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Musictionary: A Glossary for Teaching Western Music

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Abstract: Music as a subject area serves as a student's creative avenue of expressing ideas and emotions by setting and considering its different elements. It is an instrument of unity that symbolizes the supremacy of living culture and ties people around shared beliefs and aspirations. In line with the teaching of the subject, different problems that hinder effective learning for it, such as incorrect pronunciation and usage of words and terminologies, may affect students' performance, most especially in the teaching of western music. This research is focused on the utilization of a teacher-made compilation of technical terms that will supplement the teaching of the subject.

Keywords: *Musictionary, Music, Western Music, Supplementary Material, Instructional Material*

Introduction

Music is one of the components of MAPEH subject being taught in both private and public elementary and secondary schools in the Philippines. This also serves as people's creative avenue of expressing ideas and emotions by setting and considering the different elements of it. It is an instrument of unity, symbolizing the supremacy of living culture and to tie people around shared beliefs and aspirations.

Section 1 of Republic Act No. 4723 or Music Law gives importance to the teaching of the subject in the curricula of elementary and secondary schools. To comply with it, the Department of Education includes its teaching from the elementary to junior high school as the K-10 Music Curriculum embodies the best practices advocated by the spiral, multi-cultural, and integrative approaches in music education, as well as current philosophical thought about contemporary general education (K to 12 Music Curriculum Guide, 2016).

Consequently, as experienced by the researchers and the students, there are a lot of foreign words included in the discussion that are difficult to pronounce and understand which is very critical in the actual learning. These difficulties can be reflected in the test results for the school year 2018-2019 that focus on narrating the life and works of classical composers, explaining the performance practice during the Classical Period, and describing musical elements of given classical period pieces. Incorrect pronunciation,

usage of words, and terminologies are factors that may affect these low performances of students.

Pronunciation is one area of teaching which is often neglected. This is evident in the way that pronunciation is treated in most coursebooks. There are a few teachers who say they try and do some pronunciation in most lessons; the majority either do very little or none at all. Quite clearly, it is both incredibly complex and an important area for teaching and learning. Moreover, it is not just about producing the right sounds or stressing the right syllables, it is also about helping students understand what they hear. (Tennant, 2015).

On the other hand, identifying the part of speech may help the students to use the words properly. To be able to narrate, explain, and describe western music, teachers and students should give importance to the pronunciation of terminologies or words used in teaching this lesson. Furthermore, it would be easier for students to remember words or terms and determine its use if it is well-pronounced.

This situation inspires the researchers to develop a booklet that contains words or terminologies and its proper pronunciation, part of speech, and usage in a sentence that can be encountered in teaching Western Music. This booklet can be used by MAPEH Teachers in the district of Pililla as supplementary material in teaching selected topics in Music 9 and aid to properly pronounce the terminologies to be used in teaching. This will also help the students to properly pronounce and use the words and terminologies in western music and to better understand the use of it.

This will help promote learner's artistic expression and cultural literacy, celebrate one's national heritage, and be proud of own cultural identity

Theoretical Framework

This study was anchored on Second Language Acquisition Theory by Stephen D. Krashen (1981) which focused on the importance of bilingual education which is applicable to learning not just English as a second language but acquiring any foreign language.

This also highlights the varieties of bilingual education from the manner, amount, type, and purpose of language use in teaching. Furthermore, it also implies that students learn a second language through formal instruction, in which they participate in formal study to gain knowledge of the target language.

Moreover, the utilization of a teacher-made booklet that contains words and its proper pronunciation, part of speech, and usage in a sentence that can be encountered in teaching Western Music is affixed in the theory as understanding the nature and context of the terminologies that will be encountered in the lesson will provide positive influence in the comprehension of the topics discussed.

