



STRUCTURED SINGING BEE: ENHANCING VOCABULARY ACQUISITION AMONG HUMSS GRADE 12 STUDENTS

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INTRODUCTION

Vocabulary is a core component of language acquisition and is essential to learners' ability to communicate, comprehend, and express ideas effectively. As noted by Liando et al. (2022), vocabulary mastery underpins proficiency in listening, speaking, reading, and writing. Limited vocabulary often leads to poor reading comprehension, as unfamiliar words can obstruct meaning. At Tal-ut National High School, HUMSS Grade 12 students, particularly those from Section San Pedro Calungsod, were observed to struggle with comprehension across most subjects except *Komunikasyon*, a difficulty linked to low vocabulary levels. First-quarter Quarterly Rating Assessment (QRA) results showed that only 25% of students achieved a satisfactory rating, while 37.86% performed at a fairly satisfactory level, highlighting the need for vocabulary enhancement. To address this gap, the Structured Singing Bee intervention was implemented as an engaging, student-centered approach to vocabulary development. By integrating music, the strategy provided a repetitive, rhythmic, and contextual learning experience that supported word retention and comprehension. Grounded in Experiential Learning Theory and Stimulus-Response Theory, the intervention fostered a supportive and low-pressure learning environment, which has been shown to enhance student motivation and retention (Nihayati et al., 2020).

DISCUSSION OF RESULTS

The research employed a pre-intervention and post-intervention assessment to evaluate changes in students' vocabulary level. The data collected from the participants before and after

the intervention is summarized in the following table and figure.

Pre and Post Test Comparison

The comparison of the pre-test and post-test results showed a clear improvement in the students' vocabulary level after the implementation of the Structured Singing Bee. The mean score increased from 101.74 in the pre-test to 130.41 in the post-test, with a mean difference of 29.19 points. This substantial increase indicated that the intervention was effective in enhancing students' vocabulary skills. The results suggested that engaging students through structured singing activities helped improve word recognition, retention, and usage, making vocabulary learning more interactive and meaningful.

Table 1
Pre and Post Test Comparison

Test	Mean	Indicator
Pre	101.74	81-120 Average
Post	130.41	121-160 High
MD	29.19	notable improvement

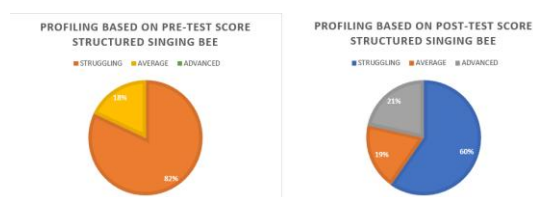
Figure 1 presents the comparison of the distribution of students' vocabulary performance levels before and after the implementation of the Structured Singing Bee: Enhancing Vocabulary Acquisition Among HUMSS Grade 12 Students. As shown in the graph, a noticeable shift in students' performance can be observed. During the pre-test, a large proportion of students were categorized as struggling, indicating limited vocabulary proficiency. However, after the intervention, 3 students moved from the



struggling level to the average category. The improvement suggests that the intervention effectively enhanced students' vocabulary acquisition and retention. The combination of music, rhythm, and repetition likely contributed to better engagement and recall of new words, making vocabulary learning more enjoyable and meaningful.

Figure 1

Students' Vocabulary Profile before and after the implementation



In addition, the students' vocabulary level profiles showed positive progress. The number of learners in the struggling category decreased from 24 to 19. Three of them moved up to the average category, while the remaining two advanced to the higher category along with those who were previously identified as average. These results support the idea that music based strategies can promote language development. The findings imply that creative instructional methods enhance students' motivation and learning outcomes.

Result of the FGD Thematic Analysis

The insights and perceptions of students regarding the Structured Singing Bee intervention were analyzed using thematic analysis, which allowed the researchers to identify recurring themes and patterns in their experiences, engagement, and perceived effectiveness of the activity. Three main themes emerged from the analysis: *enjoyment and engagement, vocabulary learning and retention, and the role of music* in supporting learning.

A. Enjoyment and Engagement

Students' engagement in an activity was often linked to how enjoyable and motivating the experience was. In this study, the Structured Singing Bee was designed to make vocabulary learning interactive and fun, and students' responses reflected their active involvement.

"Ako, I find it engaging and very enjoyable kay makawala siya sa stress kung mag kanta2x."

"I enjoy the activity so much especially during mag sing na."

"I find it engaging because I can brainstorm with my groupmates."

