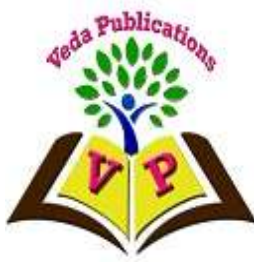


BISROCK MUSIC IN TEACHING CEBUANO FOLK LITERATURE

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ABSTRACT



This study aimed to assess the importance of using Bisrock music in teaching folk literature among selected students of University of Cebu-Main Campus.

The study was descriptive-correlational in nature, utilizing questionnaires in identifying the profile of the respondents and the contributions of literary devices to the success of the Bisrock music. A pool of English teachers and writers were identified to strengthen the output of this study – teaching plan.

Findings of the study showed that Bisrock music is popular to the respondents and that this music can be used in the classroom. Constructing an environment that paves the way for an appreciation for Philippine music would motivate the youth to make music a part of their cultural life.

College Instructors should not only limit themselves to the common strategies in teaching literature, but must consider as well the new trends that are of interest to the students like Bisrock music.

Keywords: *Bisrock Music, Cebuano Folk Literature.*

INTRODUCTION

Music is a common language of mankind. There is no human heart that is not touched by music. It has the power to summon one's tender feeling as well as to evoke the most sublime feelings. Deep in the heart of Filipinos is love for music. They find music refreshing and a necessary outlet for their emotion and spiritual desires and longings. Stressing on the importance of music to the individual, Ybanez (1997) has this to say, "The value of music is simply the value that is in all art and it is a priceless value. It promises to bring to the world moods, broad status of feeling that are aspiring, lofty, pure, untroubled and unselfish. It promises to bring into education the neglected third dimension."

As Ybanez (1997) puts it, "If the life of the child is not made richer through music, then it has no right for consideration as a school subject".

The Filipino youth should be able to appreciate the right types of music and thereby enrich his musical and cultural heritage. Hence, there is a need to preserve, develop, and promote Philippine culture in music as an art and as a handmaid of cultural development. Constructing an environment that paves the way for an appreciation for Philippine music would motivate the youth to make music a part of their cultural life. The preceding stipulations are reaffirmed by Article 15, Section 9 of the New Philippine Constitution which states that the Filipino culture shall be preserved and developed for national identity. It further states that the arts and letters shall be under the patronage of the state and that music is one of the arts. Music as an art has the facility for widening the cultural horizons of a nation. In fact, the history of the Philippines can be traced through folk music. Common Filipino traits such as hospitality, tranquility, patience, patriotism, care, love and respect of parents and elders, and the like, are reflected in folk songs. These songs are meant to wash away anger, hatred or suspicions, to offer peace or love or to communicate appreciation for a particular person or a thing.

This study is further strengthened by DepEd Order No. 74, series of 2009, entitled "Institutionalizing Mother Tongue-Based Multilingual Education (MLE)," improving basic education by mandating the mediums or languages of instruction.

Arts are highly recognized as a basic aspect of Filipino cultural heritage, with the State mandating encouragement and support to related researches and studies. In the Education System, Music and Arts Education place a significant and vital position. In all levels of education much is being done to enrich curricular activities with the end view of exposing learners to quality music and arts.

Concordia (1966) stated in the Republic Act 4733 that students in any level need to have beautiful moments in the classroom from which they can glimpse the meaning of life above and beyond material things. In the classroom such a moment can be captured while singing and listening to beautiful and uplifting music.

Bisrock music has become part of the music industry and has become part of the student's leisure activity. Bisrock music has gained its popularity among the students in University of Cebu-Main Campus. The music has become familiar to them – its tone and lyrics. They have been singing Bisrock songs in every corner of the classroom. Indeed, these

songs have become richer as time goes by. There is something in these songs that the young continues to put value into it and it has to be discovered.

The study of Bisrock music in Teaching Cebuano Folk Literature would be an enriched input to the knowledge of literature in the region and country. Hence, working on these songs would be putting life to a long-felt dream of preserving, enriching, and resourcing the cultural heritage of the people. This dream justifies the efforts of the researcher in making it a reality.

