

THE CONSTRUCTION OF TEACHING KIT FOR SNARING FOR THE STUDENTS MAJORING IN MUSIC AT SUAN SUNANDHA RAJABHAT UNIVERSITY, IN THAILAND 4.0

Rungkiat Siriwongsuwan

Music Department, Faculty of Fine and Applied Arts, Suan Sunandha Rajabhat University

1 U-Thong Nok, Dusit, Bangkok, Thailand, 10300

E-mail: rungkiat.si@ssru.ac.th

ABSTRACT

The research on construction of a teaching kit for snaring for the students majoring in Music, at Suan Sunandha Rajchapat University, in Thailand 4.0 was a search for teaching technics and construction of a teaching kit for snaring for the students majoring in Drum Kit, at Suan Sunandha Rajchapat University. The results of research, in summary, were the teaching kit was 80/80 higher in efficiency than the criterion, the achievements after practice with this teaching kit were higher than before practice with this kit, with statistical significance at $\alpha = 0.05$, and by interviews the teachers teaching a drum kit. This teaching kit conformed to Thailand Qualifications Framework (TQF) of the Higher Institutes for Education.

Keywords: Snare, Teaching kit, Suan Sunandha Rajchapat University, Thailand 4.0

INTRODUCTION

Music is a course provided in various universities in Thailand including Rajchapat Institutes. Music is a course widely receptive to interested learners but the graduates still are small number of workers, together with musical courses consume rather high budgets. In general, a musical course including both Thai and Western music still needs quality improvements in teaching, which corresponding to the trends. Each institutes attempt to produce graduates base on their different philosophies, but the main aims of all institutes are to produce graduates with musical competence, theoretical musical idea and knowledge with skilled performance. One important part in musical learning is from teachers and another part is from learning. Teachers should find out various technics to make learners understand what the teachers specified. One technic is a construction of a teaching kit that is appropriate to the learners.

This is a rational for the researcher being interested in construction a teaching kid for snaring. A good music teacher should have a long-term planning to teach learners according to the main objectives of the curriculum, and then uses the contents to construct activities for learners. In teaching aspect, this is seeking for a good teaching method including using teaching instruments for quick understanding of learners such as musical instruments, musical notes, musical books, and other media (Preuang Gumut, 1976). In learning a drum kit, the effectiveness of learning depends on teacher's skills in music and other sciences.

For this reason, the researcher being interested to study by literature reviews and searching data from textbooks and other researches, and then used them to construct a teaching kit for snaring with more effectiveness for higher education levels in Thailand, together with using it as a useful guideline for interested persons.

OBJECTIVE

To construct a basic teaching kit for snaring.

METHODOLOGY

Scope of the research

Specified sampling group in this research was the students learning a drum kit, at Suan Sunandha Rajchapat University for 10 persons. This experiment was conducted in the year 2018 only.

The Expected Benefits for this Research.

To gain an efficiency teaching kit for basic snaring, for the students of Music, at Suan Sunandha Rajchapat University.

Specific Definitions Used in the Research.

A teaching kit meant documents complementary to learning and teaching with contents of drum notes, exercises, and handbooks for teaching a drum set in basic jazz, and others.

Teaching technic meant a teaching method and tactics to teach learners to understand quickly, and conformed the teacher's objectives.

Sources of Data for the Research.

The researcher got knowledge elements from the following sources:

1. By interviews the teachers who taught Drum Kit and Percussion as a major of Music, in Bangkok Metropolitan area
2. By studying the relevant knowledge from textbooks
3. By reviewing the related researches

The Persons Who Provided Research Data and the Population Group of the Research.

The persons who provided data for this research were divided into 2 groups i.e. group of the data providers and the experimental sampling group for measuring an efficiency of the teaching kit, because the topic and objectives of this research needed both qualitative research methodology and experimental methodology to achieve the research's objectives.

1. The persons who provided data for this research were teachers.
2. The experimental group for using the teaching kit was 10 students, and using quantitative research methodology in this experiment.

Tools Used in Data Collection for this Research.

Tools used in data collection for this research were divided into 2 parts i.e. tool used in data collection for qualitative research and tool used in data collection for quantitative research as follows:

1. Tool used in data collection for this research was interviews according to the research's issue
2. Tool used to collect other research works and for data collection in using the teaching kit

2.1. Examination tests before using the teaching kit

2.2. The teaching kit for practice basic snaring was:

2.2.1. A handbook with details of contents in using the teaching kit, teaching plan for musical notes and exercises

2.2.2. Layouts for investigations and evaluations of snaring practices in each learning period, and then constructed teaching kit drafts according to the idea framework after analysis of practice contents by the researcher

2.2.3. Result measurements by using practice skills evaluating forms before and after learning with the teaching kit. The researcher constructed the teaching kit, and then investigated tools using for that construction systematically

Quality Measurement of the Teaching Kit.

The criteria for selection of experts, they should have competence in music experiences and were expert in quality measurement. Suggestions from the experts who investigated the teaching kit were used to

adjust and improve the teaching kit by keeping acceptance criteria of the experts. The research advisors examined the improved teaching kit before using for actual experimental teaching.

