

Instructional Music Videos: Their Effect on Reading Comprehension Skills among Struggling Readers

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ABSTRACT

Reading comprehension plays a vital role in a student's success, and improving this skill is a key goal for teachers. This study investigates the effectiveness of using instructional music videos to help struggling readers at President Quirino National High School enhance their reading comprehension. The aim was to determine whether music videos could help students better understand and retain what they read. Before the intervention, the reading was valued of both Group A and Group B were fair. Group A had an average score of 15.76, while Group B scored slightly higher with 15.84 out of 30. After the instructional music videos were introduced, both groups took several tests to track their progress. Using ANOVA to analyse the data, the study found significant differences in the test scores of both groups. Group B, which was exposed to the music video intervention, showed a notable improvement, scoring higher than Group A. These findings suggest that instructional music videos can be an effective tool for improving reading comprehension skills. By using music videos, struggling readers were able to better engage with the material and increase their understanding. This study highlights the potential of incorporating multimedia tools in education to support students' learning and help them succeed in reading comprehension.

KEYWORDS

instructional music videos; reading comprehension skills; struggling readers; effect

INTRODUCTION

Reading is for life! It is one of the basic skills essential for every individual, necessary for lifelong learning and vital for one's success. Acquiring an effective reading skills will be the foundation of knowledge and learning will be able to develop individual's academic (Akyol & Zehra, 2018). According to Buffum, Mattos, and Weber (2012), "a child must acquire reading as it is the single most important skill to attain to. With the absence of skill in reading, success in school - and in life- is nearly impossible."

Student reading comprehension with its learning, improvement, achievement and success is a long-standing goal of every educator. "Every teacher who enters the profession of teaching has the challenge and the responsibility to teach the children to read" (Fountas & Pinnell, 2017). That is why instructional methods for students' needs are constant quest for teachers.

The use of technology in teaching and learning gives a great impact and contribution in touching and enhancing student's life for tomorrow (Golos & Moses, 2013). Research shows that the utilization of instructional music videos serves as a promising instructional tool to meet the needs of students (Agao-Agao, A. M. A., 2023). Nevertheless, the ultimate range to which this technology is utilized across grade levels in public schools is still anonymous.

Today, as teachers are engaging 21st century learners, various forms of technology are used to engage students and raise their academic achievement. Growing amount of evidences in different studies has shown profits gained in applying considerable technology in K-12 institution (Golos & Moses, 2013).

In line with DepEd Order No. 33, Series of 2016, which establishes the Every Child A Reader Program (ECARP), a national initiative aimed at ensuring that every Filipino child becomes a reader at their own level, as well as DepEd Regional Memorandum No. 106, Series of 2016, which introduces Project Care for Non-Readers (CNR), President Quirino National High School has implemented a pull-out program called “Read for Life” to support struggling readers. This study targets to investigate the effect of instructional music videos among struggling learners enrolled in the Read for Life Program of President Quirino National High School. The aforesaid videos were used to observe whether the identified students can help enhance their reading comprehension skills.

Aim of the Study

This study investigated the benefits of instructional music videos to the Grade VII identified struggling readers of President Quirino National High School enrolled school year 2023-2024. Particularly, this ponder looked for to reply to the taking after inquiries:

1. What was the perusing execution of Bunch A and Gather B some time recently the conduct of the ponder?
2. Was there a critical contrast within the starting test scores of their both?
3. Was there a noteworthy distinction within the arrangement of test scores of A?
4. Was there a noteworthy distinction within the arrangement of test scores of r B?
5. Was there a noteworthy distinction within the arrangement of test scores of their both?

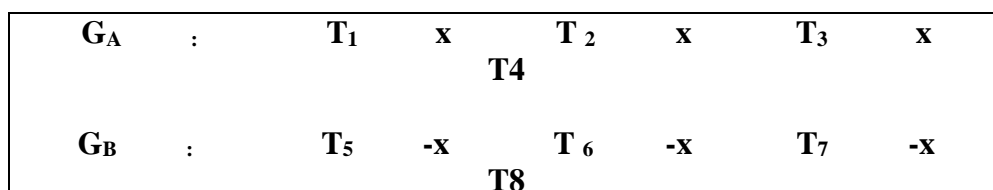
RESEARCH METHODS

This part presented the research design, research participants and its locale, data gathering procedure, research instrument and statistical treatment for data analysis.

