



# Remedial Instructional Package in Beat and Rhythmic Pattern for Beginner Piano Students Aged 6-9 Years

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## **Abstract**

The purposes of this study were 1) to create a remedial instructional package in beat and rhythmic patterns for beginner piano students age 6-9 years with an efficiency of 70/70, 2) to compare the students' achievement using pretest and posttest scores, and 3) to study the satisfaction of the students toward this remedial instructional package. The research instruments were 1) remedial instructional package in beat and rhythmic patterns for beginner piano students aged 6-9 years and consisted of 1.1) an exercise book, 1.2) a teaching plan, 1.3) a table for evaluating pretest (formative) test and posttest, 1.4) a music CD for music lessons, and 2) satisfaction questionnaire. The sample group was 15 beginner piano students, aged 6-9 years old, who had studied in a private class in a music institution. The statistics used in this research including percentage, mean, standard deviation and t-test at statistically significant level 0.05.

The results of the research were as follows: 1) the creation of remedial instructional package in beat and rhythmic pattern for beginner piano students aged 6-9 years had an efficiency of (E1/E2) of 75.99/82.06, 2) posttest scores were higher than the pretest scores at the statistically significant level of 0.05, and 3) the satisfaction of the students towards the remedial instructional package in beat and rhythmic pattern for beginner piano students aged 6-9 years was at the highest level.

**Keywords:** Remedial instructional package, Rhythmic pattern, Beat, Piano

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## **Introduction**

Rhythm is a fundamental element in every kind of music and understanding in rhythm is the first step to become a good musician. To understand rhythm, the musician needs to perform steady beat and understand the relationship with rhythmic pattern. Beat is the steady rhythm that musician feel and underline the performing rhythmic pattern. Rhythmic pattern is

duration of many notes that become pattern. If the musician can't keep the beat steady, the duration of note will become unstable and in the end will be the cause of wrong rhythmic pattern. (Duckworth, 2010; Sadie & Latham, 1985; Wilbur, 1997)

The most important age for children to learn music and rhythm are from birth to 9 years old. If children aged 6-9 years doesn't learn about rhythm,

they will lose a chance to develop music aptitude for the rest of their life. (Gordon, 2000, 2007)

A piano book for student today doesn't have good explanation or exercises about rhythm that make students understand and develop audiation skill of rhythm such as Bastiaen and Alfred. (Bastien, 1985; Palmer et al., 1995) Many students have problems performing music with good rhythm and can't keep steady beat through the end of the song. By interview with three piano teachers found that most students emphasis on pitch more than rhythm and cannot play right rhythmic pattern by themselves but they imitate the teacher without understanding so they can't practice a new song by themselves. All three teachers agree that the piano book doesn't emphasis on teaching rhythm about relationship of beat and rhythmic pattern clearly so most students don't know how to practice and understand and agree about the lack of instructional package on this subject. Most instructional packages emphasised on some elements of rhythm cannot make students understand the relationship between beat and rhythmic pattern (Interview, 25 January 2011).

Problems in performing music come from 1) the lack of ability to keep steady beat because of lacking of sense of rhythm that is moving naturally without forcing and 2) the lack of understanding of duration of notes in rhythmic pattern underlined by steady beat. (Bluestine, 1995; Choksy et al., 2001; Gordon, 2007; Sternberg & Knoll, 1994).

From the problems stated above, the researcher made remedial instructional the package in beat and rhythmic pattern for beginner piano students aged 6-9 years to practice and improve themselves in performing beat and rhythmic pattern correctly with precision and for teachers to teach about beat and rhythmic pattern.

### **Aims**

1. To create remedial instructional package in beat and rhythmic pattern for beginner piano students

aged 6-9 years with efficiency 70/70.

2. To compare pretest and posttest score of students using remedial instructional package in beat and rhythmic pattern for beginner piano students aged 6-9 years.

3. To study the satisfaction of the students toward remedial instructional package in beat and rhythmic pattern for beginner piano students aged 6-9 years.