Methodology

This study aimed to assess the effectiveness of the developed supplementary material in teaching Western Music. Moreover, it was sought to answer the following questions:

1. How is the 'Musictionary' for teaching western music be developed?
2. What is the level of performance of Grade 9 learners in the experimental and control groups as revealed by the pretest and posttest scores with respect to the different lessons in Western Music?
3. Is there a significant difference on the level of performance of Grade 9 learners in the experimental and control groups as revealed by the pretest and posttest scores with respect to the different lessons in Western Music?
4. Is there a significant difference on the level of performance of Grade 9 learners in the experimental and control groups as revealed by the posttest scores with respect to the different lessons in Western Music?

The study was conducted at Bugarin National High School from June 2019 to March 2020 participated by the 66 grade 9 students categorized as the control and the experimental groups distributed as follows:

Table 1
Distribution of Respondents

Level	Number of Students
Grade 9 Aquamarine (Control Group)	31
Grade 9 Jade (Experimental Group)	35
Total	**66**

The study made use of the experimental method of research to test the effectiveness of the developed module. It was employed by categorizing the learners into control and experimental groups where the same methodology, strategies, and learning opportunities were given among the different groups except the developed 'Musictionary' was provided to the experimental group as a supplement in the teaching process.

A researchers-made multiple-choice test was developed to test the performance of the control and experimental groups before and after the discussions of the lesson every quarter. To test the reliability of the material, it undergone pilot testing among the selected grade 10 students of Bugarin National High School.

Upon analyzing the difficulty and discrepancy of the test items during the try-out, 52 items were retained, 17 needs revision, and 11 items were rejected from the original 80-item test. From this, a pretest and post-test were developed and administered to both groups to determine the significant difference in the level of performance before and after exposure to the developed material to the two groups of grade 9 learners divided heterogeneously.

The researchers-made tests (pretest and posttest) were utilized to determine the level of performance of the students in Western Music with respect to the different lessons. To determine the scope of the test to be constructed, the researchers created a table of specifications (TOS) based on the learning competencies stated in the curriculum guide for K to 12 Basic Education Curriculum in Music for Grade 9.

The test was administered to the two groups of students after the exposure of the experimental group in the developed material in a quarterly manner before and after the unit ends with range and verbal interpretation as follows:

10 items	30 items	Verbal Interpretation
8.00 –10.00	24.00-30.00	Outstanding (O)
6.00 –7.99	18.00-23.99	Very Satisfactory (VS)
4.00-5.99	12.00–17.99	Satisfactory (S)
2.00-3.59	6.00-11.99	Fairly Satisfactory (FS)
0-1.99	9-5.99	Poor (P)

Moreover, the following were employed for the analysis and interpretation of data:

To determine the level of performance of Grade 9 learners in the experimental and control groups as revealed by the pretest and posttest scores with respect to the different lessons in Western Music, mean was employed.

To determine the significant difference in the level of performance of Grade 9 learners in the experimental and control groups as revealed by the pretest and posttest scores, dependent T-test was employed.

To determine the significant difference in the level of performance of Grade 9 learners in the experimental and control groups as revealed by the posttest scores, an independent T-test was employed.

Body/Findings

The following are the analysis, tabulation, and interpretation of data based on the stated research questions. The data and statistical findings are presented and given implications to concretize the concepts.

Development of the 'Musictionary' for Teaching Western Music

The development of the material followed a series of the product-oriented learning model with certain phases such as needs analysis phase, design phase, and development and implementation phase followed by a thorough evaluation and revision process as suggested by Hannafin-Peck Model (1988) as discussed by Bradbury, Tahini, and Dadykin (2018) on their study titled "Fundamentals of New Effective System to Accelerate Language Acquisition Using Visual Approach" as shown in figure 1 on the right.
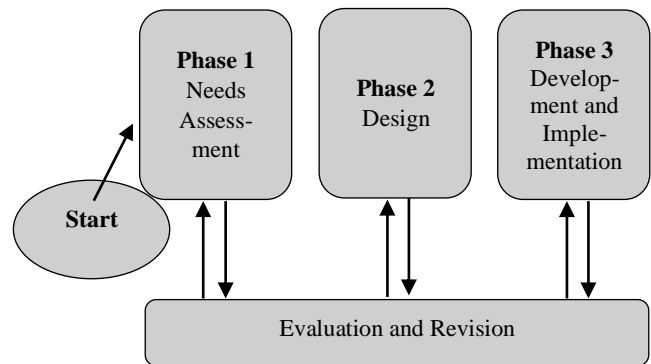