These statements indicated that students found the activity entertaining and motivating, which encouraged participation and sustained attention. The combination of singing, group collaboration, and gamified elements created a positive learning environment. Engagement through enjoyment not only increased students' willingness to participate but also fostered a sense of camaraderie among peers, making learning less stressful and more meaningful.

B. Vocabulary Learning and Retention

A primary goal of the Structured Singing Bee had been to enhance students' vocabulary knowledge and retention. Data revealed that students had recognized tangible improvements in their word comprehension and usage.

"I learned the word 'premonition', mao jud ni di nako malimtan, mura siyag 'sign'. Parihas anang molakaw ka, naa kay adtoon, then makafeel ka nga something is not right, murag siyag sign or warning nga nay mahitabo nga bati."

"Ako kay 'Levitating', dili jud nako siya malimtan. According to maam Diane, it is someone's feeling nga mura siyag maglutaw or floating. Parihas gani anang makakita ka sa imong crush all of a sudden."

"Actually daghan, but 'Renegading' nalang akoo, it means breaking the rules. Example kay kanang, kana ganing... ay lahi nalang... Ang instruction kay I whole yellow pad ang gamiton, pero pag submit ka nay nigamit ug A4 bondpaper. Oh, diba?"

"I learned the word 'caving in' means to collapse."



These responses suggested that repeated exposure to target vocabulary through song, along with active recall tasks like supplying missing lyrics, strengthened students' retention and understanding. Students were not only able to recognize new words but also apply them in context, demonstrating that the intervention effectively bridged comprehension with practical use.

C. Role of Music in Supporting Learning

Music had been shown to facilitate memory, engagement, and emotional connection in learning. The findings highlighted how students viewed music as an essential tool in enhancing their vocabulary acquisition.

"My favorite part of the activity is when we sing together."

"When we sing aloud together because it boosts our happy thoughts."

"Mine is, I like the part when... kato ganing we guess the missing lyrics, kay, kay, ay, because we can remember the correct words na gamiton."

Students' reflections indicated that the melodic and rhythmic aspects of songs aided in memorization and recall, making vocabulary learning more effective and enjoyable. Music not only reinforced cognitive processing but also elicited positive emotions, which contributed to an overall enriched learning experience. The findings confirmed that integrating music into vocabulary instruction could support both retention and engagement.

CONCLUSIONS, RECOMMENDATIONS, AND REFLECTIONS

The results of the intervention revealed that students not only improved their vocabulary but also exhibited increased engagement and confidence in learning. The researcher realized that when instructional strategies are aligned with students' interests, learning becomes more effective and enjoyable. Ultimately, this action research demonstrated that integrating music into vocabulary instruction can be a powerful tool to rekindle students' motivation and

strengthen their literacy skills in a post-pandemic educational setting.

Based on the findings, the researchers recommend introducing the Structured Singing Bee at earlier grade levels, particularly starting in Grade 7, to strengthen foundational vocabulary skills, improve word retention, and build students' language confidence. Integrating the intervention into the regular English curriculum may further enhance student engagement and motivation. Teachers implementing this strategy should carefully select age-appropriate songs aligned with students' language proficiency and musical preferences to maximize its effectiveness.

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06 MONITORING AND EVALUATION (M&E) FORM: RESEARCH SUSTAINABILITY

Post-BERF Implementation Phase

I. GENERAL INFORMATION

- **Research Title:** Structured Singing Bee: Enhancing Vocabulary Acquisition Among HUMSS Grade 11 Students
- **Researchers:** Jinkee D. Baran, Diane B. Barangan, Rieza L. Bargayo (2025)
- **Station:** Tal-ut National High School, SDO Carcar City
- **Q-BEDP Outcome:** Outcome 4 (Improved Education Quality) & Outcome 1 (Teacher Quality)
- **Monitoring Date:** _____

II. SUSTAINABILITY CHECKLIST

Instructions: Mark (X) the appropriate column based on current school operations.

Sustainability Indicators	Evident	Not Evident	Means of Verification (MOV)
1. Institutionalization: Is the "Structured Singing Bee" included in the English Department's Action Plan or the school's AIP?			Approved AIP / Dept. Minutes
2. Technical Assistance: Have the researchers shared the "Song-Vocabulary Matrix" with other language teachers during LAC sessions?			LAC Narrative Report / Attendance
3. Utilization of Tools: Are the three-round competition mechanics (Easy, Average, Difficult) still being used for vocabulary drills?			Daily Lesson Logs (DLL)
4. Digital Integration: Is the school's digital "Lyric Bank" or music library being updated to include new, relevant songs for the current school year?			Digital Repository / ICT Inventory
5. Resource Support: Is there a dedicated schedule or a "Music-in-Literacy" corner available for students to practice?			School Calendar / Photo Documentation

III. PERFORMANCE MONITORING (Q-BEDP BASECAMPS)

Compare current data against the 2025 BERF study results.