Research Design

Quasi-experimental design specifically a comparison research design with multiple series of test was used in this study. The study utilized four tests, Test I, Test II, Test III, and Test IV, using an equivalent design approach. Two groups were involved: Group A and Group B. Group B was exposed to instructional music videos, while Group A did not receive this intervention.

The diagram used for the research design of this study:



Where:

- G_A** – Group A
- G_B** – Group B
- T₁** – First Test of Group A
- T₅** – First Test of Group B

- T₂ – Second Test of Group A
- T₆ – Second Test of Group B
- T₃ – Third Test of Group A
- T₇ – Third Test of Group B
- T₄ – Fourth Test of Group A
- T₈ – Fourth Test of Group B
- x - Refers to the non-usage of instructional music video in Group A
- x - Refers to the usage of instructional music video in Group B

Research Participants

The participants of this study were the Grade 7 struggling readers of President Quirino National High School enrolled school year 2023-2024. 50 participants were used in this study in which twenty-five (25) of them were enrolled in the Read for Life Program, a program in PQNHS that aimed to help the students to enhance and develop their skills in reading and the rest of the learners were the identified struggling readers of the said school coming from all Grade 7 sections.

Through purposive sampling procedure, the students were assigned to either group A or group B wherein the group B is exposed to the instructional music video.

The sample size of the identified Grade 7 Struggling Readers:

Sample Size	
Enrolled in Read for Life Program	25
Identified Struggling Readers from Grade 7	25
Total	50

Research Locale

This study was conducted in President Quirino National High School, located at Barangay Poblacion, President Quirino, Sultan Kudarat, 9804, Philippines. PQNHS is populace with Christian and Muslim students with different culture, beliefs and languages (PQNHS - School Form 1 School Year 2023-2024).

Data Gathering Procedure

The researcher arranged a meeting with the head of the English department and the reading coordinator of the program to plan the teaching process. The study involved nine (9) days of instruction, followed by an additional four (4) days for administering Test I, Test II, Test III, and Test IV.

Using simple random sampling, students were randomly assigned to either Group A or Group B. After providing an orientation, Test I was administered. The first lesson, focused on poetry elements, was taught over three (3) days and aimed at enhancing aptitudes in familiarity, lexicon, sentence development, cohesion, thinking, foundation information, working memory, and consideration. After completing this lesson, Test II was administered. The second lesson, which covered formulating WH-questions, also spanned three (3) days and aimed to strengthen skills in fluency, vocabulary, sentence construction, cohesion, and working memory. Test III followed after this lesson. The final lesson, focusing on verbs, was delivered over the last three (3) days. Group B was exposed to a simulation using instructional music videos designed to enhance fluency, vocabulary, sentence construction, cohesion, and working memory.

Research Instrument

In this study, an instructional music video was used to engage struggling readers and encourage them to enjoy learning and reading in a fun, collaborative environment. This researcher-created tool pointed to move forward the students' perusing comprehension aptitudes, centering on ranges such as translating (phonemic mindfulness), familiarity, lexicon, sentence development and cohesion, thinking, foundation information, and working memory and consideration. The music video reenactment was consolidated amid the addresses on three unmistakable themes: verse components, WH-questions, and verbs.

To evaluate the effectiveness of the instructional music video, Test I was administered before the simulation began. After Lesson I on poetry elements, the same type of test was given, but with a different set of questions, as Test II. Following the teaching of Lesson II on WH-questions, Test III was conducted. The final topic, verbs (Lesson III), was discussed, and Test IV was given to both groups at the end of the study. A Table of Specifications was created to outline the number of items to include in the tests. The tests consisted of thirty (30) items, with a 60-30-10 distribution of difficulty: 60% (18 items) were easy, 30% (9 items) were of average difficulty, and 10% (3 items) were difficult. The test series were adapted from DepEd's English 7 Learner's Material, specifically Module 4 of the fourth quarter's pre-test, and were further revised and improved by the researcher.