OBJECTIVES

The main purpose of this study was to assess the importance of using Bisrock music in teaching Cebuano folk literature among selected students of University of Cebu-Main Campus. The results of the study were used as basis for a proposed teaching plan. Specifically, the study sought to answer the following: the profile of the respondents in terms of age, gender, and highest educational attainment, the popularity of Bisrock music as regards content and its extent of contribution in terms of the following issues: academic and literary, political and social. The significant relationship between the profile of the respondents and the popularity of Bisrock music as regards content were taken into account and what appropriate teaching plan can be proposed based on the results of the study.

RESEARCH METHODOLOGY

This study utilized the descriptive-correlational method using content analysis with questionnaire and interview guide.

Results and Discussion

A. Profile of Respondents

Profile	Categories	f	%
Age	< 20	65	74.71
	21 – 30	21	24.14
	> 30	1	1.15
	Total	87	100.00
Gender	Male	47	54.02
	Female	40	45.98
	Total	87	100.00
Educational Attainment	First Year	13	14.94
	Second Year	13	14.94
	Third Year	29	33.33
	Fourth Year	32	36.78
	Total	87	100.00

Based on the results of the research study, out of 87 respondents, 74.21% belong to below 20 years old. This means that teenagers most likely love Bisrock music. Thus Concordia (1966) is correct when he attested that students in any level need to have beautiful moments in the classroom from which they can glimpse the meaning of life above and beyond material things. In the classroom such a moment can be captured while singing and listening to beautiful and uplifting music, thereby learning comes in. Furthermore, Silbermann (1963) is indeed true when he stated, “Musical taste is a social phenomenon, it is socially conditioned, and it is born and will die within the social life to which it belongs.

The strength of preference for a given kind of music depends on the degree to which that kind of music serves the needs of the listener; that is, how well the respective functions of music are fulfilled. The results of the study contain an unequal ratio of males and females. Of the 87 respondents, 54.02 % are females and 45.98% for males. It clearly shows that teenage females are into music nowadays. Gone are the days when rock music is intended only for the boys and this time teenage females like Bisrock music more than boys do. The result disagrees to the claim that a wide range of research on gender-based performance evaluations and gender socialization was stronger in the majority of males. It is argued that gender preference is an important and defining characteristic of music preferences, particularly for young males.

(<http://pom.sagepub.com/content/36/4/429.abstract>)

Van Eijck (2001) discussed that people with higher educational levels and higher occupational status are, in fact, the most frequent visitors of museums, classical concerts, the theatre, etc. Thus the result of the study shows that students who are in 4th year praise Bisrock music more than those who are in lower years. Statistics shows that 36.78% of the respondents are 4th year students. White (2001) found that the appeal of music goes up with increasing familiarity and that familiarity and preference for music was positively correlated.

Popularity of Bisrock Music

Bisrock music	Weighted Mean	Interpretation
Senior Citizen	3.17	Popular
Panahon	2.92	Popular
Lakbay-lakbay	3.24	Popular
Tingog sa Mamumuo	2.69	Popular
Nursing	2.95	Popular
Bakasi	2.71	Popular
Bulinaw	2.96	Popular
Prinsipal	3.27	Very Popular
Palagot sa Kontra	3.38	Very Popular
Hilot	3.13	Popular
Total	3.04	Popular

The most popular Bisrock music based on the results of the study are *Palagot sa Kontra* (Phylum) and *Hilot* (Scrambled Eggs). These songs have superb choice of words, comprehensibility, amusement and entertainment, impact of literary devices and substance and message. The rest of the eight Bisrock songs are popular by nature. *Palagot sa Kontra* (Phylum) and *Hilot* (Scrambled Eggs) greatly reflect the Filipino culture, customs and traditions. The song *Tingog sa Mamumuo* got the lowest weighted mean of 2.69. The song is revolutionary and militant in nature which students don't like. However, when it comes to content, the 10 Bisrock songs are popular with a weighted mean of 3.04. Teachers can use these songs as springboard in learning since the young without no doubt can readily understand and relate to the situation being presented in the lyrics of the song.