Metric	BERF Study Result (2025)	Current Status (2026)	Remarks (Progress/Regression)
Mean Score (Post-test)	33.30		
Mean Gain Score	5.67 points increase		
Learner Engagement	High (Qualitative)		

IV. STRATEGIC LEVER EVALUATION (Q-BEDP PART III)

1. DECENTRALIZATION (Empowerment): How has the HUMSS department modified the song selection to accommodate the varying language levels of new Grade 12 sections?

2. DIGITALIZATION (Data-Driven): Is the school using any digital trackers or apps (like Kahoot or localized Excel sheets) to record the "Singing Bee" points and track vocabulary growth over time?

V. ISSUES, GAPS, AND RECOMMENDATIONS

Identified Issue / Barrier	Proposed Intervention	Responsible Person
Ex: Overuse of the same songs	Quarterly update of song hits in the Bank	English Teachers / Proponents
Ex: Technical issues with sound	Request for portable Bluetooth speakers for classroom use	Property Custodian / Teacher

VI. OVERALL RATING & STATUS

[] **SUSTAINED:** The Singing Bee is a regular part of the vocabulary curriculum; mastery levels are stable.

[] **THREATENED:** The intervention is only used occasionally due to time constraints or lack of technical prep.

[] **INACTIVE:** Instruction has returned to traditional rote memorization and dictionary-based methods.

Prepared by: _____
Research Manager/ M&E Personnel

Conforme: _____
Lead Researcher/ Proponent



RESEARCH BULLETIN

PRP-BERF on Track: *Mapping the Impact of the Structured Singing Bee on Vocabulary Acquisition, Strategic Levers, and Learner Engagement*

Research Title	Research Theme	Q-BEDP Reform Outcome (SPT Agenda)	Strategic Lever Applied	Results Utilization / Concrete Evidence	Research Impact	Key Highlights for Research Monitoring Report:
Structured Singing Bee: Enhancing Vocabulary Acquisition Among HUMSS Grade 11 Students	Teaching and Learning. The study focuses on improving language proficiency and English vocabulary acquisition through a contextualized, music-integrated instructional strategy.	Outcome 4: Improved Education Quality through Upgraded Curriculum and Digitally Enabled Schools. The intervention upgrades traditional vocabulary instruction by integrating contemporary culture (music) to make learning more responsive and engaging for senior high school students.	First Lever: Decentralization Empowerment of the classroom teachers to create a localized "Structured Singing Bee" competition and select relevant song lyrics that resonate with the HUMSS students' interests. Third Lever: Digitalization Application: The research utilized digital audio-visual materials (music videos and synchronized lyrics) to facilitate real-time engagement and multi-sensory (auditory and visual) learning.	1. Instructional Innovation: Implementation of the Structured Singing Bee, a three-round competition (Easy, Average, Difficult) using lyrics to identify and define complex terms. 2. Resource Development: Creation of a Contextualized Vocabulary Word List derived from popular/relevant songs. 3. Professional Development: Dissemination of results through Learning Action Cells (LAC) to encourage other language teachers to use musical mnemonics in the classroom.	Learning Proficiency: A significant increase in vocabulary scores, with the mean score rising from 27.63 (Pre-test) to 33.30 (Post-test). Pedagogical Shift: Teachers adopted a more creative, less intimidating approach to teaching difficult vocabulary through familiar musical melodies. Learner Engagement: Qualitative observations showed a transition from "low engagement" to active participation and increased confidence in using English terms.	Gamified Learning: The study proves that gamifying vocabulary through a "Singing Bee" format reduces learner anxiety and increases the retention of difficult words. Auditory Mnemonic Effect: By associating words with melodies, the intervention provides a "mental hook" that helps Grade 12 students recall definitions faster during assessments. High Scalability: This strategy is low-cost and highly scalable; it only requires a speaker and a curated list of songs, making it ideal for schools with limited physical resources.