To organize the lessons throughout the study, lesson plans were created. These plans served as a guide, outlining how the lessons would progress to improve the students' reading comprehension skills, particularly in decoding, fluency, vocabulary, sentence construction and cohesion, reasoning, background knowledge, and working memory. The lesson plans were written in English, and the instructional methods varied for the two groups: Group A, which received the simulation without the instructional music video, and Group B, which used the instructional music video as part of the simulation.

Statistical Treatment

The taking after measurable instruments were utilized to reply the activity inquire about address. To survey the students' execution at the starting of the think about, recurrence, cruel, and rate were calculated. In arrange to decide whether there was a critical contrast within the introductory test scores between Gather A and Gather B, an autonomous tests t-test was connected. To examine whether there was a critical distinction within the arrangement of test scores inside Gather A, a one-way ANOVA with Post Hoc Examination for subordinate samples was conducted. Additionally, to assess whether there was a noteworthy contrast within the arrangement of test scores inside Bunch B, a one-way ANOVA with Post Hoc Examination for subordinate tests was moreover performed. Finally, to decide on the off chance that there was a noteworthy contrast within the test scores between Gather A and Gather B, a Factorial Examination with Rehashed Measures for autonomous tests was utilized.

RESULTS AND DISCUSSION

This study assessed the performance of struggling readers in Reading Comprehension Skills at the beginning of the research. A 30-item test, labeled Test I, was administered.

As indicated in Table 1, the majority of students (48%) scored between 13 and 18 on Test I, reflecting a "Fair" level of performance in reading. This was followed by 26% of students who scored between 7 and 12, indicating a "Poor" performance in reading. Approximately 22% of the struggling readers achieved scores ranging from 19 to 24, while only 4% scored between 25 and 30. No students scored between 0 and 6. Therefore, none of the identified

struggling readers demonstrated a "Very Poor" proficiency level in Reading Comprehension Skills.

Table 1. The Reading Performance of Group A and B before the Conduct of the Study

Performance in Reading (based on test scores)	Frequency	Percentage	Description
25 – 30	2	4%	Very Good
19 – 24	11	22%	Good
13 – 18	24	48%	Fair
7 – 12	13	26%	Poor
0 – 6	0	0%	Very Poor
Over – all Mean Score: 15.80 Fair			

The over-all mean gain score of the students is 15.80. This indicates that struggling readers performed Fairly in Reading Comprehension Skills. It implies that the skill of the identified struggling readers in reading comprehension is moderately good or just acceptable. One of the reasons why they got only a fair score is the lack of motivation.

According to Asher, S. R., & Wigfield, A. (1981), (Elliott-Faust, D. J., Pressley, M., & Dalecki, L. B., 1986), there are two variables that strongly affected by motivation: whether we expect to be successful at a task, and how much value we place on that success. Ability, effort and luck are the three reasons that people generally believe why they have success. Teachers must have the task to the struggling readers to continually reinforce the connection between effort and achievement. An environment can have an intense, positive effect on struggling readers where success is achievable and students set reachable goals (Marzano, Pickering, & Pollock, 2001).

Difference in the Initial Test Scores of Group A and Group B

This study also examined the difference in the initial test scores between Group A and Group B. The results are presented in Table 2.

Group A, consists of 25 identified struggling readers, achieved an initial test mean score of 15.76 out of a possible 30 in Reading Comprehension Skills. In comparison, Group B obtained a mean score of 15.84 in the same area. A t-test was conducted, yielding a t-value of 0.061 and a p-value of 0.952. Since the p-value is greater than 0.05, the difference in the initial test mean scores of the two groups is not statistically significant.

Table 2. The Difference in the Initial Test Scores of Group A and Group B

Group	Mean	t – value	P – value	Remarks
Group A	15.76	0.061	0.952	No Significant Difference
Group B	15.84			

This result suggests that, at the beginning of the study, the struggling readers in both Group A and Group B demonstrated similar levels of performance in Reading Comprehension. Therefore, there is no bias in the student grouping, and the experiment can proceed with the assumption that the two groups are comparable in terms of their initial Reading Comprehension skills. But if the groupings of the respondents were bias according to Smith, Dupriez, & Troubat (2014), the validity and reliability are assessed using statistical tests that estimate the size of error in samples and calculating the significance of findings.

