks. Through music, attention and memory were stimulated, allowing abstract language concepts to be more easily processed and retained. The multisensory nature of the activities—combining auditory, visual, and kinesthetic inputs—enabled diverse learning styles to be accommodated, thus maximizing engagement and retention.

The findings reflected those of Schön et al. (2008), that grammar instruction enhances learners’ linguistic development by engaging auditory processing and memory functions. This was further supported by Medina’s (2002) study, which showed that ESL learners improve grammar and vocabulary acquisition when instructional songs are used to provide meaningful context. These findings highlighted the effectiveness of music-based approaches in grammar instruction.

3. Difference Between the Level of Grammar Skills before and after the Implementation of Song-based Activities

The table below presents the difference the level of grammar skills before and after the implementation of song-based activities, using a paired t-test to determine the significance of the improvement in four grammar components.

Table 1
Difference Between the Level of Grammar Skills Before and After the Implementation of Song-based Activities

Variables		Mean	SD	Computed t-value	Critical t-value =0.05	Result
Subject-verb agreement	Pretest	5.09	2.65	3.22	2.080	Significant
	Posttest	7.86	3.05			
Kinds of adjectives	Pretest	6.00	2.55	3.18	2.080	Significant
	Posttest	8.68	3.02			
Subordinate and coordinating conjunctions	Pretest	2.77	2.25	5.60	2.080	Significant
	Posttest	7.59	3.35			
Adverbs of frequency and intensity	Pretest	11.77	2.75	3.79	2.080	Significant
	Posttest	15.09	3.05			

The comparison of the results from the pretest and post test showed that grammar skills across four components has significant improved using enhanced song-based activities. A notable gain is observed in identifying and using the subordinate and coordinate conjunctions having its computed t- value of 5.60, showing a significant gain.

The results are supported in the findings of Wang and Lee (2021), that learners retain grammatical structures more effectively when language was presented through rhythm and melody. This finding was further supported by Fonseca-Mora et al. (2021) and Medina (2022), who found that music enhances grammar learning, particularly beneficial for mastering abstract elements such as conjunctions.

The findings are consistent also with the study by Tassana and Phakiti (2021), which explored the impact of music-based learning on grammatical accuracy. Their research found that students exposed to song-based activities showed marked improvement in using grammar rules, especially subject-verb agreement, and benefited from increased motivation and long-term retention. The positive response of learners to such strategies demonstrates their potential to bridge the gap between cognitive engagement and affective involvement in grammar learning.

Therefore, the incorporation of song-based strategies has been proven to enhance learners' grammar proficiency significantly. This teaching strategy affirms that songs can be a powerful tool in making grammar instruction more effective, inclusive, and enjoyable.

4. Proposed Song-Based Activities

The Song-Based Activity Matrix and instructional materials aim to sustain and further enhance students' grammar proficiency through structured song-based instructional strategies. By leveraging the rhythmic, repetitive, and engaging nature of music, this plan seeks to reinforce grammar concepts in a meaningful and interactive way.

The SBA matrix serves as a guide for the teachers in implementing the song-based activities, which include the targeted competency, specific song-based activity, appropriate song to be used, and the process of implementation.

Together with the matrix are Supplementary Instructional Materials (SIMs), a worksheet for the learners that targets specific grammar skills. These materials contain three to four proposed song-based activities in each session.

Table 2
Song-Based Activity Matrix

Topic	Competency	Song-Based Activity	Title of Song Used	How It Is Implemented
Subject-Verb Agreement	Identify and apply correct subject-verb agreement	Lyric Check and Error Correction	"Just the Way You Are" by Bruno Mars	Learners listen to the song, underline the subjects, circle the verbs, and check for agreement. They rewrite grammatically incorrect lines to correct usage.
Subject-Verb Agreement	Identify and apply correct subject-verb agreement	Spot the Error and Mini Singing Bee	"Perfect" by Ed Sheeran	Learners identify S-V agreement in printed lyrics and correct errors. In a singing bee, they select the correct verb form when a lyric is paused.
Types of Adjectives	Identify kinds of adjectives: descriptive, demonstrative, and quantitative.	Warm-Up Listening and Classification	"Do You Wanna Learn About Adjectives?"	Learners watch a video song, extract adjectives, and classify them into types (D, Q, DM, C) based on their function in lyrics.
Types of Adjectives	Use different types of adjectives in writing	Adjective Substitution and Paragraph Writing	"A Million Dreams" from The Greatest Showman	Learners rewrite lyrics, replacing adjectives with synonyms or other types, then compose a dream-themed paragraph using at least four types of adjectives.
Coordinating & Subordinating Conjunctions	Identify and use coordinating and subordinating conjunctions	Conjunction Hunt and Fill-in-the-Blanks	"When I Was Your Man" & "Count on Me"	Learners underline FANBOYS in lyrics, dance to conjunction cues, fill-in-the-blank in song lines, and explain conjunction use in context.
Coordinating & Subordinating Conjunctions	Write sentences with both conjunction types	Song Creation and Paragraph Writing	"Count on Me" by Bruno Mars	Learners collaborate to create a simple song using subordinating conjunctions and compose a paragraph about friendship using both types of conjunctions.
Adverbs of Frequency	Identify and use adverbs of frequency	Scavenger Hunt and Lyric Completion	"Roar" by Katy Perry	Learners listen for adverbs of frequency, complete lyrics with appropriate adverbs, and compose daily routine sentences using varied adverbs of frequency.
Adverbs of Intensity	Identify and use adverbs of intensity	Spot the Adverb and Fill-in-the-Gaps	"Never Enough" and "Someone You Loved"	Learners identify adverbs of intensity in given lyrics, complete lyric-based sentences using the correct adverb, and write a descriptive paragraph incorporating multiple adverbs of intensity.

Conclusions

The results of the pretest highlighted the need for more engaging instructional strategies to improve the grammar skills of the respondents, indicating that traditional approaches were not sufficiently effective. Following the implementation of song-based activities, the posttest results demonstrated a significant improvement in the students' grammar skills, suggesting that these activities effectively enhanced both learning and retention. Moreover, the significant difference between the pretest and posttest scores, as confirmed by statistical analysis, further supports the positive impact of song-based instruction on grammar proficiency. Consequently, the findings affirmed the importance of implementing a Song-Based Activities (SBA) matrix that incorporates these strategies to sustain and further strengthen the grammar skills of learners.

Further research is recommended to explore the long-term effects of song-based grammar instruction on learners' performance across different grade levels and subject areas to assess its broader impact and sustainability.

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Use of Artificial Intelligence Statement

Artificial intelligence tools were solely used to assist with language editing and grammar improvement. No AI tools were involved in the conception, design, data collection, analysis, or interpretation of the study.

Data Availability Statement

Requests for access to the data supporting the findings of this research may be directed to the corresponding author.

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