CERTIFICATE OF UTILIZATION

This is to certify that this Office, through the Schools Division Research and Innovation Committee (SDRIC), has reviewed and validated that the **Research and Innovation** titled **Structured Singing Bee: Enhancing Vocabulary Acquisition Among HUMSS Grade 12 students** submitted by **Diane B. Barangan, Jinkee D. Baran and Rieza L. Bargayo** of **Tal-ut National High School** was **SUCCESSFULLY UTILIZED** in Tal-ut National High School to enhance students vocabulary acquisition which resulted to improved students vocabulary and also exhibited increased engagement and confidence in learning.

Issued and signed this 27th day of May 2026 in SDO Carcar City, Cebu, Philippines.


CARTESA M. PERICO EdD, CESO V
Schools Division Superintendent

CERTIFICATE OF ADOPTION

This is to certify that this Office, through the Schools Division Research and Innovation Committee (SDRIC), has reviewed and validated that the **Research and Innovation** titled **Structured Singing Bee: Enhancing Vocabulary Acquisition Among HUMSS Grade 12 students** submitted by **Diane B. Barangan, Jinkee D. Baran and Rieza L. Bargayo** of **Tal-ut National High School** was **SUCCESSFULLY ADOPTED** in Tal-ut National High School to enhance students vocabulary acquisition from December 2025-March 2026.


CARTESA M. PERICO EdD, CESO V
Schools Division Superintendent

DISSEMINATION AND UTILIZATION ADVOCACIES

The researchers disseminated the findings of the study “Structured Singing Bee: Enhancing Vocabulary Acquisition Among HUMSS Grade 12 Students” through a Learning Action Cell (LAC) session at Tal-ut National High School, attended by Junior High School and Senior High School teachers, where the objectives, methodology, and results were clearly presented. The advocacy of the research emphasized making teaching and learning enjoyable in acquiring new words by integrating music into instruction, thereby aligning lessons with students’ current interests and promoting active engagement. By sharing these findings, the researchers encouraged other teachers to adopt music-based strategies in their classrooms, ensuring that vocabulary acquisition becomes both effective and motivating, while also supporting professional growth and improved learner outcomes.

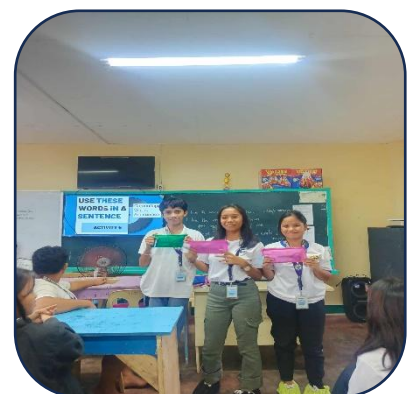
PHOTO DOCUMENTATION

Pre Implementation Phase



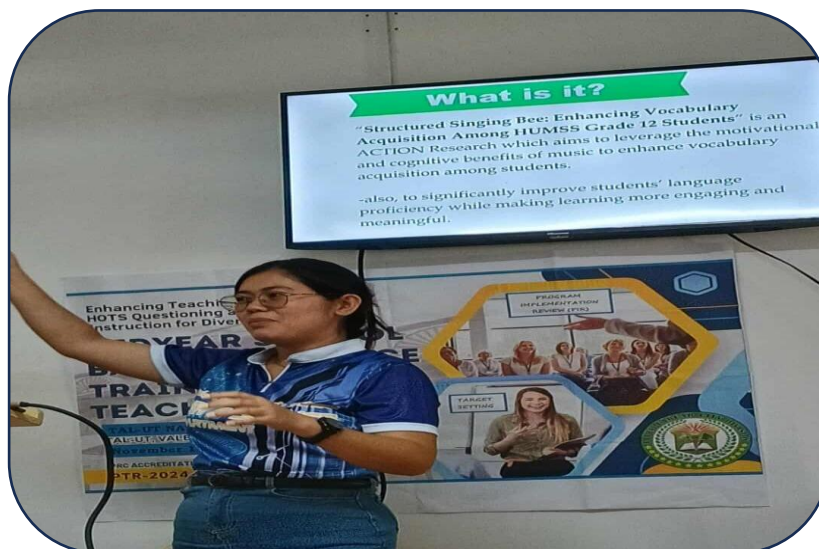
During the pre-implementation phase, the students underwent a thorough orientation that explained both the process and the goals of the research. They seriously acknowledged the importance of the study and willingly expressed their support, recognizing its potential contribution to the betterment of the school. As part of this stage, the students also took a pre-test, which served as the baseline measure of their current vocabulary performance and provided valuable data for evaluating the effectiveness of the intervention.

