

# Effectiveness of Music and Movement Activities to The Fluency Skills Development of Kindergarten Pupils

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*Abstract* — This study evaluated the Effectiveness of Music and Movement Activities to the Fluency Skills Development of Kindergarten Pupils in Ormoc Se San School in the Division of Ormoc City. The findings of the study were the bases for an Intervention Plan. The study utilized a Quasi-Experimental type of research design to evaluate the effectiveness of music and movement activities on the fluency skills development of Kindergarten pupils based on the different Most Essential Learning Competencies (MELCs) for the 4th grading period in Se San School. The implementation followed three key phases: pre-assessment, intervention, and post-assessment. In the pre-assessment phase, both groups were evaluated using a teacher-made fluency rubric aligned with the MELCs for the 4th grading period. The rubric assessed criteria such as pronunciation, pacing, intonation, expression, and clarity when speaking or reading aloud. These baseline scores served as a reference for comparing progress after the intervention. The test of Difference Between the Pre-test and Post-test Scores of Kindergarten Learners. It shows the statistical results comparing the performance of learners before and after the implementation of an intervention focused on fluency skills. The table highlights both the computed and critical t-values to determine whether there is a significant difference between the pre-test and post-test results of the experimental group. Additionally, it includes the decision made regarding the null hypothesis ( $H_0$ ) and its interpretation. As indicated in the table, the pre-test score had a weighted mean while the post-test score significantly increased. The computed t-value which is greater than the critical t-value. This difference leads to the rejection of the null hypothesis, indicating that there is a statistically significant improvement in the fluency skills of Kindergarten learners after the intervention. The increase in scores reflects a marked enhancement in the learners' oral fluency performance from the pre-test to the post-test phase. The results clearly show that the guided intervention—possibly involving music and movement activities—had a positive impact on learners' fluency development. The significant difference between the pre- and post-test scores suggests that the learners responded well to the strategies used, which facilitated not only recognition of words but also improvement in pronunciation, pacing, and overall verbal expression. The increase in mean scores also illustrates a strong grasp of the Most Essential Learning Competencies (MELCs) in oral fluency by the end of the instructional period. The implications of these results are substantial. The average rating increased from (Good) in the pre-test to (Excellent) in the post-test. The result implies that the intervention effectively enhanced fluency skills among Kindergarten learners. Rejecting the null hypothesis confirms the presence of a significant difference, and this shift supports the effectiveness of the approach implemented.

All learners benefited from the intervention, as reflected by the complete movement from mid-level performance to the highest fluency category.

***Keywords — Effectiveness, Music and Movements Activities, Fluency Skills, Kindergarten***

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## I. Introduction

In the early stages of education, fluency is a foundational aspect of literacy development, particularly in Kindergarten, where pupils begin to connect sounds, words, and meanings through rhythmic patterns and repetition. Music and movement activities have long been recognized for their ability to stimulate multiple areas of the brain simultaneously, making them powerful tools in early childhood instruction. Integrating rhythm, melody, and physical motion not only makes learning enjoyable but also supports children's memory retention, phonological awareness, and speech development—core components of reading fluency. This study is anchored on the theory of Multiple Intelligences by Howard Gardner (1983), which highlights musical and bodily-kinesthetic intelligences as vital pathways for learning, especially in young children who are naturally active and responsive to sound.

Early childhood is a crucial stage of learners' physical, social, cognitive, and linguistic development. In this stage, children heavily rely on their significant others, who are their parents, caretakers, or grandparents, to learn and develop. One critical issue in our country is the poor development of reading skills. Thus, different learning interventions focusing on reading have emerged to aid this problem, such as the reading learning camps, Every Child A Reader Program (ECARP), and Basa Pilipinas. Reading is regarded as crucial because it is a basic life skill. Others consider it a lifelong skill because it does not end at school but throughout life. Moreover, it is essential to a child's success in life as it establishes opportunities for success in career and personal fulfillment. Despite its significance, reading is one of the challenging areas and skills in the education system that everyone has to master.

This challenge is made much more urgent by our technology society's growing demand for high levels of reading. The Philippines has a diverse linguistic landscape because Filipinos speak various languages and dialects, and many Filipinos grow up in multilingual households. Some children grew up speaking the English language widely and are unfamiliar with the language often spoken in their community. Parents are sometimes particular about which language their children should learn in pre-elementary. They usually prioritize the one they believe will be beneficial for their children's future careers, potentially neglecting the native language of the community. Thus, an imbalance in learning a language. Moreover, this multilingual environment can create challenges for pupils learning to read, as they may not be fully comfortable with the language of instruction or may experience confusion when switching between languages. Teachers need to be aware of the language proficiency levels of their students and provide additional support, such as using the mother tongue in early literacy instruction or offering translation and language scaffolding when necessary.