Bisrock music is very popular with teachers whose target audience are young learners, while adult learners are less often exposed to songs. Furthermore Kolb and Kolb (2005) were correct when they mentioned that Learning is a holistic process of adaptation to the world. Not just the result of cognition, learning involves the integrated function of the total person, feeling, thinking, perceiving and behaving. Though a song is an inseparable unity of the music and its lyrics, it is the musical part that is constantly overlooked and ignored. Songs can effectively contribute to the students' development of aesthetic appreciation since they may help them shape their artistic tastes in formulating a critical evaluation of the songs they listen to and discuss.

EXTENT OF CONTRIBUTION

Academic and Literary Issues

Bisrock music	Weighted Mean	Interpretation
Senior Citizen	2.19	Average
Panahon	1.87	Average
Lakbay-lakbay	2.08	Average
Tingog sa Mamumuo	1.24	No Contribution
Nursing	1.86	Average
Bakasi	1.51	No Contribution
Bulinaw	1.73	No Contribution
Prinsipal	2.21	Average
Palagot sa Kontra	2.38	Average
Hilot	1.98	Average
Total	1.91	Average

Bisrock music helps the youth in forgetting their problems. It is proven true through their responses that can be seen above. *Palagot sa Kontra* has literary devices and gets a weighted mean of 2.38 which is equivalent to average and that it helps to the success of the Bisrock music. *Palagot sa Kontra* has an enticing tone that anybody would love to listen to its rhythm. However, *Tingog sa Mamumuo*, *Bakasi* and *Bulinaw* have no contribution since

these songs are not familiar to the students. The tone and rhythm are not good to the ears. All in all, Bisrock music has a weighted mean of 1.91 which is equivalent to average.

According to Edgar Allan Poe most literary devices help the audience to focus on particular words or phrases in order for the writer to get his or her point across. They can be found in songs, all types of texts, not just stories or poems.

Bisrock music offers great possibilities for use in the classroom. The literary devices found in Bisrock music gives an interesting picture of the Philippine life. The researcher hopes to encourage researches in order that collection and analysis of Bisrock music shall grow and help people feel proud of local music and use this for national identity.

LITERARY ISSUES

Contribution of Literary Issues

Extent of Contribution	Weighted Mean	Interpretation
Senior Citizen	3.26	Very Great
Panahon	3.38	Very Great
Lakbay-lakbay	3.10	Great
Tingog sa Mamumuo	2.99	Great
Nursing	3.08	Great
Bakasi	3.43	Very Great
Bulinaw	3.16	Great
Prinsipal	3.43	Very Great
Palagot sa Kontra	2.94	Great
Hilot	3.01	Great
Total	3.18	Great

Table 5 shows the extent of contribution of the literary devices (figures, images, moods, situations, structures, symbols, themes and tones) in Bisrock music. The literary devices in the Bisrock music *Senior Citizen*, *Panahon*, *Bakasi*, and *Prinsipal* are very great which means to say that they can be effective tools in learning. *Bakasi* and *Prinsipal* have the highest weighted mean of 3.43. These two are very rich in rhythm and tone. Furthermore, students can relate well to the theme presented in these songs most especially *Prinsipal*. *Prinsipal* talks about the ambition of becoming famous in a wink of an eye. On the other hand, *Bakasi* talks about the art of living which can motivate the youth to move forward and reach their desired goals. *Palagot sa Kontra* has 2.94 when it comes to literary issues. The persona in the song suffers from a bad experience and the song offers a wide array of sadness. All in all, Bisrock music is great when it comes to the literary devices present in the lyrics of the music which has a weighted mean of 3.18. Teachers can use the above-mentioned Bisrock music as springboard in the discussion. Students will then be more interested during discussion if the motivation used by the teacher is somehow refreshing to their ears. Learning eventually takes place when students are interested. The literary devices in the Bisrock music

Lakbay-lakbay, Tingog sa Mamumuo, Nursing, Bulinaw, Palagot sa Kontra and Hilot are great based on the results of the study.

Thus, the researcher totally agree when Lull (1987) stated that lyrics of popular music can be used as communicative resources too and can be used in the classroom and that it projects a language that was useful to adolescents in their personal and social lives. The respondents have their own reason of giving such rating to the Bisrock music. But one thing is certain; they were moved and touched by the lyrics that contain literary devices.