Implementation Phase



The students actively participated in the structured activities of the research, showing genuine enthusiasm and enjoyment in every part of the process. Their engagement reflected not only interest but also a positive attitude toward learning through music-based strategies. To further motivate and recognize their efforts, the researchers prepared prizes and tokens for outstanding performers in each session, fostering a spirit of healthy competition and appreciation that enhanced both participation and the overall success of the program.

Post-Implementation



The research results were effectively and smoothly disseminated during the Learning Action Cell (LAC) session, where the objectives, methodology, and key findings were clearly presented and shared with the participants.



ATTACHMENTS



Republic of the Philippines
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REGION VII - CENTRAL VISAYAS

C E R T I F I C A T I O N

RE: RESEARCH RESULTS' DISSEMINATION

This is to certify that the research results and findings of:

Name of Research Proponent(s) or BERF Grantee(s)	Insert Proponent's Position/ Designation	Official School/ Station
Diane B. Barangan	TII	Tal-ut NHS
Rieza L. Bargayo	TII	Tal-ut NHS
Jinke D. Baran	Principal I	Tal-ut NHS

titled

"Structured Singing Bee: Enhancing Vocabulary Acquisition Among HUMSS Grade 12 students"

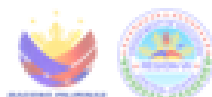
funded under the Basic Education Research Fund (BERF) 2023 Grant Facility has been disseminated in different platforms and/or various setting across governance levels in accordance to the approved research work plans and timelines and in adherence to the provisions set by DepEd Order No. 16, s. 2017, "Research Management Guidelines". In particular, the researcher(s) discussed his/her/their research results and recommendations in Tal-ut National High School as attended by the study participants/ research respondents themselves last November 2023. In addition, the said research results and recommendation were also disseminated through DepEd assistance to likewise encourage everyone to analyze, consider, and incorporate the results in the instructional practices or governance processes to further improve learning outcomes or strengthen the school-based management of Tal-ut National High School.

This further certifies that the research results and recommendations were presented in research congress/ conferences and/ or published in the Research Bulletins/ Websites like the Research and Development (R&D) Portal for wider dissemination. In addition, the results and findings be also disseminated through Learning Action Cell (LAC) sessions, In-Service Training (INSET), and Learning and Development (L and D) series as well as School Governing Council (SGC) and School Report Card (SRC) to serve as input for teachers in their respective teaching-learning strategies, input for proposed actions in the school planning and monitoring activities, and research results to be incorporated as research initiatives and intervention strategies in the Enhanced School Improvement Plan (e-SIP) and Annual Implementation Plan (AIP). For means of verifications (MOVs) of the aforementioned research results' dissemination activities, please see enclosure(s) of documentary attachments or accomplishment evidences for reference.

This certification is issued on 22nd day of May in compliance with the requirements of the Department of Education Regional Office VII-Policy, Planning, and Research Division (PPRD)'s Policy and Research Program (PRP).


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Republic of the Philippines
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REGION VII - CENTRAL VISAYAS

CERTIFICATION

RE: RESEARCH RESULTS' UTILIZATION

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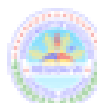
funded under the Basic Education Research Fund (BERF) 2025 Grant Facility has been utilized for the betterment of the learning outcomes particularly the improved vocabulary acquisition among HUMSS grade 12 students of Tal-ut National High School in accordance to the provisions set by DepEd Order No. 16, s. 2017, "Research Management Guidelines". In particular, the researcher(s) were able to utilize their research results and recommendations through the use of the developed strategy, intervention, or innovation to aid the teaching and learning process(es)/ instructional practice(s) of Tal-ut National High School for remediation activities, enrichment engagements, skill enhancement and/or to facilitate better delivery of educational/ work services of a particular functional unit (e.g. improved work process/ more effective/ efficient/ timely services provided to clientele/ personnel/ education stakeholders).

This further certifies that the research results and recommendations were incorporated and/or utilized in the development of policies, frameworks, programs, and projects; strategic, operational, and mid-term plans (e.g. *Enhanced School Improvement Plan (e-SIP)* and *Annual Implementation Plan (AIP)*, *DEDP*, *REDP*) as well as School Governing Council (SGC) and School Report Card (SRC) to serve as input for proposed actions in the school planning and monitoring activities. Moreover, the said research results and findings were also incorporated and/ or utilized in the training programs or instructional materials to mention a few of governance processes and/or instructional strategies. For means of verifications (MCVs) of the aforementioned research results' utilization, please see enclosure(s) of documentary attachments or accomplishment evidences for further reference and review.

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Effectivity	05.12.23	Page	1 of 1

