



TIKTOK APPROACH AND FILIPINO FOLK SONGS APPRECIATION SKILLS OF GRADE 7 STUDENTS

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ABSTRACT

This study aimed to determine the effect of tiktok approach on the Filipino folksong appreciation skills of grade seven learners. Eventually, it also sought to determine the magnitude of effect of the action initiated by the researcher on the Filipino folksong appreciation skills of the research subjects. This study made use of the quasi-experimental research design which is a non-equivalent control group pretest-posttest design. Non-equivalent design is a good design when the researcher has access to one group for experimentation (Vockel 1983). The researcher opted to use this design because the subjects of the study are intact group of learners. This study will be conducted in Padada National School, Division of Davao Del Sur. The subjects of this study will be the 60 grade seven learners – 30 are from section A which will be the controlled group and 30 are from section B which will be the experimental group. The composition of these two sections is homogeneous. Both learners from sections A and B have identical grades. This study made use of the non-random assignment of subjects where all learners of both sections A and B are involved as subjects of the study. This study revealed that the utilization of TikTok approach and Filipino folk songs appreciation has increased the historical appreciation skills of grade seven students. It also revealed that there is magnitude of difference between the post test scores of the controlled and experimental groups.

KEYWORDS: Folk Songs, Appreciation

INTRODUCTION

Folk songs are wonderful musical creations that have stood the test of time and enchanted children and adults for hundreds of years. It is a song originating among the people of a country or area, passed by oral tradition from one singer or generation to the next, often existing in several versions, and marked generally by simple, modal melody and stanza, narrative verse. Folk songs are easily memorable and fun to sing unlike newly composed songs that were only written to teach a concept or prove a point.

Folk songs are important to music because they give a short history of the people involved in the music. Folk songs often pass important information from generation to generation as well. Folk songs tell stories of life forgotten or on the verge of disappearing.

It is the use of human expression in order to describe one's way of life (Forcucci, 1984). Because the purpose of folk song is to describe human experiences. When we sing folk songs it connects us with the generations who have come before us as well as other cultures from around the world. We follow in their footsteps and gather together because of our love for singing and dancing.

Folk songs are also great because they make it so easy to teach history and culture. Filipino songs, we learn about the typical life of Filipinos, such as in Magtanim Ay Di Biro, which teaches us about our country's agricultural heritage. Taking the time to explain the vocabulary helps grow kid schema and exposes them to new ways of thinking/communicating.

These days, music has been reduced to people dragging around pre made loops and beats, layering mindless lyrics and packaging it up as a "song". The younger generations today no longer appreciate folk song because it is not the modern trend that they grew up with. Most of the youth today appreciates Korean and English songs because they find it new and then if what is the trend they just go with the flow.



Boredom of the students why they can't appreciate the folk songs now a days because of the foreign and trend music. Students now have a big fan in social media. Using TikTok application, many teachers have begun creating condensed versions of their classroom lessons.

TikTok is a social media app, created and owned by Chinese company ByteDance. It allows people to create and edit videos of three to 15 seconds, or string together videos of up to 60 seconds. The platform is built to make music videos, lip-sync, dance, and comedy shorts, but it really lets you do anything you need, and is easy to use. TikTok in the classroom doesn't have to be a distraction that gets banned when it can actually be a useful tool in helping reach and engage with students on a deeper and more meaningful level. The music video-making social media app is free to use, easily accessible for students, and can be a powerfully creative tool in the teaching toolbox.

Teachers are using TikTok as a way to set digital assignments. A very useful feature in the classroom, but even more so for remote learning and home-based assignments. These videos can be created by individuals or as group-based tasks.

The idea is to promote the use of the app to carry out an assignment, which engages students on a platform they can relate to and encourages them to understand concepts and in group scenarios, and helps with peer-to-peer teaching. The key is for teachers to keep an eye on students to make sure they're focused on the task at hand while using their devices.

Students creating dance videos using the Philippine Folk song and tiktok dance steps trend. In this task, students will appreciate the folk songs and understand their history and culture. This social media application is very easy to access and useful tools inside the classroom. Students now a days have a big fan of social media.