Contrast within the Arrangement of Test Scores of Group A

Group A, comprises of 25 distinguished battling perusers, was instructed without the utilize of guidelines music recordings. To survey whether there was a noteworthy contrast within the students' execution in Perusing Comprehension Abilities without the utilize of music recordings, a Rehashed Measures ANOVA and Post Hoc Examination of the Cruel were conducted on the arrangement of test scores. The comes about are displayed in Tables 3

Table 3. The Difference in the Series of Test Scores of Group A
ANOVA

	Sum of Squares	df	Mean Square	F	Sig.	Remarks
Group A Between Groups	407.240	3	135.747	5.020	.003	With significant difference
Within Groups	2596.000	96	27.042			
Total	3003.240	99				

Table 4. The Post Hoc Analysis of the Means of Group A

Dependent (I) Variable	(J) test	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval		Remarks	
					Lower Bound	Upper Bound		
Group A	test 1	test 2	-2.600	1.471	.080	-5.52	.32	Not Significant
		test 3	-3.760*	1.471	.012	-6.68	-.84	Significant
		test 4	-5.560*	1.471	.000	-8.48	-2.64	Significant
	test 2	test 1	2.600	1.471	.080	-.32	5.52	Not Significant
test 3		-1.160	1.471	.432	-4.08	1.76	Not Significant	
test 4		-2.960*	1.471	.047	-5.88	-.04	Significant	
test 3	test 1	3.760*	1.471	.012	.84	6.68	Significant	
	test 2	1.160	1.471	.432	-1.76	4.08	Not Significant	
	test 4	-1.800	1.471	.224	-4.72	1.12	Not Significant	
test 4	test 1	5.560*	1.471	.000	2.64	8.48	Significant	
	test 2	2.960*	1.471	.047	.04	5.88	Significant	
	test 3	1.800	1.471	.224	-1.12	4.72	Not Significant	

After nine days of using the conventional teaching method, the mean scores for the series of tests—Test 1, Test 2, Test 3, and Test 4—showed an increase. An ANOVA test revealed an F-value of 5.020 and a p-value of 0.003. Since the p-value is less than 0.05, there is a significant difference between the scores of Test 1, Test 2, Test 3, and Test 4 for Group A. This indicates that Group A experienced a significant improvement in Reading Comprehension Skills when taught using the conventional teaching method. Even with this traditional approach, students showed measurable progress at a basic level. This finding supports the study by Mohamad & Zolkifli (2016), which suggests that conventional teaching methods enhance student concentration in class. The authors noted that traditional teaching methods allow instructors to explain content more effectively and help students better understand the material.

Thus, based on the results, when lessons on poetry elements, WH-questions, and verbs were delivered using the conventional teaching method, there was a significant difference in the series of test scores for Group A.

Upon comparing the four sets of means, Table 4 shows the following results: (i) no significant difference between Test 1 and Test 2, (ii) a significant difference between Test 1 and Test 3, (iii) a significant difference between Test 1 and Test 4, (iv) no significant

difference between Test 2 and Test 3, (v) a significant difference between Test 2 and Test 4, and (vi) no significant difference between Test 3 and Test 4.

This suggests that there was an increase in the mean test scores between certain pairs, particularly between Test 1 and Test 3, Test 1 and Test 4, and Test 2 and Test 4. Therefore, the results indicate an improvement in knowledge with the interactive lecture method, even without the use of instructional music videos. This is supported by Xiang (2010) that the use of interactive lecture or teaching method will further improve students' interests and boost their confidence.

Difference in the Series of Test Scores of Group B

Group B, consisting of 25 identified struggling readers, was taught with the intervention of instructional music videos. To assess whether there was a significant difference in the students' performance in Reading Comprehension Skills using instructional music videos, ANOVA and Post Hoc Analysis of the Mean were applied to the series of test scores. The results are presented in Table 5.

