

Effectiveness of Teacher-Made Musical Instruments in Improving the Performance of Grade 7 Students in Music

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Abstract—Music educators who are purposeful and strategic with integrating it to engage students and to teach different aspects of creating and producing music can elevate their teaching. Allowing students to play musical instruments create appreciation to Music which leads to an improved performance. Thus, utilizing teacher-made musical instruments is the main goal of this research to address the low performance in Music. Utilizing the quasi-experimental research design employing the pre-test and post-test performances of the Grade 7 students from the researcher-made paper and pencil test and performance tasks like to play the teacher-made musical instrument, this study found out that there is a significant difference in the pre-test and post-test performances of the Grade 7 students before and after the intervention. The participation of the students in learning the concepts in Music and the experience of playing the teacher-made musical instruments contribute in improving the performance of the Grade 7 students in Music. Thus, teacher-made musical instrument is effective in improving the performance of Grade 7 students in Music and helped them appreciate the aesthetic of Filipino music and comprehend cultural identity and diversity.

Keywords — *Effectiveness, Teacher-Made Musical Instruments, Improving, Performance, Grade 7 Students, Music*

I. Introduction

Music education is an important aspect of providing children with a well-rounded education. When allowed to work in harmony with other subjects and areas of study, music helps children grow in self-esteem, build essential skills, and prepare for brighter futures. Learning music helps to develop the left side of the brain (related to language and reasoning), assist with sound recognition, and teachers' rhythm and rhyme. Songs can also help children remember information and other events. One of the best reasons to learn to play music is to increase the cognitive ability. Playing music is a way to stimulate the brain in a way that helps with memory retention and helps to learn new things.

As disregarded subjects by many of the teachers in the field, the importance of teaching music is unseen. Teachers do not know the positive output that music could give to the students. Thus, in the present study, learning music has given emphasis since the result of the 1st quarterly assessment in MAPEH, music falls the lowest. Considering the learning losses of the students, music also needs to have intervention program to balance the learning of the students. Providing teacher-made musical instruments is one of the intervention programs that this study is engaged into to improve the performance of Grade 7 students in Music. It is believed that when competencies in music are mastered it will follow all learning areas. As you can see, studying music can have a significant impact on students and their ability to memorize, to increase creativity, to improve discipline, mental capacity, and their opportunity for collaboration. Music classes are available for students of all talent levels, too.

Music generally manifests in tune, melody, rhyme, and lyrics. The role of music can be divided into two aspects: participant-orientated and performance-orientated. The former refers to the joy that music brings to everyone as an active music experience. They are involved in performing acts such as singing a song, whistling a tune, or playing a musical instrument. The latter focuses on the product such as a performance on stage, a record or cassette of songs normally performed by well-known artists. The dichotomy of participant-orientated process and performance-orientated process is also seen in sport activities in which participants are either performers or viewers.

Music is an essential part of human existence. Life without art is possible but it would be boring. Humankind has the burning desire to create, whatever it may be and however tiny or grand. The interaction with sound is unavoidable, either to make it or take pleasure in it. People have always found music significant in their lives, whether for enjoyment in listening, the emotional response, performing, or creating. This is no different for classical music or contemporary concert music. Both music has immense worth for our society; however, the problem we all know in this field is that this music is little known and hence underappreciated. As a musician and artist, it is my responsibility that others can learn to enjoy the art for which I have utter passion.

Scientists have also discovered that learning to read music or play a musical instrument develops higher thinking skills. A child who is skilled at music excels at problem-solving, evaluation, and analysis. Music reading uses the same portion of the brain that's used in mathematical thinking. That's why so many adept musicians are also quite good at math.

For those who don't excel academically, however, music can serve to build self-esteem. For some children, music is their one chance to shine in the middle of a day that's filled with academic subjects that fry their brain. Singing the solo at the annual holiday concert may provide one child with the only kudos they receive all year long. That's why school music programs are so important.

Music has played an essential part in the educational process of a child. It develops the child wholistically making them a better person in the future. The role of music in learning can be described in terms of enhancement of social harmony, motivation force, and tools for learning. One of the most important factors for achieving teaching and learning effectiveness is social harmony among learners. In a classroom, children often sing together to celebrate birthdays, to play games together, to appreciate the feeling of togetherness. As motivation force. Music is used to soothe the mind, to relax the mind and body. Music enables learners to be free from pressure and stress. Lastly, as a tool for learning. Music is deliberately used to teach language, society, and culture. Songs encode cultural meanings, inspiration, and worldviews. In other words, songs tell thousands of human stories.