In Division of Davao del Sur particularly in Padada National High School the problem on Filipino Folk Song Appreciation is leading. Students do not appreciate Filipino folk songs and this gives struggle for teacher to teach the Filipino folk songs because they do not appreciate. Be a teacher in MAPEH undertaking this study hoping that the students through this strategy will be able to appreciate the Filipino Folk Song and to identify, apply and understand their history and culture.

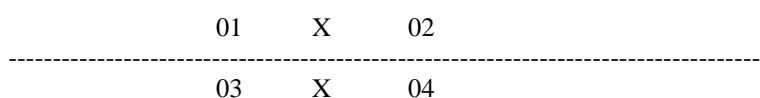
This study sought to determine the effect of tiktok approach on the Filipino folksong appreciation skills of grade seven learners. Eventually, it also seeks to determine the magnitude of effect of the action initiated by the researcher on the Filipino folksong appreciation skills of the research subjects. Moreover, it seeks answer to the following sub-problems:

1. What is the pre- test scores of the experimental and controlled group?
2. What is the post-test scores of the experimental and controlled group?
3. Is there a significant difference on the pre-test and post-test scores of the experimental and controlled group?
4. What is the magnitude of difference between scores of pre-test and post -test of experimental and controlled group?
5. What is the magnitude of effect of tiktok approach on the Filipino folksong appreciation skills of grade seven learners?

METHODOLOGY

Research Design

This study made use of the quasi-experimental research design which is a non-equivalent control group pretest-posttest design. Non-equivalent design is a good design when the researcher had access to one group for experimentation (Vockel 1983). The researcher opted to use this design because the subjects of the study are intact group of learners. This design is represented as follows:



Where:

- 01 – Pretest of the experimental group
- 02 – Posttest of the experimental group



- 03 – Pretest of the controlled group
- 04 – Posttest of the controlled group
- - Non-random assignment of subjects
- X – Treatment applied in the experimental group

Research Respondents

This study was conducted in Padada National School, Division of Davao Del Sur. The subjects of this study were the 60 grade seven learners – 30 are from section A which was the controlled group and 30 are from section B which was the experimental group. The composition of these two sections was homogeneous. Both learners from sections A and B had identical grades. This study made use of the non-random assignment of subjects where all learners of both sections A and B are involved as subjects of the study.

	Subjects	No. of Pupils
1	Section A	25
2	Section B	25
	Total	50

Table 1. Distribution of Respondents

Research Instrument

This study utilized the face to face learning modality. In the experiment to be conducted by the researcher, he was develop lesson plans where lessons was presented by a tiktok activity for the experimental group. On the contrary, the controlled group was taught using the usual way of teaching filipino folksongs. There was pretest to be administered before the experiment commences and a posttest was conducted at the end of the experimentation period to determine if there was an effect of the action initiated by the researcher.

The pre and post-performance test consist of a 35 –item test was eventually determined the Filipino folksong appreciation skills of the research subjects. The pretest was administered to all subjects prior to the treatment. The pretest was very helpful to assess the filipno folksong appreciation skills of the grade seven learners. On the hand, post test was administered to measure the effect of the treatment.

Data Gathering

At the outset of data gathering procedure, the researcher drafted a letter seeking for permission that this research study be conducted were sent to the Schools Division Superintendent of Davao Sur, Dr. Nelson Lopez, CESO V and the school principal of Padada National High School.

While letters seeking permission were delivered to the Schools Division Superintendent and the school principal concerned, the researcher constructed a questionnaire and had it validated by the experts preferably the experts of the study.

After permission had been granted that this study be conducted in Padada National High School and after the research questionnaire had been thoroughly examined by the expert validators, the researcher administered pretest to both controlled and experimental class and eventually commenced her experiment. After three weeks of experimentation, the researcher administered posttest to both sections. Scores of the subjects was submitted to the statistician for statistical computation after which the researcher made analysis and interpretation on the data gathered.

