

ENHANCING ENGLISH GRAMMAR SKILLS OF TRIBAL  
STUDENTS THROUGH MUSIC AT THE SECONDARY LEVEL

A  
THESIS SUBMITTED  
To

The Maharaja Sayajirao University of Baroda

For the Award of the Degree of

Doctor of Philosophy

In  
Education

Guide

Researcher

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Centre Of Advanced Study in Education (Case)  
Faculty Of Education and Psychology.

The Maharaja Sayajirao University of Baroda

Vadodara- 390 002 [Gujarat]

October-2023

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37	UD	Undecided
38	UG	Under Graduate
39	US	United States of America

## **1.0 INTRODUCTION OF THE STUDY**

The usage of language as a means of communication is universal. Grammar is the foundation of learning any foreign language, and English is not an exception to it. The explicit knowledge of grammar makes using language tools worthwhile. Learning English is a difficult task, and in non-English-speaking nations, it is very difficult for a variety of reasons, one of which is its grammar. For non-native English speakers, English grammar is the most despised aspect of the English language. Traditional teaching methods have been employed in India to teach English grammar, which has proven to be ineffective. Non-English students find English grammar as the most dreaded form of the English language. In the case of tribal learners, who have low achievement in English, the difficulties are multiplied in English grammar teaching and learning. Therefore, various researchers and educationists use various tools and techniques to make teaching-learning of English language grammar effective and sustainable for learners. One such technique is the use of music and songs against classroom difficulties. As English has been deep-rooted in India since historical times, the importance of music and songs inclusion as a pedagogical tool in the teaching of English is emphasised..

People enjoy karaoke displays worldwide, connecting language and music. Teachers use information and communication technology, multimedia, digitalization, social media, and mobile apps to improve English language instruction. The internet, computers, and other electronic gadgets enable the evolution of teaching methods and techniques. The researchers have strongly claimed a significant link between humans, music, and means of expression and language. By citing "music as an outstanding tool" of language teaching and learning, T. Murphy et al. suggested that music may be utilized to animate and promote language learning. Similarly, music, language, and education are three of the most important aspects in Lazanov's Teaching Suggestopedia technique, in which music plays a key role in the classroom as well as in the learning process. The learner's potential for learning is increased through affective learning through music. The learning was broadened, and unanticipated results were generated as a result of effective learning. According to Hill-Clarke and Robinson's classroom theories, music is extremely valuable for increasing vocabulary and comprehension skills. Music improves both receptive and productive

skills, as well as language development. Therefore, the utility of music as a pedagogical tool is emphasized in English grammar teaching and learning.

Studies have shown that learning English grammar with music is linguistically and educationally sound. Rap and Pop music have been used to teach grammar and speech in English. Beth Segal's 'Rapping' program and Carolyn Graham's Jazz Chants program are examples of curriculum-based programs for teaching English grammar. Music can help improve writing, reading, and writing fluency, and can be used to teach not only sounds, rhythm, and stress but also polite formulas, sentence structures, vocabulary, and grammar. Music's importance in tribal life and culture can make it an effective pedagogy for improving English language skills.

Music is a fundamental aspect of indigenous culture, reflecting the diverse traditions of India's tribal regions. Each region has its unique aesthetic, and tribal folk music which is not taught in a structured manner. It is a daily activity that allows tribals to express their feelings and practice their talents through festivals and performances. Music is a crucial component of tribal culture, including weddings, engagements, and births. Tribal musical instruments are divided into four categories: wind, rhythm, percussion, side rhythm, and string. Music and songs are an integral part of the tribal culture. Music will undoubtedly be useful to these indigenous students in their formal education as well. Therefore, the researcher decided to develop the Music Based Program (MBP) for tribal students to enhance their grammar skills.

## **2.0. IMPLICATIONS OF REVIEW OF RELATED LITERATURE FOR THE PRESENT STUDY:**

A total of 54 research studies from both India and abroad were reviewed. Out of these, 24 studies were related to developing strategies, designs for teaching English grammar, and factors affecting the teaching and learning of English language grammar, 13 studies were related to the use of music to teach the English language. 17 studies are related to the English language education of tribal students.

In the studies that were reviewed, the researcher did not come across any studies from India that have been conducted to develop a program for enhancing English Grammar skills of tribal students through Music. Therefore, the proposed study was conducted by the researcher to enhance the grammar skills of tribal students through a Music-Based Program.

### **3.0. RATIONALE**

Today in India, knowledge of English is essential for better life opportunities. The spoken and In India, English language proficiency is crucial for employment in various fields, and honed grammar skills are essential for success. Music plays a significant role in tribal life too, and the research aims to explore how music can be used in English language grammar learning for tribal learners. Tribal students often struggle with English language learning due to a lack of exposure to spoken English and rote methods. Music can help make teaching grammar more engaging and sustainable, making it more accessible to learners. A song-based program can be an effective tool for fostering natural, pleasurable, and long-lasting learning. The rhythmic tone of songs can help students become more disciplined and concentrated grammar learners. Music can also bring a refreshing, elevating, and pacifying experience for learners, making English grammar learning more appealing. The research proposes that the Music-Based Program will bring joy to the English grammar learning process for tribal learners. The research selected Class IX, the foundation for secondary education, and the Class X Secondary Board Exams, which serve as the foundation for higher education.