Evaluating music performance plays a vital role in knowing the needs of the students not just in identifying their improvements but on the tasks, they perform in line with the activities prescribed by the subject. Playing musical instruments is one of the criteria in giving grades to the students aside from the paper and pencil test. Thus, students should be eloquent and versatile in using and creating contextualized musical instruments to determine their progress to the subject. Hence, it is in this premise that the researcher decided to conduct this study to evaluate the effectiveness of teacher-made musical instruments in improving the performance of the Grade 7 students in Music. A proposed improvement plan was formulated based on the findings of the study. Moreover, it is in the rationale that the researcher who is currently a Grade 6 teacher in the above mentioned local, would like to delve worthy research undertaking that will benefit herself, the school she is currently teaching and that of her Graduate Program she is enrolled at.

This study evaluates the effectiveness of teacher-made musical instruments in improving the performance of the Grade 7 students in Music of Genaro B. Lureñana National High School of District 7, Ormoc City Division for School Year 2022-2023. The findings of the study were the basis for the proposed improvement plan.

Specifically, this study sought to answer the following questions:

1. What is the pre-test performance of the Grade 7 students in Music before the utilization of teacher-made musical instruments?
2. What is the post-test performance of Grade 7 students in Music after the utilization of teacher-made musical instruments?
3. Is there a significant difference in the pre-test and post-test performances of the Grade 7 students in Music before and after the utilization of teacher-made musical instruments?
4. What improvement plan can be proposed based on the findings of this study?

II. Methodology

Design. This study employed quasi-experimental research design utilizing the pre-test and post-test to evaluate the effectiveness of teacher-made musical instruments in improving the performance of the Grade 7 students in Music for School Year 2022-2023. Genaro B. Lureñana National High School of District 7, Ormoc City Division is the main locale of the study. The 42 Grade 7 students who are currently enrolled in the said locale are the main respondents of the study. A researcher-made test questions in Music. This focuses on the 2nd quarter of the Most Essential Learning Competencies (MELCs) for the grade and subject. This is a 20-item multiple choice and objective type of test questions. This is the application of learning for the quarter in Music. Aside from the paper and pencil test, students also performed the assigned task to them to complete their grades in Music. A rubric was provided by the researcher to measure their performance. Moreover, the researcher also prepared a teacher-made musical instruments for the pupils to manipulate and use it to present a song and show the proper utilization of the materials. A lesson plan was prepared highlighting the utilization of the teacher-made musical instruments as instructional materials to be utilized by the students during the teaching-learning process. These materials and tools were submitted to the District MAPEH Coordinator and School head for checking, validation, and quality assurance before it was utilized in the classroom. A matrix of activities was crafted to guide the teacher-researcher the flow of her study. This research focused on evaluating the effectiveness of teacher-made musical instruments in improving the performance of the Grade 7 students in Music through the pre-test and post-test and its significant difference. A Proposed Improvement Plan based on the findings of the study is the output.

Sampling. There are 42 Grade 7 students involved in this study. Universal sampling technique is used in choosing the respondents of the study. Hence, face-to-face classes has already been implemented during the data gathering process, the research instruments were administered face-to-face with consent from the parents and Local IATF and strictly following the prescribed Health Protocol during the limited face-to-face classes.

Research Procedure. The researcher prepared the research design and tools utilized in the study. Approval and recommendation from the Panel of Examiner of the Graduate Studies was sought. A letter request to conduct this study was forwarded to the Office of the Schools Division Superintendent. Upon approval, permission from the District Supervisor and School Head was secured before the actual gathering of data. Orientation of the participants and administration of the pre-test was done face-to-face after the approval of the permit from the parents of the respondents. The tools used in the study were teacher-made musical instruments, lesson plans, researcher-made test, rubrics to measure the performance of the students in playing the teacher-made musical instruments and matrix of activities. These tools underwent a series of validation by experts like the District Music Coordinator, Head of the music Department, and District Quality Assurance Team before it was given to the students. After the approval of the tools, these were reproduced as to the number of pupil-respondents. In the conduct of the pre-test, the researcher

requested his fellow teacher to do the administration of the pre-test for both written and performance tasks. After accomplishing the pre-test, intervention was given within four weeks. The implementation of the approved and checked lesson plans highlighting the utilization of the teacher-made musical instruments was done in the duration of the data gathering process. Students were taught how to play the teacher-made musical instruments. After the four-week intervention, the post-test was administered. Results of the tests were collected. Data were tallied and submitted for statistical treatment. Analysis and Interpretation of Data. Making of Proposed Improvement Plan followed.

Ethical Issues. The researcher properly secured the permission to conduct the study from the authorities through written communication. In the formulation of the intervention materials that was used in the study, the use of offensive, discriminatory or other unacceptable language was avoided. The respondents' names and other personal data were not included in this study to protect their privacy. Participation of the respondents was also voluntary. Orientation was conducted for the respondents with their parents. In the orientation, issues and concerns were addressed and consent to be included in the study were signed. The researcher-maintained objectivity in analyzing and discussing the results. All authors whose works were mentioned in this study were properly quoted and were acknowledged in the reference.