Table 5. The Difference in the Series of Test Scores of Group B
ANOVA

	Sum of Squares	df	Mean Square	F	Sig.	Remarks
Group B Between Groups	1999.390	3	666.463	35.920	.000	With Significant Difference
Within Groups	1781.200	96	18.554			
Total	3780.590	99				

Table 6. The Post Hoc Analysis of the Means of Group B

Dependent Variable	(I) test	(J) test	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval		Remarks
						Lower Bound	Upper Bound	
Group B	test 1	test 2	-4.040*	1.218	.001	-6.46	-1.62	Significant
		Test 3	-7.640*	1.218	.000	-10.06	-5.22	Significant
		test 4	12.120*	1.218	.000	-14.54	-9.70	Significant
	test 2	test 1	4.040*	1.218	.001	1.62	6.46	Significant
		Test 3	-3.600*	1.218	.004	-6.02	-1.18	Significant
		test 4	-8.080*	1.218	.000	-10.50	-5.66	Significant
	Test 3	test 1	7.640*	1.218	.000	5.22	10.06	Significant
		test 2	3.600	1.218	.004	1.18	6.02	Significant
		test 4	-4.480*	1.218	.000	-6.90	-2.06	Significant
	test4	test 1	12.120*	1.218	.000	9.70	14.54	Significant
		test 2	8.080*	1.218	.000	5.66	10.50	Significant
		Test 3	4.480*	1.218	.000	2.06	6.90	Significant

A comparison of the scores from Test 1, Test 2, Test 3, and Test 4 in Table 6 showed an F-value of 35.920 and a p-value of 0.000. Since the p-value is less than 0.05, the difference between the series of tests is statistically significant. Specifically, the mean scores of Test 1, Test 2, Test 3, and Test 4 showed an upward trend. This indicates that the performance of the identified struggling readers in Reading Comprehension Skills improved when they were taught with the aid of instructional music videos.

This finding aligns with Schwemmer & Ziewiecki (2018), who suggested that the use of music videos promotes message delivery and engagement. By repeatedly singing along until

students become familiar with the music, they may experience enjoyment or appreciation, which can increase their motivation to learn. Tankersley (2005) further emphasized that the key for teachers is not necessarily selecting highly exciting material, but choosing content that is meaningful and encourages self-motivation in students.

The Post Hoc Analysis presented in Table 6 revealed the following: (i) a significant difference between Test 1 and Test 2, (ii) a significant difference between Test 1 and Test 3, (iii) a significant difference between Test 1 and Test 4, (iv) a significant difference between Test 2 and Test 3, (v) a significant difference between Test 2 and Test 4, and (vi) a significant difference between Test 3 and Test 4 for Group B. These results suggest a consistent increase in test scores across all test pairs, highlighting the effectiveness of teaching with instructional music videos. According to the research of Hallam (2010), suggested that music including videos are beneficial in teaching both social and academic skills to young children.

Difference in the Test Scores of Group A and Group B

This study also aimed to determine which method—conventional teaching or teaching with the use of music videos—is more effective in enhancing students' performance in Reading. To analyze this, the study employed Factorial Analysis with repeated measures. The results, showing the improvement in the performance of students in both groups, are presented in Table 7.

Table 7. The Factorial Analysis of the Series of Test Scores of Group A and Group B

Summary	T1	T2	T3	T4	Total
Group A					
Count	25	25	25	25	100
Sum	394	459	488	533	1874
Average	15.76	18.36	19.52	21.32	18.74
Variance	23.77333	29.99	30.01	24.393333	30.33576
Group B					
Count	25	25	25	25	100
Sum	396	497	587	699	2179
Average	15.84	19.88	23.48	27.96	21.79
Variance	19.05667	17.94333	21.59333	15.623333	38.18778
Total					
Count	50	50	50	50	
Sum	790	956	1075	1232	
Average	15.8	19.12	21.5	24.64	
Variance	20.97959	24.06694	29.27551	30.847347	

Source of Variation	SS	df	MS	F	P-value	F crit	Remarks
Sample (GA & GB)	465.125	1	465.125	20.402084	0.000	3.890348	Significant
Columns	2095.655	3	698.5517	30.641031	0.000	2.65164	Significant
Interaction	310.675	3	103.6583	4.5468336	0.0042	2.65164	Significant
Within	4377.2	192	22.79792				
Total	7248.955	199					

ANOVA

The results of the Factorial Analysis revealed a significant difference in the test scores of Group A and Group B. This is evidenced by an F-value of 20.402 and a p-value of 0.000 ($p < 0.05$). Notably, Group B achieved significantly higher mean test scores compared to Group A.