### **4.0 RESEARCH METHODOLOGY OF THE STUDY**

#### **4.1 RESEARCH QUESTION**

The following research question was in the mind of the investigator that led the investigator to undertake the present study.

- How will the English grammar skills of the students be enhanced by teaching through music?

## **4.2 STATEMENT OF THE PROBLEM**

Enhancing English Grammar Skills of Tribal Students through Music at the Secondary Level

## **4.3 OBJECTIVES OF THE STUDY**

1. To develop a Music-Based Program to enhance English grammar skills.
2. To implement the Music-Based Program to enhance English grammar skills.
3. To find out the effectiveness of the Music-Based Program in terms of achievement in English grammar skills achievement test.
4. To measure the reaction of the students towards the Music-Based Program used in the teaching of English Grammar.

## **4.4 VARIABLES**

Independent Variable – Music-Based Program

Dependent Variable – Achievement in English grammar skills test.

## **4.5 HYPOTHESIS**

To meet the aforementioned objectives of the proposed study, the following null hypothesis was developed and tested at a 0.01 level of significance.

Ho, “There will be no significant difference between the mean post-test scores of students of the control and experimental group of class IX in the achievement of grammar skills in the English language.”

## **4.6 EXPLANATION OF THE TERM**

### **GRAMMAR:**

The whole system and structure of a language or systems of languages, typically assumed to include syntax, morphology (including inflections), and occasionally phonology and semantics.

**GRAMMAR SKILLS:** The ability to implement grammar knowledge appropriately, fluently, and competently in English language speaking and writing.

## **MUSIC:**

In the present study, music is comprised of songs; vocal and instrumental music. Music is used as a pedagogical tool in terms of Music Music-Based Program

### **MUSIC-BASED PROGRAM**

Music-Based Program comprised ten grammar verses on the prescribed grammar topics that were written and sung as parody songs accompanying karaoke folk music by the researcher. The proposed study includes karaoke music based characteristically on tribal folk music. The English Songs of different genres, English songs audio videos, lyrical videos, and lyrics worksheets were the elements of the song-based activities during the classroom teaching of the grammar topics.

## **4.7 OPERATIONAL DEFINITION OF THE TERMS**

**a) Effectiveness** – the significant difference found in the achievement of the experimental and the control group of class IX in the achievement of the English Grammar Test.

**b) Achievement** – the scores obtained by the students in the achievement of the English Grammar Skill Test, which comprised of oral and written grammar skill tests.

## **4.8. DELIMITATION OF THE STUDY**

The present research study was delimited to English Grammar of class IX students of Marathi Medium Tribal Ashram Schools affiliated to the Maharashtra State Board of Secondary & Higher Secondary Education

### **4.9.0 PLAN AND PROCEDURE OF THE STUDY**

The present study was divided into two parts of two segments. Segment I contains the details of the stages taken to develop the Music-Based Program. II. It includes extensive information about the population, sampling strategy, data-collection methods, and techniques for data analysis.

#### **4.9.1 THE MUSIC-BASED PROGRAM: SYSTEMATIZATION**

The development of the Music-Based Program aimed to improve students' understanding of grammar through songs and music, focusing on enhancing grammar skills. The program was designed to be organized, considering class time constraints, teaching environment, and socio-cultural constraints. Activities integrated into the syllabus-based grammar songs, along with the use of activity sheets, audio videos, and English songs. The selected activities were kept simple and competitive, encouraging for tribal students to upgrade their knowledge and understanding of grammar to enhance their skills.

#### **4.9.2. SEGMENT I**

##### **4.9.2. 1 DEVELOPMENT OF THE MUSIC-BASED PROGRAM (MBP)**

In the present study, the first section, Segment I comprised of the different stages for developing the Music-Based Program developed by the researcher: 1) Identification of the grammar content as per the prescribed syllabus, 2) Preparation of Grammar Song, 3) Selection of instructional inputs: Activities, Activity Songs 4) Format of Lesson Plans Lesson Plans

#### **4.9.3.0 SEGMENT II**

##### **4.9.3.1. METHODOLOGY**

The proposed study was experimental in nature. The research design, population, sample, tool of data collection, and data analysis of the proposed study were as follows.

##### **4.9.3.2. RESEARCH DESIGN**

The proposed study was experimental in nature, where a quasi-experimental design was adopted. This study used a pre-test and post-test non-equivalent control group design.

##### **4.9.3.3. POPULATION**

All the IX standard students studying English in Grant in Aided Marathi Medium Schools, that are affiliated to the Maharashtra State Board of Secondary and Higher Secondary Education (MSBSHSE) were the population of the present study.

##### **4.9.3.4. SAMPLE**

In the present study, the sample was selected using a convenient sampling technique. Two

Grant in Aided Marathi Medium Tribal Ashram schools affiliated to Maharashtra State Board of Secondary and Higher Secondary Education (MSBSHSE) situated in Indave and Revadi in the Dhule district of Maharashtra, having secondary sections, were selected. After matching the groups with the pre-test, these equivalent groups consisted of 46 students of the experimental group from Indave Ashram School, and 46 students of the control group from Revadi Ashram School were taken into consideration as the final sample for the planned study.