Music and movement are interrelated and go together all the time. However, some research studies show the effectiveness and its benefits separately. It would be more beneficial for children when both are integrated in classroom instruction. Children in the pre-elementary levels lose attention and engagement quickly with a traditional method of teaching. These methods require teachers to be creative in planning instruction, making sure that these methods are not on repeat because they become habituated with traditional methods. In addition to that, it also serves as one way to boost the academic performance of children, especially in reading.

In local contexts where traditional instructional methods may still dominate early literacy instruction, introducing innovative, movement-rich strategies like music-based fluency activities can offer a fresh and culturally responsive approach to learning. Filipino children's natural love for music and rhythm provides an ideal opportunity to bridge cognitive and language development. As such, the study also aligns with the Department of Education's emphasis on inclusive, engaging, and developmentally appropriate teaching strategies in the K–12 curriculum.

Given these theoretical and empirical foundations, the researcher is fully committed to completing this study to provide substantial evidence on how music and movement can transform literacy instruction in Kindergarten. The ultimate goal is to develop a practical, enjoyable, and effective teaching guide that teachers can apply across various learning settings. The researcher believes that this study will not only support academic success among young learners but also ignite their love for learning through rhythm and play.

Indeed, the researcher is deeply motivated to finish this study—not only as a professional endeavor but as a heartfelt mission to help teachers unlock each child's fluency potential through the joy of music and movement.

This study evaluated the Effectiveness of Music and Movement Activities to the Fluency Skills Development of Kindergarten Pupils in Ormoc Se San School in the Division of Ormoc City. The findings of the study were the bases for an Intervention Plan.

Specifically, it sought to answer the following questions:

1. What is the fluency skills performance of the Kindergarten pupils before the integration of Music and Movement Activities in the delivery of the of the most essential learning competencies in the 4th Grading period?
2. What is the fluency skills performance of the Kindergarten pupils after the integration of Music and Movement Activities in the delivery of the of the most essential learning competencies in the 4th Grading period?
3. Is there a significant difference in the fluency skills performance of the Kindergarten pupils before and after the integration of Music and Movement Activities in the delivery of the of the most essential learning competencies in the 4th Grading period?

4. What intervention plan can be proposed based on the findings of the study?

Null Hypothesis:

HO: There is no significant difference in the fluency skills performance of the Kindergarten pupils before and after the integration of Music and Movement Activities in the delivery of the of the most essential learning competencies in the 4th Grading period.

## II. Methodology

**Design.** The study utilized a Quasi-Experimental type of research design to evaluate the effectiveness of music and movement activities on the fluency skills development of Kindergarten pupils based on the different Most Essential Learning Competencies (MELCs) for the 4th grading period in Se San School. The implementation followed three key phases: pre-assessment, intervention, and post-assessment. In the pre-assessment phase, both groups were evaluated using a teacher-made fluency rubric aligned with the MELCs for the 4th grading period. The rubric assessed criteria such as pronunciation, pacing, intonation, expression, and clarity when speaking or reading aloud. These baseline scores served as a reference for comparing progress after the intervention.

The results of the study were used as the foundation for developing an intervention plan that could be formally adopted by the school. This plan included a structured set of music and movement-based strategies integrated into regular reading and speaking lessons for Kindergarten. Ultimately, the research aimed to provide a replicable and enjoyable approach to boosting oral fluency, laying a strong foundation for lifelong literacy.

The main locale of the study was Ormoc Se San School in the Division of Ormoc City. The respondents of the study were 7 males and 10 females with a total of 17 respondents. The information for the analysis was gathered using validated test questionnaires in English based on the Self-Learning modules to test the fluency skills performance. Another tool used was the different learning materials in Music and Movement Activities which could be integrated during the delivery of the lessons. The proposed Intervention Plan was taken based on the findings of the study.

**Sampling** The respondents of the study were 7 males and 10 females with a total of 17 respondents that were involved in this study were being identified and the primary means of reach is during the actual conduct of the study as well as during the gathering of data in the school where the study was conducted.

**Research Procedure** The researcher sought permission from the office of the Schools Division, headed by the School Division Superintendent, Dr. Carmelino P. Bernadas, Ph.D., CESO V, through a transmittal letter. The same letter content was also provided to the school principal and the teachers responsible for the pupils who participated in the study.

The research instruments used were test questionnaires based on the Most Essential Learning Competencies (MELCs) in English, specifically focusing on the 4th grading period. These were administered by the researcher to determine the performance level of the Kindergarten pupils, particularly in word recognition and comprehension, which reflected their understanding of the lessons.

