



(RESEARCH ARTICLE)



## Song for teaching poetry (Sayawit sa Pagtuturo Ng Tula)

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International Journal of Science and Research Archive, 2026, 18(03), 1189-1191

Publication history: Received on 13 February 2026; revised on 18 March 2026; accepted on 21 March 2026

Article DOI: <https://doi.org/10.30574/ijrsra.2026.18.3.0585>

### Abstract

The continuous decline in Filipino children's reading and comprehension skills has become alarming, worsened by the COVID-19 pandemic. Reports from the OECD and World Bank show that a large percentage of students in the country struggle to read simple texts. Lack of resources, poor internet access, and limited adult guidance further hindered learning. This highlights the need for innovative teaching methods that go beyond reading and answering questions and instead stimulate children's emotions and interest. One such strategy is *Sayawit*—a combination of song, dance, and poetry recitation—designed to make learning more colorful, lively, and meaningful.

This study aims to examine the effectiveness of *Sayawit* in teaching poetry and its impact on students' reading comprehension. Using both qualitative and quantitative methods, the research assessed learning levels, barriers, and positive outcomes. Participants were Grade 4 students divided into an experimental group (using *Sayawit*) and a control group (traditional method). Results are expected to show that *Sayawit* increases enthusiasm, self-confidence, and comprehension, while also fostering collaboration, interaction, and emotional expression. Overall, *Sayawit* is presented as an innovative response to reading difficulties, promoting higher learning and appreciation of Filipino language and culture.

**Keywords:** Sayawit; Reading Comprehension; Poetry

### 1. Introduction

One of the biggest challenges in Philippine education is the decline in students' reading comprehension. OECD and World Bank reports confirm that many Filipino children struggle with simple texts, a problem worsened by the pandemic and the shift to distance learning. This created barriers such as lack of devices, poor internet, and limited adult supervision. Thus, innovative teaching methods are needed to engage students emotionally and intellectually.

*Sayawit* combines song, dance, and poetry recitation, allowing students not only to read but to experience and embody the words. Rooted in Filipino culture's love for music and dance, *Sayawit* aims to increase enthusiasm, deepen comprehension, and develop skills such as collaboration and self-confidence.

### 2. Methods

The study used a descriptive design to evaluate teaching materials that enhance reading comprehension through *Sayawit*. Data were gathered via questionnaires and observations from teachers and students, analyzed using descriptive statistics (frequency, percentage, weighted mean).

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### 3. Materials

Teaching aids included projectors, costumes, props, sound recordings, and visual images. Visual aids (score: 79) and costumes (78) were most effective, while sound recordings (71) improved rhythm and listening. These materials boosted participation, confidence, and collaboration.

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### 4. Discussion

Findings show that combining visual, auditory, and kinesthetic tools in *Sayawit* significantly improved reading comprehension and student engagement. Challenges included lack of resources, limited time, and need for teacher training. Despite this, *Sayawit* enhanced confidence, interaction, and appreciation of literature, aligning with studies by Garcia (2024), Alvarez (2025), and Santos (2023).

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### 5. Results

Visual aids and costumes scored highest in effectiveness, followed by sound recordings and printed materials. Students showed greater enthusiasm, confidence, and emotional expression. Challenges remained in resource availability and teacher preparation.

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### 6. Conclusion

*Sayawit* proved to be an effective strategy in teaching poetry, improving comprehension, confidence, and engagement. By integrating song, dance, and literature, it reduced learning barriers and promoted appreciation of Filipino culture. Despite challenges, it offers a model for teachers and schools seeking meaningful innovation in teaching.

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### Compliance with ethical standards

#### *Disclosure of conflict of interest*

No conflict of interest should be disclosed.

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