Figure 1
Hannafin-Peck Model in the Development of Musictionary

A needs assessment is the first phase in the development of the material. The researcher analyzed the result of the test result in the last school year, 2018-2019 for the subject and the difficulties encountered by the students following the updated curriculum guide for Music 9. In this stage, the idea of drafting a glossary for teaching western music was conceptualized.

In the design phase, the researcher carefully defined the type of materials to be used, including the overall design, learning theories, and content to be included. This is the process of walking through the lessons in the subject area and developing a storyboard or layout by bringing together all the pieces to decide how to fill the performance gaps and fulfill the learners' needs. Teachers of the English subject were also consulted to gain feedback and accuracy of the content of the glossary.

In the last phase of development and implementation, the researcher put the puzzle pieces together to come up with a structure by forming the 'Musictionary' which includes the alphabetically arranged list of words encountered in teaching Western Music, its proper pronunciation based on the International Phonetic Alphabet (IPA), the part of speech, and its usage in a sentence

Thorough evaluation and revisions were made in each phase to ensure the quality and accuracy of the materials developed. In the needs assessment phase, evaluation and revision happen by consulting the curriculum guide as the backbone of any course goal with documentary analysis on the test result for the last school year. For the design phase, experts were consulted in the technical aspect of the development of the glossary well as the accuracy of the content and for the development and implementation phase, existing materials were used as a basis of comparison were used to evaluate the physical and technical aspects of the material.

The Level of Performance of Grade 9 Learners in the Experimental and Control Groups as Revealed by the Pretest and Posttest Scores with Respect to the Different Lessons in Western Music

Table 2 presents the performance of the grade 9 learners in the experimental and control groups as revealed by the pretest and posttest scores with respect to the different lessons in Western Music.

Table 2
Obtained Mean on the Level of Performance of Grade 9 Learners in the Experimental and Control Groups as Revealed by the Pretest and Posttest Scores with Respect to the Different Lessons in Western Music

Units	Experimental Group					
	Pretest			Posttest		
	$\bar{x}$	Sd	VI	$\bar{x}$	Sd	VI
Music of Medieval, Renaissance and Baroque Period	2.48	1.25	FS	7.03	1.21	VS
Music of Classical Period	2.54	1.4	FS	6.94	1.33	VS
Music of Romantic Period	2.11	0.85	FS	8.11	1.14	O
Grand Total	**7.14**	**2.27**	**FS**	**22.08**	**2.00**	**VS**
Units	Control Group					
	Pretest			Postest		
	$\bar{x}$	Sd	VI	$\bar{x}$	Sd	VI
Music of Medieval, Renaissance and Baroque Period	2.58	0.98	FS	4.35	0.97	S
Music of Classical Period	2.26	1.39	FS	4.29	1.35	S
Music of Romantic Period	2.06	0.95	FS	4.58	1.04	S
Grand Total	**6.90**	**2.23**	**FS**	**13.23**	**2.06**	**S**

The table reveals that with respect to the different lessons in Western Music, the students in the experimental group performed fairly satisfactory in the pretest with an obtained mean of 2.48, 2.54 and 2.11

with a total of 7.13. Upon exposure to the material, the students in the experimental group shown improvement in all lessons with an obtained mean of 7.03 for the first unit and 6.94 for the Music of Classical Period, both verbally interpreted as very satisfactory while it is noticeable that the group performed outstanding in the discussion in the music of romantic period after exposure to the material with an obtained mean of 8.11.