Data Analysis.

The data analysis of this research composed of the following procedures:

1. Data studies from literature reviews according to the specified objectives
2. Data collections from field surveys by interviews the teachers according to the specified objectives
3. The researcher rearranged contents, details, and the results of the data studied, and then used them to construct the teaching kit

Data Analysis for Construction of the Teaching Kit.

The researcher collected and analyzed data according to qualitative research methodology, and then constructed experimental instruments by using quantitative research methodology for data analysis. The statistics used for this research were fundamental statistics, means, and standard deviations to find out the efficiency values according to 80/80 criterion of the teaching kit. The first 80 was an average score from evaluations of 10 periods in learning of the sampling population with scores higher than 80. The second 80 was an average score after teaching with the teaching kit in the sampling population with scores higher than 80.

1. The statistics used in this research analysis.

- 1.1. An arithmetic average (Mean) was as follow:

$$\bar{X} = \frac{\sum X}{N}$$

Where \bar{X} = an average score

$\sum X$ = the sum of total scores

N = size of the population

- 1.2. Finding out a standard deviation by using a formula

$$S = \frac{\sqrt{N \sum X^2 - (\sum X)^2}}{N(N-1)}$$

Where S = standard deviation value

$\sum X$ = the sum of total scores

$\sum x^2$ = the sum of square of each score

N = size of the population

2. The statistics used in testing for efficiency.

2.1. The statistics used to test the teaching kit for its efficiency according to 80/80 criterion. The first 80 was an average score from evaluations of 10 periods in learning of the sampling population with scores higher than 80. The second 80 was an average score of evaluations after teaching with the teaching kit in the sampling population with scores higher than 80.

2.2. The statistics used to analyze differences between scores of learning achievements before and after learning with the teaching kit, by using a formula of t-test (dependent) was as follow:

$$t = \frac{\sum D}{\sqrt{\frac{N \sum D^2 + (\sum D)^2}{N-1}}} \quad df = N-1$$

Where $\sum D$ = the sum of difference between each score after and before testing with the teaching kit

$\sum D^2$ = the sum of difference between square of each score after and before testing with the teaching kit

N = size of the sampling population

Presentation

The researcher presented this research with descriptive analysis through qualitative research methodology and used statistics to measure achievements and efficiency of the teaching kit through the quantitative research methodology.

RESULTS

1. The experts investigated a content for interviews, and then it was used for interviews the teachers, who teaching a drum set according to the relevant issues.

2. Constructing a teaching kit and finding out its efficiency after the experts had investigated the content and had considered the instruments using for this research, and then an efficiency of the teaching kit for jazz drumming was measured. Details of the following issues were investigated:

2.1. Structure in details of the teaching kit, content arrangement, and exercises for the teaching kit

2.2. An appropriateness of testing for the teaching kit was investigated by 5 experts, and this teaching kit had already been improved and adjusted before testing

Summary Results of the Research.

1. The Teaching Kit Construction.

Before constructing the teaching kit, the researcher had interviewed to collect data from 5 teachers, who teaching jazz drumming, in higher educations with the following details:

1.1. In teaching aspect.

1.1.1. From interviews, most teachers needed all teachers and learners to learn each other, and they commented about importance of each content in theory learning and practices

1.1.2. In teaching for practice aspect, most teachers had explained and demonstrated how to practice in each important topic as examples for learners

This research could be discussed in summary and it conformed various theories as follows.

1. Teaching by demonstrations as examples, and then let the learners followed by imitations with the teachers. This method corresponded to [2] Tissanana Khammanee (2011), who interpreted teaching by demonstrating as a process that the teachers used for help learners to be learned according to the specified objectives.

2. Most teaching technics taught practices simultaneously with theory explanations about musical notes every periods of teaching. This method corresponded to [3] Narut Suttajit (2002), who stated that musical matters composed of 2 parts i.e. musical contents and musical skills. In learning of basic musical theories, all teachers gave precedence to musical notes, and all learners had to be able to read musical notes.

3. In each teaching period, most teachers had planned for teaching, which corresponded to [4] Boonchom Srisaard (1998), who stated that any activity or work if you did systemically, it would be done conveniently and succeeded with efficiency. This also made teaching with more efficiency that corresponded to Tissanana

Khammanee (2011), who stated that teaching technic was a tactic to enhance process, step, or any action to be more quality and effective. Teaching technic was a necessity to enhance teaching with more effectiveness.

4. In each teaching period, most teachers gave exercises to learners to practice, which corresponded to [5] Boonchom Srisa-ard and Nipa Sripairoj (1988), who stated that exercising was an activity that helped learners to review knowledge and understanding, and practice to use knowledge in any situation would increase experiences in those lessons broader and deeper with getting more skills.

5. In each teaching period, most teachers would motivate the learners by mentioning to the importance of the lessons and their impacts on the learners, which corresponded to Tissana Khammanee (2011), who stated that knowledge and knowledge applications such as psychology of learning, methods and various technics in each teaching situation helped make teaching was interesting, joyful, and lively.