Table 2 Experimental Matrix

Experimental Group	Control Group
Lesson 1 Objective: sing Filipino Folk Songs in Lowland Class Proficiency: Level 96% Strategy: TikTok Approach	Lesson 1 Objective: sing Filipino Folk Songs in Lowland Class Proficiency: Level 87%
Lesson 2 Objective: perform lip-sync a Filipino folk song Class Proficiency: Level 97%	Lesson 2 Objective: : perform lip- sync a Filipino folk song Class Proficiency: Level 85%



<p>Strategy: TikTok Approach</p> <p>Lesson 3</p> <p>Objective: perform a chosen Filipino Folk Songs using social media application</p> <p>Class Proficiency: Level 98%</p> <p>Strategy: TikTok Approach</p>	<p>Lesson 3</p> <p>Objective: perform a chosen Filipino Folk Songs using social media application</p> <p>Class Proficiency: Level 88%</p>
<p>Lesson 4</p> <p>Objective: perform a drama base on the folk songs (Dandansoy and Rosas Pandan)</p> <p>Class Proficiency: Level 95%</p> <p>Strategy: TikTok Approach</p>	<p>Lesson 4</p> <p>Objective: perform a drama base on the folk songs (Dandansoy and Rosas Pandan)</p> <p>Class Proficiency: Level 87%</p>
<p>Lesson 5</p> <p>Objective: create TikTok video singing Bahay Kubo</p> <p>Class Proficiency: Level 97%</p> <p>Strategy: TikTok Approach</p>	<p>Lesson 5</p> <p>Objective: create video singing Bahay Kubo</p> <p>Class Proficiency: Level 86%</p>
<p>Lesson 6</p> <p>Objective: perform a lip sing of Filipino folk song</p> <p>Class Proficiency: Level 93%</p> <p>Strategy: TikTok Approach</p>	<p>Lesson 6</p> <p>Objective: perform a lip sing of Filipino folk song</p> <p>Class Proficiency: Level 84%</p>
<p>Lesson 7</p> <p>Objective: Create a TikTok video acting based on the story of the song</p> <p>Class Proficiency: Level 95%</p> <p>Strategy: TikTok Approach</p>	<p>Lesson 7</p> <p>Objective: Create a TikTok video acting based on the story of the song</p> <p>Class Proficiency: Level 87%</p>
<p>Lesson 8</p> <p>Objective: Create a TikTok dance routine inspired by the song</p> <p>Class Proficiency: Level 98%</p> <p>Strategy: TikTok Approach</p>	<p>Lesson 8</p> <p>Objective: Create a TikTok dance routine inspired by the song</p> <p>Class Proficiency: Level 83%</p>
<p>Lesson 9</p> <p>Objective: perform and film Tinikling steps in creative settings</p> <p>Class Proficiency: Level 95%</p>	<p>Lesson 9</p> <p>Objective: perform and film Tinikling steps in creative settings</p> <p>Class Proficiency: Level 84%</p>



<p>Strategy: Tiktok Approach</p> <p>Lesson 10</p> <p>Objective: Create Tiktok video with playful interpretation of the song</p> <p>Class Proficiency: Level 96%</p> <p>Strategy: Tiktok Approach</p>	<p>Lesson 10</p> <p>Objective: Create Tiktok video with playful interpretation of the song</p> <p>Class Proficiency: Level 86%</p>
<p>Lesson 11</p> <p>Objective: Create TikTok video depicting farming activities</p> <p>Class Proficiency: Level 97%</p> <p>Strategy: TikTok Approach</p>	<p>Lesson 11</p> <p>Objective: Create TikTok video depicting farming activities</p> <p>Class Proficiency: Level 86%</p>
<p>Lesson 12</p> <p>Objective: create TikTok video incorporating regional costumes and traditions.</p> <p>Class Proficiency: 97%</p> <p>Strategy: Tiktok Approach</p>	<p>Lesson 12</p> <p>Objective: create TikTok video incorporating regional costumes and traditions.</p> <p>Class Proficiency: 83%</p>
<p>Lesson 13</p> <p>Objectives: create TikTok video showcasing Ilocano culture</p> <p>Class Proficiency: Level 93%</p> <p>Strategy: TikTok Approach</p>	<p>Lesson 13</p> <p>Objectives: create TikTok video showcasing Ilocano culture</p> <p>Class Proficiency: Level 82%</p>
<p>Lesson 14</p> <p>Objective: create TikTok video illustrating the song's story</p> <p>Class Proficiency: Level 94%</p> <p>Strategy: 82%</p>	<p>Lesson 14</p> <p>Objective: create TikTok video illustrating the song's story</p> <p>Class Proficiency: Level 84%</p>
<p>Lesson 15</p> <p>Objective: create TikTok video showing a modern interpretation of the song</p> <p>Class Proficiency: 94%</p> <p>Strategy: TikTok Approach</p>	<p>Lesson 15</p> <p>Objective: create TikTok video showing a modern interpretation of the song</p> <p>Class Proficiency: 83%</p>