Education has to include in-depth focus on learning. It is not enough to simply know more. People need to be able to learn better in flexible ways that will enable them to respond to inevitable change. The characteristics of good learning ability are encouraged by the kinds of activities normally engaged in by instructors in the classroom.

Motivation in the classroom through Bisrock music should be given more dedication, direction and more emphasis. Preserving the cultural heritage and national resource is a way of promoting national identity and showing love for the country to which this cultural treasure belongs. Yet, it could be argued that anything of value cannot remain a treasure if not used and made useful. It follows that songs of people in localities could truly become a part of the cultural wealth, only when such are developed and the artistic properties are heard and enjoyed

Political Issue

Political Issues	Yes		No	
	f	%	f	%
1.Bisrock music calls us to take action, and live for a bigger purpose than ourselves.	60	68.97	27	28.14
2.Bisrock music talks about crimes.	18	20.69	69	76.93
3.Bisrock music talks about injustice.	41	47.13	46	49.40
4.Bisrock music tells us that we need to live in unity with each other.	69	79.31	18	18.50
5.Bisrock music tells us that life can be very difficult for people who find themselves living in urban decay	51	58.62	36	38.05
6.Bisrock music talks about corruption	38	43.68	49	52.87
7.Bisrock music talks about dishonesty	38	43.68	49	52.87
8.Bisrock music talks about racial discrimination	39	44.83	48	51.71
9.Bisrock music talks about Filipino customs and traditions.	64	73.56	23	23.82
10.Bisrock music talks about revenge.	37	42.53	50	54.04
Total	45.5	52.3	41.5	49.92

A number of respondents agree that Bisrock music contains political issues. The political issue that says “ Bisrock music tells us that we need to live in unity with each other” has 69 yes answers or 79.31% . On the other hand, political issue that says “ Bisrock music talks about crimes” has the lowest yes answers or only 20.69%.It means to say that Bisrock music is more on the positivity than its negativity. Thus, Durant (2007) is correct when he said, Music helps each one of us find our unique social niche, bringing us together with other folks that share similar interests. Of the 10 Bisrock songs measured for its popularity,

Panahon is one of the songs that the lyric and content did not get the over-all appreciation of the respondents. One of the reasons for its non-appreciation is the issues presented are not clear to the respondents and the song doesn't give issues of reality. The youth nowadays is more concerned with what is happening in their environment. It goes to show that they are updated with the current political issues and that they go beyond what is literal. Bisrock music used to portray a specific political message. Bleich and Zillmann (1991) stated that political music is meant to be heard by the people, it is often meant to be popular. That statement of Bleich and Zillmann supports the results of this study.

Social Issue

Table 7 shows the percentage of social issues present in Bisrock music.

Table 7

Social Issue

#	Yes		No	
	f	%	f	%
1. Bisrock music talks about abortion.	19	21.84	68	75.69
2. Bisrock music talks about suicide.	24	27.59	63	69.55
3. Bisrock music talks about prostitution.	33	37.93	54	58.74
4. Bisrock music talks about the rights of the youth.	71	81.61	16	16.39
5. Gay Marriage is tolerated in Bisrock music.	31	35.63	56	61.11
6. Bisrock music tells us to use illegal drugs.	14	16.09	73	81.94
7. Gambling is tolerated in Bisrock music.	25	28.74	62	68.33
8. Bisrock music talks about blasphemy.	27	31.03	60	65.91
9. Bisrock music tells the youth to enjoy smoking.	19	21.84	68	75.69
10. Bisrock music encourages premarital sex.	17	19.54	70	78.18
Total	28	32.18	59	65.15

Table 7 shows that Bisrock music talks about the rights of the youth as well which has 81.61 yes answers from the respondents and considered to be the highest among others. The social issue that Bisrock music tells us to use illegal drugs has the least percentage. It has 16.09% which means to say that Bisrock music offers a repertoire of goodness. However, no answers got 65.15 which is larger than the yes answers which has 32.18 only. Thus, Bisrock music can't be used in the classroom as an example of a music that talks about social issues. It has only less social issues in it. Still, it brings enjoyment to the youth as well as good lessons to ponder on. It is good to note that the young of today sees the beauty of Bisrock music not just as a noisy rock music but a music that builds a replica of values. A Bisrock music can be an agent of change if well digested. Thereby, Siruno's statement is proven correct that music develops a sound body, normal mental attitudes and emotional reactions.