1.2. Technics for Result Measurements and Evaluations.

From interviews, result measurements and evaluations could be summarized as follows:

1.2.1. Result measurements and evaluations by teachers, both before and after learning

1.2.2. Result measurements and examinations for knowledge evaluations, developments of music playing in homework exercises and music playing tests, together with scores accumulation from various tests according to the exercises.

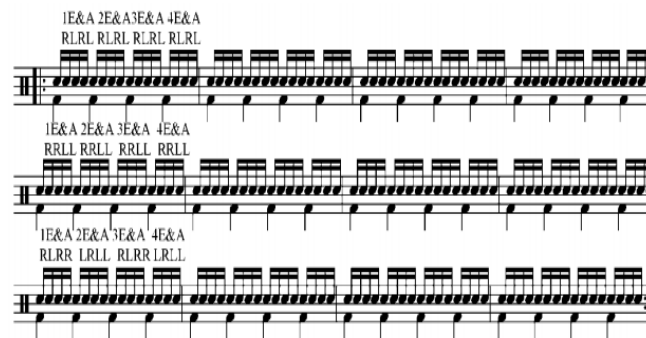


Fig. 1 an example of a musical note for a snare drum using in teaching

(Source: Rungkiat Siriwongsuwan)



Fig. 2 a snare drum

(Source: [6] Rungkiat Siriwongsuwan)



Fig. 3 How to handle drumsticks in Matched Grip technic

(Source: Rungkiat Siriwongsuwan)



Fig. 4 How to handle drumsticks in Traditional Grip technic

(Source: Rungkiat Siriwongsuwan)

Drumsticks handlings in both methods were similar, [7] Mike (2000, np) stated that there were 2 drumsticks handling technics i.e. traditional grip and matched grip technics.

2. Finding out Efficiency of the Teaching Kit.

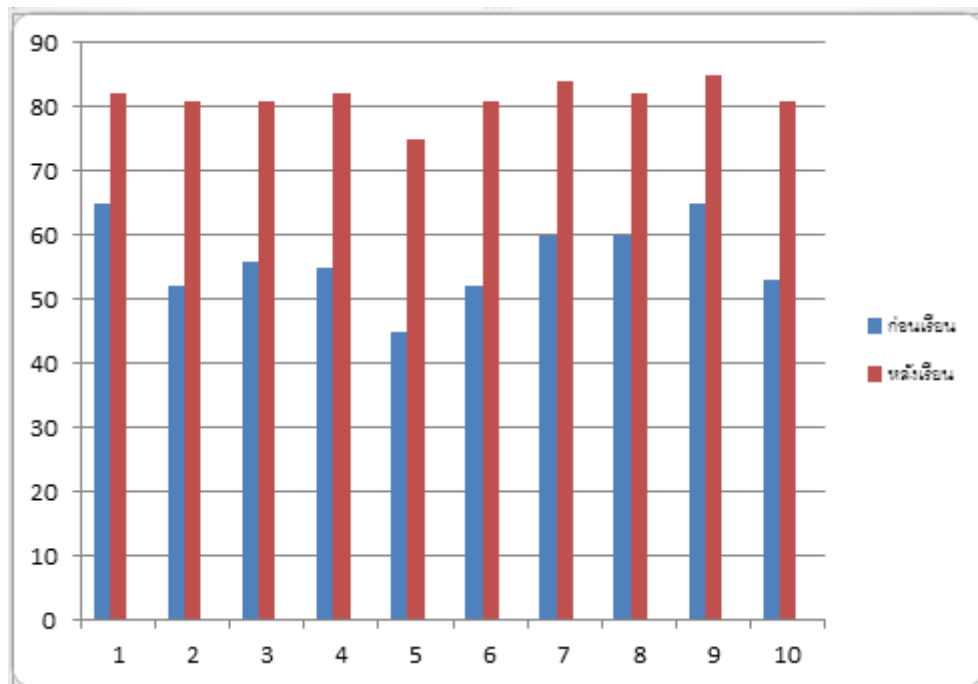
The specified sample group was 10 students majoring in a drum kit, at Suan Sunandha Rajchapat University. Measurements and evaluations of the results were conducted before using the teaching kit (pre-test) and after using the teaching kit (post-test) in all lessons of teaching kit.

Criteria for measurements of testing results before and after teaching with the teaching kit:

1. Snaring technic according to the specified exercises 20 scores
2. Musical notes reading 20 scores
3. Loudness and softness of strumming according to the specified musical notes 20 scores
4. Beautifulness and harmonization 20 scores
5. Paying attention to learning 20 scores

Table 1: Criteria for measurements of testing results before and after teaching with the teaching kit

Scores of individual learners before (■) and after (■) using the teaching kit



CONCLUSION

After using the teaching kit, the efficiency was 81/81.40, which was higher than the specified 80/80 criterion, with statistical significance at $\alpha = 0.05$. The mean of the sample group (10 students) = 25.10, which conformed to the null hypothesis with statistical significance at $\alpha = 0.05$.

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