Data Gathering Procedure

At the outset of data gathering procedure, the researcher was drafted a letter sought for permission that this research study be conducted were sent to the Schools Division Superintendent of Davao Sur, Dr. Nelson Lopez, CESO V and the school principal of Sta. Cruz Central Elementary School.

While letters sought permission were delivered to the Schools Division Superintendent and the school principal concerned, the researcher constructed a questionnaire and have it validated by the experts preferably the experts of the study.

After permission had been granted that this study be conducted in Padada National High School and after the research questionnaire had been thoroughly examined by the expert validators, the researcher was administered pretest to both controlled and experimental class and eventually commences her experiment. After three weeks of experimentation, the researcher was administered posttests to both sections. Scores of the subjects will be submitted to the statistician for statistical computation after which the researcher will make analysis and interpretation on the data gathered.

Data Analysis

The following statistical tools was used in the analysis and interpretation the responses in this study.

Mean was used to describe the level of the filipino folksong appreciation skills of the grade seven learners in both pretest and posttest scores.

Eta square was used to measure the magnitude of effect of tiktok approach on the filipino folksong appreciation skills of the grade

RESULTS AND DISCUSSION

This chapter displays the summary of the findings, conclusions and recommendations drawn out by the researcher after the analysis and interpretation of the findings had been made.

This study sought to determine the effect of tiktok approach and Filipino folk songs appreciation skills of grade 7 students.

This study made use of quasi-experimental research design, which is a non-equivalent control group pretest-posttest design. Non-equivalent design is a good design when the researcher has access to one group for experimentation (Vockel 1983). The researcher opted to use this design because the subjects of the study are intact group of learners.

This study will be conducted in Padada National School, Division of Davao Del Sur. The subjects of this study will be the 60 grade seven learners – 30 are from section A which will be the controlled group and 30 are from section B which will be the experimental group. The composition of these two sections is homogeneous. Both learners from sections A and B have identical grades. This study makes use of the non-random assignment of subjects where all learners of both sections A and B are involved as subjects of the study.

This study revealed that the utilization of TikTok approach and Filipino folk songs appreciation has increased the historical appreciation skills of grade seven students. It also revealed that there is magnitude of difference between the post test scores of the controlled and experimental groups.

Conclusions

Based on the collective findings on this study, the following conclusions are drawn:

The pre-test scores of the grade seven students both the controlled and experimental groups is at the Beginning level. The post-test scores of the controlled group is at the Developing level while the post test scores of the experimental group is at the Approaching level.

Recommendations

In the light of the findings drawn out by the researcher in this study, the following recommendations are offered: It is recommended that Integrating TikTok approach and Filipino folk songs appreciation can be a creative and effective strategy to engage a wider and younger audience. If learners take part in the learning process by experiencing the unfolding of the lesson, then he will appreciate the concept being develop, thus, he is learning.



The school heads should promote the integration of platforms like TikTok into the appreciation and promotion of Filipino folk songs holds significant importance in today's digital age. A school policy about the utilization of TikTok into the appreciation can be issued. Short, engaging videos can serve as educational tools, making the significance of Filipino folk songs more accessible.

Besides, he can invite the teacher-researcher to demoteach during LAC session using play as a strategy in teaching.

For future researchers, it is strongly recommended that a relative study on the use of TikTok approach and Filipino folk songs appreciation skills for today's digital age as a strategy in teaching will be conducted. Another dimension in teaching can serve as another indicator.

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