Figure 1 provides a summary of the comparison between Group A and Group B's performance across the series of tests—Test 1, Test 2, Test 3, and Test 4. The results indicate a greater improvement in Group B than in Group A.

This suggests that the use of instructional music videos in Group B played a crucial role in enhancing their Reading Comprehension Skills. The intervention helped spark the interest of the struggling readers, boosting their confidence in learning and contributing to their improved reading comprehension abilities.

The higher mean test scores of Group B confirm that the struggling readers at President Quirino National High School performed better in Reading Comprehension Skills when taught with the support of instructional music videos. This finding aligns with Hallam (2010), who found that music videos can enhance students' on-task behavior.

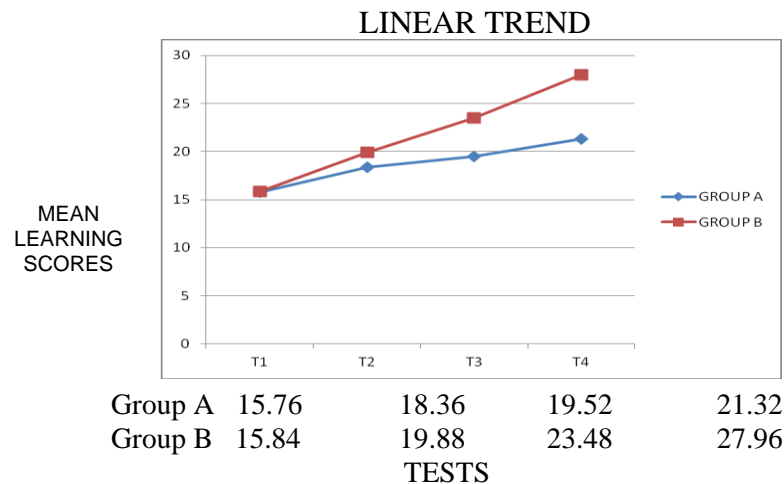


Figure 1. Graphical Representation of the Trending in the Series of Means Between the Two Groups

Qualitative Data Interpretation of Focus Group Discussion (FGD)

Focus Group Discussion was conducted on “The Effect of Instructional Music Video to the Reading Comprehension Skills of the Identified Struggling Readers of President Quirino National High School” and results are the following:

Based on the category performance, there were nine (9) with three (3) themes as follows: a) motivation with coded words: participation, encourage, interesting, enjoyable and fan; b) difficulties are coded words: noise and barrier; and c) influence with coded words pronunciation and effective.

On motivation, a respondent said: *“Yes. I believe that their participation in the singing is observed, 100% participation is observed”*. Another said: *“So far, as this one this time that our students are millennials, they are fans of music. This music video will help struggling readers because though they cannot read very well, they will be encourage to look for those words that they are uttering with that music, so that they will also know how to read those words”*. One respondent also observed: *“The teacher will play the video then they are going to listen.”*

In terms of difficulties, a respondent said that: *“the barrier there is, if they do not know the lyrics”*. Another one is *“the noise outside”*. Moreover, *“some students were not fond of music or singing”*.

In terms of influence, a respondent said: *“I believe that this reading or instructional music video is really effective because students are engaged in different activities or various activities presented by the facilitator. And I believe that there is impact to the comprehension skills of the students.”* Also, it will influence the performance of the identified struggling readers’ pronunciation.

In terms of benefit, a respondent added: *“Yes, talking about benefit, benefits (plural), students will what, will memorize, remember easily the topics because it is what? Written in the board showed by the LCD projector and as well as the teacher is singing, the students are what? Watching and also using their sense of hearing and then retention is 100%.”*

The series of tests showed confidence, retention, connection, challenge and vocabulary was important. A respondent said: *“It will also help improve their confidence because not all of the students particularly the starting readers are having their confident standing in front of their classmates reading. So, this instructional video, I think, will also help improve their confidence”*. Another stated: *“Since students are struggling readers, maybe we need to add some music because most of them are musically inclined and in order to have their retention clear or to have their memory good regarding the topic, maybe we should give them strategies which include music videos or what do you call that.. visual and audio.. audio visual strategies that can help them study their lesson”*.