RELATIONSHIP BETWEEN PROFILE AND THE POPULARITY OF BISROCK MUSIC

Table 8 shows the significant relationship between age and popularity, gender and popularity and educational attainment and popularity.

Table 8

Relationship Between Variables

Paired Variables	χ^2	df	Computed Chi	Critical Chi	Decision on Ho	Interpretation	Interpretation	Contingency C
Age and popularity	0.1	4	2.048	5.991	accept Ho	Popularity of Bisrock songs is independent of age.		
Gender and popularity	0.1	2	11.035	9.488	reject Ho	Popularity of Bisrock songs is dependent on gender.	Moderate Correlation	0.335 (Moderate Correlation)
Educational attainment and popularity	0.1	6	4.434	12.592	accept Ho	Popularity of Bisrock songs is independent of Educational attainment		

Results of the study show that there is no significant relationship between age and popularity and so as educational attainment and popularity of Bisrock music. However, there is a significant relationship between gender and popularity. Of the 87 respondents, 47 are males in which 22 males consider the content of Bisrock music (choice of words, comprehensibility, amusement and entertainment, presence of literary devices and substance and message) to be very popular and 27 males say that the content makes this music popular. Thereby, males appreciate Bisrock music more than females when it comes to content. Siruno (1980) is correct when he said that songs have a great influence in the development of an individual's personality more than any other.

The results of the study were very important for the researcher to design an appropriate teaching plan.

FINDINGS

1. Profile of the respondents

There were 65 (30 of them are High School) students who belonged to the 1st category (<20), 21 students who belonged to the 2nd category (21-30) and there is only 1 student who belonged to the 3rd category (>30). When it comes to gender, out of the 87 respondents who participated in the survey, there were 47 males and 40 females. When it comes to the highest educational attainment, there were 13 1st year students, 13 2nd year students, 29 3rd year students (18 of which are High School students) and 32 4th year students (12 of them are High School students).

2. Popularity of Bisrock music as regards content

The most popular Bisrock music based on the results of the study are *Palagot sa Kontra* (Phylum) and *Hilot* (Scrambled Eggs).

3. Extent of Contribution

3.1 Academic

The extent of contribution of the literary devices (figures, images, moods, situations, structures, symbols, themes and tones) in Bisrock music is great.

1.2 Political Issue

A number of respondents agree that Bisrock music contains political issues. The political issue that says “ Bisrock music tells us that we need to live in unity with each other” has 69 yes answers or 79.31% . On the other hand, political issue that says “ Bisrock music talks about crimes” has the lowest yes answers or only 20.69%.

1.3 Social Issue

Social issue that Bisrock music talks about such as the rights of the youth has 81.61 yes answers from the respondents and is considered to be the highest among others. The social issue that Bisrock music tells us to use illegal drugs has the least percentage. It has 16.09% which means to say that Bisrock music offers a repertoire of goodness.

4. Significant relationship between the profile of the respondents and the popularity of Bisrock music as regards content

Results of the study show that there is no significant relationship between age and popularity and so as educational attainment and popularity of Bisrock music. However, there is a significant relationship between gender and popularity. Of the 87 respondents, 47 are males in which 22 males consider the content of Bisrock music (choice of words, comprehensibility, amusement and entertainment, presence of literary devices and substance and message) to be very popular and 27 males say that the content makes the music popular. Thereby, males appreciate Bisrock music more than females when it comes to content.

CONCLUSION

Literature is a work of art that delights and teaches. For students to appreciate this experience, it is imperative that English teachers utilize materials that are authentic and relevant to their culture and history as well as very humorous, entertaining and very rich in poetic imagery – Bisrock music of Cebuanos.