Treatment of Data. The Simple Percentage was employed to evaluate the pre-test and post-test performance of the Grade 7 students in Music before and after the utilization of the teacher-made musical instruments. **t-Test of Mean Difference** was used to determine the significant difference in the pre-test and post-test performances of the Grade 7 students in Music.

III. Results and Discussion

Table 1
Pre-Test Performance of Grade 7 Students in Music

Score Range	Description	PRETEST	
		Frequency	%
17-20	Excellent	0	0
13-16	Very Good	9	21
9-12	Good	23	55
5-8	Fair	10	24
0-4	Poor	0	0
Total		42	100
Weighted Mean		11.05	Very Good

Table 1 presents the pre-test performance of the Grade 7 students in Music. It was revealed on the table that among the 42 Grade 7 students, 9 or 21% got a score of 13-16 which is interpreted as very good. This means that these pupils had background knowledge in Music. Showing their score in the Music test given, these students were able to achieve almost one half of the total number of items. This implies that these students need enhancement activities to improve or sustain the very good performance that they achieve.

Further, the table shows that there are 23 Grade 7 students or 55% got a score of 9-12 which is interpreted as good. This means that these students need further learning to achieve the desired goals in Music. This implies that teachers have to prepare intervention activities that will motivate and encourage the students to learn Music and be able to play musical instruments as it is present in the Music curriculum for K to 12 learners.

Moreover, it was shown on the table that among the 42 Grade 7 students, 10 of them or 24% got a score of 5-8 which is interpreted as fair. This means that these students fail the test given. They need more attention from the teacher so they will be able to improve their performance in Music. This implies that teachers need to provide intervention activities that will give them a very good experience in handling or manipulating the musical instruments that are supposed to be played by them to pass their performance task.

Finally, it was revealed on the table that the pre-test performance of the Grade 7 students in Music before the utilization of teacher-made musical instruments has a weighted mean of 11.05 which is interpreted as good. This means that the Grade 7 students performs good in Music before the utilization of teacher-made musical instruments. This implies that these students need to actually play the musical instruments to be able to understand the lesson conveyed. Since, no available musical instruments in the school, the researcher had to create a contextualized or teacher-made musical instruments to help the students experienced playing such. While significant reforms in music education are included, music education in the K to 12 Curriculum itself is still

in the process of improving and adapting to these recent changes. Some factors that lead to a conducive learning environment like music teacher quality and development, infrastructure and availability of musical instruments and learning materials are possible concerns. It is stated in the music curriculum that the secondary level music curriculum is geared towards the appreciation of Philippine and world music and culture. The junior high school curriculum shows the importance it has given to learning and understand different tradition and culture of one's and foreign music. However, it may be challenging to relate the content standards of each lesson to the performance standards as it is too much for both the learner and teacher.

Table 2
Post-Test Performance of Grade 7 Students in Music

Score Range	Description	POST-TEST	
		Frequency	%
17-20	Excellent	28	67
13-16	Very Good	14	33
9-12	Good	0	0
5-8	Fair	0	0
0-4	Poor	0	0
Total		42	100
Weighted Mean		17.93	Excellent

Table 2 presents the post-test performance of Grade 7 students in Music after the utilization of teacher-made musical instruments in teaching Music. It was revealed on the table that among the 42 Grade 7 students, 28 or 67% got a score of 17-20 which is interpreted as excellent. This means that after the utilization of teacher-made musical instruments the performance of the Grade 7 students in Music has improved. This implies that the teacher-made musical instruments had contributed in attaining the excellent performance of the students in Music.

Moreover, the table also shows that there are 14 Grade 7 students of 33% got a score of 13-16 which is interpreted as very good. This means that these students had achieved the required number of correct answers or the passing score after the utilization of teacher-made musical instruments in teaching and learning Music. This implies that being exposed to the required musical instruments and able to play with them has contributed to the very good performance that the Grade 7 students had achieved.

Finally, the table revealed an average weighted mean of 17.93 which is interpreted as excellent after the utilization of teacher-made musical instruments. This means that the teacher-made musical instruments is effective in achieving the desired outcomes for the subject. This implies that students' knowledge of the richness of the Philippine music in cultural context enhances helping them to appreciate the aesthetic of Filipino music and comprehend the Filipino cultural identity and diversity through regional and ethnic music discussion.