Other respondents recommended that in order to have a good result on the series of tests, internet connection should be provided so that during the intervention, if there are activities that need access in the internet, it is just easy to connect. Others mentioned: *“The challenge there is... because the students love music but the teacher do not know how to sing”*, *“the students will be challenged”* and *“there will be challenge also in their part because they will not just keep on singing and singing, then, they are not going to study how to read those words.”* Those challenges will affect the results of the series of tests.

Lastly, the vocabulary of the identified struggling readers will affect tests results. A respondent said: *“So aside from listening skill, they will gain vocabulary. Because those words they will encounter in the lyrics, then we are going to assign them to look for the meaning. So that, though there is retention, they will study also what are those words mean”*.

Figure below shows the plot created by RQDA on Focus Group Discussion.

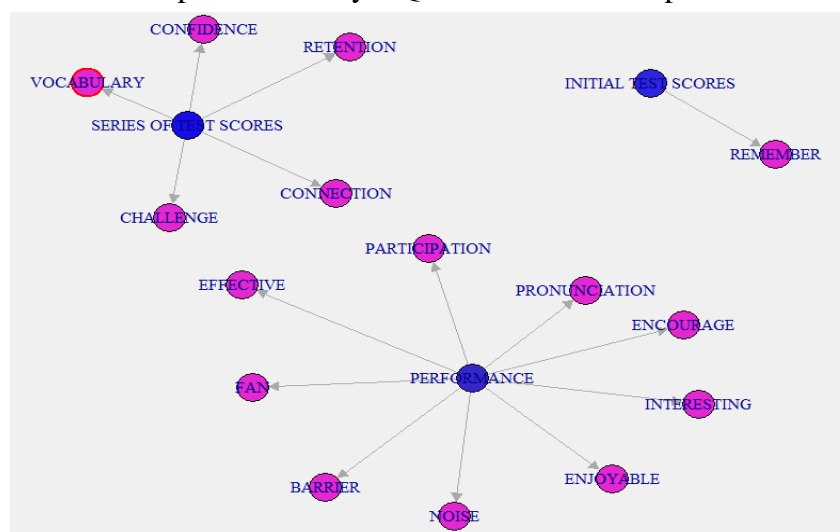


Figure 2. RQDA on Focus Group Discussion

CONCLUSION

Reading plays a vital role and is called the key to all learning. We learn how to read at first then after learning to read, we read to learn. When reading to learn, there should be comprehension. Comprehension takes place when the reader knows and understands what he/she is reading.

Based on the study, the following conclusions were:

1. The skill of the identified struggling readers in reading comprehension before the conduct of the study is moderately good or just acceptable.
2. At the start of the study, both Group A and Group B exhibited similar levels of performance in Reading Comprehension. This indicates that there was no bias in the way the students were assigned to the two groups
3. There is still a significant difference in the series of test results for Group A, which was taught using the conventional method.
4. There is a significant difference in the performance of Group B in Reading Comprehension Skills when they were taught using instructional music videos.
5. Group B achieved notably higher mean test scores than Group A. The use of instructional music videos in Group B contributed significantly more to the improvement in Reading Comprehension Skills compared to Group A.

Students who are fast learners have the possibility of skill to read with comprehension but how about those who are slow learners? That is why intervention like the study on the effect of the instructional music video to the reading comprehension skills of the identified struggling readers is absolutely necessary to help the struggling readers to level up and develop their reading comprehension skills. From this, the reading difficulty of President Quirino National High School will at least be minimized and students will be more active in participating to read and be interested to be involved in learning.

To be able to have skilled readers, it requires different approaches and strategies. In that, teachers play a vital role. Teachers need to integrate efficacious activities and strategies. With the appropriate skills and strategies, learners can become more proficient and competent readers. In order to boost learners' interests and eagerness to learn, teachers need to innovate, create and develop something like instructional music videos that will enrich their appetite in reading texts that they will feel to be interested with.

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