On the other hand, the students on the control group performed also performed fairly satisfactory in all the lessons in Western Music as revealed by the pretest with a weighted of 2.58, 2.26 and 2.06 respectively. Then, after discussion of the different lessons from first to third quarter, the students in the control group also improved to satisfactory with a weighted mean of 4.35, 4.29 and 4.58 respectively with a grand mean of 13.22 verbally interpreted as satisfactory.

It implies that both the students in the experimental and control groups shows improvement in their performance as revealed by the pretest and posttest scores. However, it is noticeable that the learners from the experimental group performed better as compared to the control group and shows higher academic development with as revealed by the obtained means in all lessons.

The result of the study is parallel to the research conducted by Ferreira (2011) which suggests that to help learners understand the meaning of words, it would be helpful to compile a glossary of concepts in English and when a particular concept is discussed to refer to the glossary and explain the English definitions in simple English and if this fails, to do so in the mother tongue where necessary.

Significant Difference on the Level of Performance of Grade 9 Learners in the Experimental and Control Groups as Revealed by the Pretest and Posttest Scores with Respect to the Different Lessons in Western Music

Table 3 presents the significant difference on the level of performance of the grade 9 learners in the experimental groups as revealed by the pretest and posttest scores with respect to the different topics.

The result reveals that there is a significant difference on the level of performance of the experimental group upon exposure to the developed 'Musictionary' as a supplementary material for all lessons in teaching Western Music as uncovered by the posttest scores obtaining a p-value of .00 which is less than 0.05 level of significance which implies that the

use of the developed material contributes to the improvement of the performance of the experimental group.

Table 3
Significant Difference on the Level of Performance of Grade 9 Learners in the Experimental Group as Revealed by the Pretest and Posttest Scores with respect to the Different Lessons in Western Music

Lessons		Mean	Sd	MnDf	T	df	Sig.	Ho	VI
Music of Medieval, Renaissance and Baroque Period	Pretest	2.48	1.25	4.55	15.17	34	0.00	R	S
	Posttest	7.03	1.21						
Music of Classical Period	Pretest	2.54	1.40	4.40	16.14	34	0.00	R	S
	Posttest	6.94	1.33						
Music of Romantic Period	Pretest	2.11	0.85	6.00	25.10	34	0.00	R	S
	Posttest	8.11	1.14						
Grand Total	**Pretest**	**7.14**	**2.27**	**14.94**	**30.81**	**34**	**0.00**	**R**	**S**
	Posttest	**22.08**	**2.00**						

The data supports the research conducted by Šmite, Wohlin, Galviņa, & Prikladnicki (2012) which reveals that the need for accurate terminology and definitions for different global sourcing situations emerges as a way for the community to build upon each other's work and hence making progress more quickly.

Table 4 presents the significant difference on the level of performance of the grade 9 learners in the experimental groups as revealed by the pretest and posttest scores with respect to the different topics.

Table 4
Significant Difference on the Level of Performance of Grade 9 Learners in the Control Group as Revealed by the Pretest and Posttest Scores with respect to the Different Lessons in Western Music

Lessons		Mean	Sd	MnDf	T	df	Sig.	Ho	VI
Music of Medieval, Renaissance and Baroque Period	Pretest	2.58	.98	1.77	7.27	30	0.00	R	S
	Posttest	4.35	.97						
Music of Classical Period	Pretest	2.26	1.39	2.03	7.16	30	0.00	R	S
	Posttest	4.29	1.35						
Music of Romantic Period	Pretest	2.06	.95	2.52	7.11	30	0.00	R	S
	Posttest	4.58	1.04						
Grand Total	**Pretest**	**6.90**	**2.23**	**6.90**	**13.81**	**30**	**0.00**	**R**	**S**
	Posttest	**13.22**	**2.06**						

Statistically, it was found out that there is a significant difference on the level of performance of the control group as revealed by the pretest and posttest scores with respect to the different topics obtaining a p-value of .000 which is less than 0.05 level of significance, hence it led to the rejection of the null hypothesis, resulting in significant difference on the

performance of between the pretest and posttest which implies that there is also an improvement on the performance of the students in the control group utilizing the suggested methodology and strategies in the K to 12 learners materials even though there are some difficulties focusing on the terminologies used in teaching western music.