After the integration of guided reading interventions, which were implemented over a one-month period, a post-test was administered to determine whether there was an improvement in the test performance of the Kindergarten pupils.

The data collected were collated and subjected to appropriate statistical treatment.

**Ethical Issues.** The right to conduct the study was strictly adhered through the approval of the principal, approval of the Superintendent of the Division. Orientation of the respondents both School Principal, teachers were done. Participation was strictly voluntary. Anonymity and confidentiality were maintained throughout the study. Results were used solely for research and educational improvement purposes.

**Treatment of Data.** The following statistical formulas were used in this study:

The quantitative responses were tallied and tabulated. The data were treated statistically using the following tools:

**Weighted Mean** – This was utilized to assess the fluency skills performance of the Kindergarten pupils.

**T-Test for Mean Difference** – This was used to calculate the significant difference in the fluency skills performance of the Kindergarten pupils.

### III. Results and Discussion

**Table 1**  
**Pre-Test Performance of Kindergarten Learners in Fluency Skills**

Score Range	Description	PRETEST CONTROL	
		Frequency	%
41-50	Excellent	0	0
31-40	Very Good	3	18
21-30	Good	13	76
11-20	Fair	1	6
1-10	Poor	0	0
Total		17	100
Weighted Mean		27.12	Good

This table presents the Pre-Test Performance of Kindergarten Learners in Fluency Skills. It illustrates how the control group performed before the intervention, based on a set fluency assessment. The results are categorized into five descriptive levels—Excellent, Very Good, Good, Fair, and Poor—based on specific score ranges. The table also includes the frequency, percentage, and the computed weighted mean for clearer interpretation of the learners’ overall performance.

As shown in the table, a majority of the Kindergarten pupils in the control group scored within the Good range (21–30), comprising 76% or 13 out of 17 learners. This indicates that while most pupils demonstrated a fair level of fluency skills, there remains room for development. Meanwhile, only 3 learners (18%) attained a Very Good rating (31–40), showing a higher level of performance. Notably, no students reached the Excellent level (41–50) or fell into the Poor (1–10) range. Additionally, 1 learner (6%) scored within the Fair range (11–20), suggesting a need for greater instructional support.

The distribution of scores suggests that most Kindergarten learners possessed foundational fluency skills before the intervention but had not yet achieved high levels of proficiency. The absence of learners in the Excellent category reveals that, at the time of the pre-test, no student had fully mastered the fluency skills being measured. Furthermore, the small number of students in the Very Good range implies that only a few had partially developed higher-level fluency abilities.

The implications of these results are clear. The overall average rating or weighted mean of 27.12, which falls under the Good category, implies that learners were performing at a moderately satisfactory level in terms of fluency but had not yet reached advanced or exemplary fluency skill levels. These findings highlight the importance of implementing targeted interventions to further enhance fluency. Given the limited number of pupils reaching Very Good and the complete absence of Excellent scores, this data supports the necessity of a structured and engaging program—such as music and movement activities—to support fluency development.

**Table 2**  
**Post-Test Performance of Kindergarten Learners in Fluency Skills**

Score Range	Description	POST-TEST CONTROL	
		Frequency	%
41-50	Excellent	17	100
31-40	Very Good	0	0
21-30	Good	0	0
11-20	Fair	0	0
1-10	Poor	0	0
Total		17	100
Weighted Mean		45.59	Good

This table presents the Post-Test Performance of Kindergarten Learners in Fluency Skills. It shows the results of the control group after the implementation period, with scores categorized into five descriptive ranges: Excellent, Very Good, Good, Fair, and Poor. The table summarizes

the number of learners within each category, their corresponding percentage, and the computed weighted mean to interpret their overall performance.

As presented in the table, 100% of the Kindergarten learners (17 out of 17) achieved scores in the Excellent range (41–50) during the post-test. This indicates that all the participants significantly improved their fluency skills after the intervention period. No learners scored in the Very Good, Good, Fair, or Poor categories, marking a dramatic shift from the pre-test results where most learners were only rated Good and no one achieved Excellent.

The uniform distribution of scores in the Excellent category suggests that the control group had fully grasped the fluency skills being measured by the end of the assessment period. This performance implies that all learners not only improved but reached the highest fluency skill level possible within the rubric criteria. Such results demonstrate the effectiveness of instructional support and consistent fluency development activities.