Table 3
Test of Difference Between the Scores in the Pre-Test and Post-Test Performance of Grade 7 Students in Music

Aspects	Test Scores		Computed T	Critical T	Decision	Interpretation
	Pre	Post				
Grade 7 students	11.05	17.93	2.211	0.892	Reject Ho	Significant

Table 3 presents the test of difference between the scores in the pre-test and post-test performances of the Grade 7 students before and after the utilization of teacher-made musical instruments in Music. It was revealed on the table that the pre-test and post-test performances have a computed value of t of 2.211 which is greater than the critical value of t of 0.892, so null hypothesis is rejected. This means that there is a significant difference in the pre-test and post-test performances of the Grade 7 students before and after the utilization of teacher-made musical instruments in teaching and learning Music. This implies that the intervention provided by the teacher to the students which made the students experience playing the teacher-made musical instruments had contributed to achieving an improved performance in Music. Playing the teacher-made musical instruments do not only teaches the students to learn the basic knowledge in Music especially in appreciating Philippine music but also their interest of loving to learn Music. Dyer (2011) suggests that learning happens most effectively when students have high interest levels and strong emotional connections to the material. Dyer (2011) quotes Jensen (2000) who says that “music carries with it more than just feelings: The melody can act as a vehicle for words, as well. Students remember and retrieve information more effectively when they can link that information to music” (p. 5). Music has one other benefit, she adds; it increases phonemic awareness through pitch discrimination and the differentiation of sounds in speech. Kinney (2012) adds, “Lyric writing can be linked to instruction on prosody, intonation and phrasing” (p. 402). Dyer (2011) echoes the earlier suggestion of adapting different words to popular children’s songs or even having children write their own lyrics to some of these songs. A second strategy Dyer (2011) suggests is to take children’s literature—picture books, for example—and add music (instrumentation or simple percussion sounds) to it to make it come alive.

IV. Conclusion

The study revealed a significant difference in the pre-test and post-test performances of the Grade 7 students before and after the utilization of teacher-made musical instruments in teaching and learning Music. The participation of the students in learning the concepts in Music and the experience of playing the teacher-made musical instruments contribute in improving the performance of the Grade 7 students in Music. Thus, teacher-made musical instrument is effective in improving the performance of Grade 7 students in Music and helped them appreciate the aesthetic of Filipino music and comprehend cultural identity and diversity.

V. Recommendations

1. The proposed improvement plan formulated should be utilized by the teachers to further test whether the intervention is effective to improve the performance of the Grade 7 students in Music.
2. To find the usability of the teacher-made musical instruments as well as to maintain or increase the performance of the students, teachers should utilize the said materials and do the task provided in teaching Music.
3. Teachers should implement and produce different kinds of musical instruments which can be found in the community.
4. Teachers should emphasize the importance of Music in the wholesome development of the students and how it should be applied in their day-to-day activities to achieve improvement not only in Music but in all other learning areas.
5. Teachers must attend training or LAC sessions on the construction and development of musical instruments used in the different learning competencies in Music and how it could be properly used in teaching.
6. Teachers should gather different musical instruments that are found in the community and be able to teach the students how to play such.
7. School Heads should regularly monitor the teaching-learning process of teachers in Music teaching.
8. School Heads should see to it that Music is taught properly and regularly.
9. School Heads should provide technical assistance to teachers in terms of teaching Music.
10. School Heads should encourage the teachers to create group of singers, dancers and rondalla to motivate the students in the school and to have groups of students who can present in the program.
11. School Heads should encourage the parents to let their children join any of the groups in the school to avoid other vices which are not in consistent with the law.
12. School Heads should seek help from the community for assistance in providing the available musical instruments found in the community and encourage them to donate such to the school.
13. School Heads should encourage and provide technical assistance for the crafting of innovations and research based on the intervention provided to improve the performance of the students; and

14. Future researchers should replicate this study to include different locales and include different variables aside from the mentioned in this study.

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AUTHOR'S PROFILE



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The author is Geraldine J. Gasal. She was born on August 04, 1995, at Brgy. San Jose, Ormoc City, Leyte. She was married for 1 year to Raymond L. Gasal and has two children. She's presently residing at Mahaba 1, Brgy. San Jose, Ormoc City, Leyte. She finished her elementary education at San Jose Elementary School, Brgy. San Jose, Ormoc City, Leyte in the year 2006-2007 and continue her quest for education and able to finish her secondary education at New Genaro B. Lureñana National High School, Ormoc City, Leyte in the year 2010-2011. She enrolled and finished her Bachelor in Secondary Education Major in MAPEH at Visayas State University-Main Campus in the year 2014-2015. She took up Master of Arts in Education major in Supervision and Administration finished her course with complete academic requirements at Western Leyte College of Ormoc City, Inc. and currently she is enrolled for Thesis 2 in the said school.

In the year 2018 she was hired in the DepEd and is currently teaching Grade 7 Genaro B. Lureñana National School. She also attended series of webinars/seminars and trainings to increase his professional growth as a teacher.