This is in connection to the study conducted by Dizon, Calbi, and Miranda (2019) which reveals that K to 12 programs gave graduates the ability to become competitive on their own chosen field of specialization who possessed with the necessary skills and competencies.

Significant Difference on the Level of Performance of Grade 9 Learners in the Experimental and Control Groups as Revealed by the Posttest Scores with Respect to the Different Lessons in Western Music

Table 5 presents significant difference on the level of performance of grade 9 learners in the experimental and control groups as revealed by the posttest scores with respect to the different lessons in Western Music.

Table 5
Significant Difference on the Level of Performance of Grade 9 Learners in the Experimental and Control Groups as Revealed by the Posttest Scores with Respect to the Different Lessons in Western Music

Lessons		Mean	Sd	MnDf	df	T	Sig.	Ho	VI
Music of Medieval, Renaissance and Baroque Period	Experimental	7.03	1.21	2.69	63	9.82	0.00	R	S
	Control	4.35	.97						
Music of Classical Period	Experimental	6.94	1.33	2.65	63	7.90	0.00	R	S
	Control	4.35	1.35						
Music of Romantic Period	Experimental	8.11	1.14	3.53	63	12.96	0.00	R	S
	Control	4.58	1.04						
Grand Total	**Experimental**	**22.08**	**2.00**	**8.86**	**63**	**17.38**	**0.00**	**R**	**S**
	Control	**13.22**	**2.06**						

The data revealed that statistically, there is a significant difference on the performance of the control and experimental group as uncovered by the posttest scores with respect to the different topics in Western Music obtaining a p-value of .000 which is less than 0.05 level of significance, hence it led to the rejection of the null hypothesis, resulting significant difference on the level of performance of the two groups.

This means that the use of the 'Musictionary' as a supplementary material in teaching western music leads to much greater academic achievement among the students as compared to the usual method of teaching which can be noticed from the obtained total mean of 22.08 in the experimental group as compared to the obtained total mean of 13.22 for the control

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group with a mean difference of 8.86. It implies that providing students more opportunity to understand deeper the use of technical terms in the subject area makes learning more meaningful and effective.

The result of the study is parallel to the study by Ma (2019) which reveals that dictionary apps have become essential tools for students to learn a language as well as facilitate their academic studies; bilingual dictionaries with multiple functions and rich resources are meaning decoders that help students engage in learning both in their subject courses and English learning.

Conclusions

The output of the action research will be of great help in the different level of the educational system.

In light of the findings of the study, the paper concluded that:

1. The Hannafin-Peck Model well-matched in the development of the 'Musictionary',
2. The strategies and methodologies suggested by the K to 12 Curriculum Guide and Learner's Materials in Music 9 is effective in the acquisition of competencies for the lessons included,
3. Students generally performed much better upon exposure to the developed glossary for teaching western music, and
4. The developed glossary for teaching western music helps in improving much better the achievement of skills and competencies of the students.

Recommendations

Furthermore, the paper recommends the following:

1. Teachers across subject areas should develop supplementary materials for clarifying technical terms used in the discussion,
2. The unlocking of difficulties for clarifying unfamiliar words as part of the introductory phase of the lesson is necessary.
3. Teachers handling Music 9 may utilized the developed material, the 'Musictionary', as the material found to be effective,
4. The contents of the glossary must be updated as needs arises,

5. The researchers should conduct a research on the acceptability of the developed supplementary material utilizing different criteria among subject matter and language experts to establish its validity,
6. Consult with Information and Communications Technology (ICT) experts for the inclusion of the audio for the pronunciation of words in the developed e-copy of the 'Musitionary'.
7. Future research may focus on the other aspects assessing the performance of students and other groups of respondents, and
8. Disseminate results and benchmark the utilization of the developed material.

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