The implications of these results are significant. The overall weighted mean of 45.59, which falls under the Excellent category, implies that the learners’ fluency skills greatly improved following the intervention period. The data shows a complete shift from the previous performance, where no learners were in the Excellent range. The results affirm that the instructional strategies implemented during the intervention were effective in fostering oral fluency among Kindergarten learners. This suggests that even at an early age, students can achieve high levels of fluency when provided with structured and engaging instruction.

**Table 3**  
**Test of Difference Between in the Pre-test and the Post-test Scores of Kindergarten Learners**

Aspects	Test Scores		Computed T	Critical T	Decision	Interpretation
Experimental	Pre	27.12	1.839	0.821	Reject H <sub>0</sub>	Significant
	Post	45.59				

This table presents the test of Difference Between the Pre-test and Post-test Scores of Kindergarten Learners. It shows the statistical results comparing the performance of learners before and after the implementation of an intervention focused on fluency skills. The table highlights both the computed and critical t-values to determine whether there is a significant difference between the pre-test and post-test results of the experimental group. Additionally, it includes the decision made regarding the null hypothesis (H<sub>0</sub>) and its interpretation.

As indicated in the table, the pre-test score had a weighted mean of 27.12, while the post-test score significantly increased to 45.59. The computed t-value was 1.839, which is greater than the critical t-value of 0.821. This difference leads to the rejection of the null hypothesis, indicating that there is a statistically significant improvement in the fluency skills of Kindergarten learners

after the intervention. The increase in scores reflects a marked enhancement in the learners' oral fluency performance from the pre-test to the post-test phase.

The results clearly show that the guided intervention—possibly involving music and movement activities—had a positive impact on learners' fluency development. The significant difference between the pre- and post-test scores suggests that the learners responded well to the strategies used, which facilitated not only recognition of words but also improvement in pronunciation, pacing, and overall verbal expression. The increase in mean scores also illustrates a strong grasp of the Most Essential Learning Competencies (MELCs) in oral fluency by the end of the instructional period.

The implications of these results are substantial. The average rating increased from 27.12 (Good) in the pre-test to 45.59 (Excellent) in the post-test. The result implies that the intervention effectively enhanced fluency skills among Kindergarten learners. Rejecting the null hypothesis confirms the presence of a significant difference, and this shift supports the effectiveness of the approach implemented. All learners benefited from the intervention, as reflected by the complete movement from mid-level performance to the highest fluency category.

#### **IV. Conclusion**

Based on the results of this study, the test of difference between the pre-test and post-test scores of Kindergarten learners reveals a statistically significant improvement in fluency skills following the intervention. The findings demonstrate that the learners showed noticeable gains in oral fluency, indicating the effectiveness of the music and movement activities in enhancing pronunciation, pacing, and expression. The rejection of the null hypothesis confirms that the intervention positively impacted the learners' performance. Overall, the study validates the use of engaging, multisensory strategies in developing fluency among young learners, supporting their mastery of essential learning competencies in early literacy.

#### **V. Recommendations**

Based on the findings of this study, the following recommendations are proposed from the Effectiveness of Music and Movement Activities to the Fluency Skills Development of Kindergarten Pupils among the ff:

The teacher should integrate music and movement activities regularly in reading and oral fluency instruction to make lessons more engaging, interactive, and effective in enhancing pronunciation, pacing, and expression among Kindergarten pupils.

The school heads should support and encourage the implementation of creative and multisensory strategies, such as music and movement-based interventions, by providing necessary training, materials, and scheduling flexibility for teachers.

The Public Schools District Supervisor should promote the adoption of evidence-based fluency programs across schools by endorsing successful interventions like this one, and include them in professional development sessions and literacy programs.

The parents should be encouraged to participate in their children's fluency development by reinforcing music and movement activities at home, such as singing educational songs or engaging in storytelling with actions to strengthen oral language skills.

The researcher should disseminate the results of the study to stakeholders through presentations or school-based training to advocate for the intervention's broader application and to raise awareness of its effectiveness in improving fluency.

The future researchers should explore similar interventions using varied grade levels, subjects, or community settings to further validate and enhance the strategies, and to contribute to a wider body of knowledge on effective early literacy practices.

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#### **AUTHOR'S PROFILE**



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The author was born on June 29, 2000, at Ormoc City, Leyte, Philippines. She graduated Magna Cum Laude with a Bachelor's degree in Early Childhood Education at Leyte Normal University. Currently, she is finishing her Master's degree of Arts in Education major in Elementary Education at Western Leyte College. She gained hands-on teaching experience at Ormoc Se San School where she effectively implemented learner-centered approaches to Nursery and Kindergarten learners. Her professional interests focus on early literacy through differentiated instruction and other innovative instruction strategies. In her free time, she enjoys walking as her therapeutic escape.