## **5.0 TOOLS AND TECHNIQUES FOR DATA COLLECTION**

The data collection for the proposed study was done by using the following research tools.

### **ENGLISH GRAMMAR SKILLS ACHIEVEMENT TEST:**

English grammar skills achievement of 100 was measured in terms of oral and written grammar skills. English grammar skills achievement tests of 50 marks consisted of 1) a written grammar skills achievement test of 25 marks and 2) an oral grammar skills achievement test of 25 marks were used in each term.

### **REACTION SCALE:**

To get the reaction of the students towards the music techniques used for teaching English grammar, The researcher developed a self-made reaction scale. A Likert-type, five-point reaction scale, comprised of 25 statements, was administered by the researcher to the experimental group of students.

## **6.0 DATA COLLECTION**

The study was executed through the following four phases.

### **a) PHASE 1. DEVELOPMENT OF THE (MBP) MUSIC-BASED PROGRAM**

The researcher wrote the grammar verses and set them to the tunes of folk karaoke to use them as a Music-Based Program for grammar teaching. The verses comprising the grammar rules and their usage were prepared as a Music-Based Program for English grammar teaching.

**b) PHASE 2.**

It is a pre-test phase, to make the group equivalent, a 100-mark pre-test of English grammar skills achievement test consisting of a written grammar skill achievement test and, an oral grammar skill achievement test of 50 marks each was administered to the students of the experimental group and the students of the control group.

**c) PHASE 3.**

The researcher implemented the Music-Based Program for grammar teaching to the experimental group of students for one academic year, i.e., from August 2021 to March 2022. The control group was conventionally taught English Grammar.

**d) PHASE 4. POST-TEST:**

In the post-test phase of the study, the English grammar skills achievement test of 100, consisting of 50 marks written test and 50 marks oral test, was administered to students of the experimental and the control group as a post-test. A Likert-type reaction scale of 25 statements was also administered to the experimental group only to measure their reaction toward the teaching of English grammar through a Music-Based Program.

**7.0 DATA ANALYSIS**

The mean, standard deviation, and Mann-Whitney U-test were used to quantitatively examine the data that had been obtained. Percentage and Intensity Index were employed for the reaction scale analysis.

**8.0 MAJOR FINDINGS OF THE STUDY**

- The Music-Based Program was found to be effective in terms of achievement in grammar skills which constituted achievement in written and oral grammar skills.

- The achievement of grammar skills was significantly different in the students of the experimental and the control group of class IX. The grammar skills were found to be higher in the experimental group.
- The reaction of students was found to be favorable towards the Music-Based Program used in the teaching of grammar skills through music. 4.76 was the overall intensity index.

## **9.0 IMPLICATIONS OF THE PRESENT FINDINGS**

- It has implications for curriculum developers as different pedagogical tools like music for the teaching of grammar content can be included in the curriculum.
- The school teachers can utilize Music-Based Programs for the English grammar content at the various levels of school education stages.
- The pedagogical tool of teaching through music has implications for policymakers responsible for developing teacher education curricula with a focus on pedagogy courses at all levels.
- Principals and educational administrators may design training programs for school teachers and stakeholders to implement music as the pedagogical tool for the teaching of English grammar.

## **10.0 SUGGESTIONS FOR FURTHER RESEARCH**

- Studies with a Music-Based Program of teaching grammar through music can be carried out at various levels of education i.e., pre-primary, elementary, secondary, higher secondary school, or higher education level to teach English Grammar.

- Studies with a Music-Based Program of teaching grammar through music can be carried out at various levels of education i.e., pre-primary, elementary, secondary, higher secondary school, or higher education level to teach the grammar of different languages.
- Studies based on various instruction mediums, gender, and socio-economic status of learners, can be conducted by implementing the Music-Based Program for teaching English Grammar.
- A correlation study on the effect of music as a pedagogical tool and the achievement of English language skills can be conducted

## **11.0 CONCLUSION**

The current study was an attempt to implement a Music-Based Program to enhance English grammar skills to tribal students at the secondary level in Maharashtra state. The study examined the effectiveness of the Music-Based Program in the teaching of English grammar at the secondary level. The researcher's self-made Music-Based Program has proven to be effective in the student's enhancement of grammar skills in terms of written grammar skill achievement and oral grammar skill achievement. Additionally, the favorable reactions of the tribal learners towards the Music-Based Program of teaching grammar showed that the program was effective. The successful results of the study have paved the way for the implications for the, higher authorities, institutional Heads, educational administrators educators, and school teachers to make a cognizant, purposeful, and organized effort to enhance the English grammar skills of students with the use of music as a pedagogical tool. In a nutshell, in the present study, the researcher found that:

“Music provided enjoyment in the grammar learning process;

Enjoyment intertwined with engagement in the grammar learning process;

Engagement stimulated motivation for the grammar learning process;

Motivation facilitated the grammar skills enhancement process.”

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