## **Material and Methodology**

### **1. Population and sample**

Population are 22 beginner piano students, aged 6-9 years that study in private class in year 2013 in the music institution. Samples are 15 beginner piano students, aged 6-9 years studying in private class in year 2013 in the music institution that come from 22 populations who have pretest scores lower than 70 points.

### **2. Research instrument**

2.1 Remedial instructional package in beat and rhythmic pattern for beginner piano students aged 6-9 years consists of 1) Exercise book 2) Teaching plan 3) Pretest, formative test and posttest and 4) Music CD

2.2 Satisfaction questionnaire of students toward the remedial instructional package.

2.3 Research instrument invention

*Creation of Remedial instructional package in beat and rhythmic pattern for beginner piano students aged 6-9 years.*

1. Study problem about rhythm of piano students.

2. Study theory from literature.

3. Create an exercise book.

4. Create a teaching plan.

5. Create a pretest, formative test and posttest

6. Create a music CD.

*Creation of satisfaction questionnaire*

1. Study theory in creating questionnaire.

2. Create satisfaction questionnaire with five rating scale of Likerts.

#### 2.4 Data collection

Bring the remedial instructional package in beat and rhythmic pattern for beginner piano students aged 6-9 years to five teachers and explain about how to use the remedial instructional package with 15 samples with these steps.

1. Students do the pretest and the teachers collect the scores.

2. Teachers teach every week by the teaching plan from 18th March to 17th June 2013. Each week is a period of 30 minutes in the teaching plan. Teachers must teach by the instruction in the teaching plan and let students do the formative test every period.

3. Students do the posttest and the teachers collect the scores in the 11th period. Afterward, the students do the satisfaction questionnaire.

#### 2.5 Data analysis

##### **Details of scores analysis are as follows:**

##### *Efficiency 70/70*

1. The four formative tests are as follows:

1.1 Moving in rhythm formative test consist of 5 parts.

1.2 Beat formative test consist of 5 parts.

1.3 Rhythmic pattern formative test consist of 5 parts.

1.4 Beat and rhythmic pattern formative test consist of 5 parts.

2. Pretest and posttest has 4 parts as follow:

2.1 Tapping beat with music has three tests and sum scores of 27 points

2.2 Tapping beat with metronome has three tests and sum scores of 27 points

2.3 Tapping rhythmic pattern by reading has three tests and sum scores of 27 points

2.4 Taping beat and rhythmic pattern by reading has three tests and sum scores of 36 points

The researcher bring mean of each formative test to become E1 and bring mean of posttest to become

E2. The students must score more than 70 to have efficiency of 70/70.

##### *Students' achievement*

The researcher bring mean of pretest and posttest to compare using t-test dependant sample at the statistically significant level at 0.05

##### *Satisfaction questionair*

The researcher interpret score using Best criteria are as follows:

Mean 4.50 - 5.00 = Satisfaction toward remedial instructional package is in highest level.

Mean 3.50 - 4.49 = Satisfaction toward remedial instructional package is in high level.

Mean 2.50 - 3.49 = Satisfaction toward remedial instructional package is in medium level.

Mean 1.50 - 2.49 = Satisfaction toward remedial instructional package is in low level.

Mean 1.00 - 1.49 = Satisfaction toward remedial instructional package is in lowest level.

## **Results**

1. Efficiency (E1, E2) of remedial instructional package in beat and rhythmic pattern for beginner piano students aged 6-9 years E1/E2 = 75.99/82.06 higher than criteria.

2. Comparing mean of pretest and posttest score by using t-test statistics founded that the posttest scores are higher than those of the pretest scores and significantly different at 0.05 level.

3. Satisfaction of students toward remedial instructional package in beat and rhythmic pattern for beginner piano students aged 6-9 years are in the highest level.

## **Discussion**

1. Remedial instructional package in beat and rhythmic pattern for beginner piano students aged 6-9 years made by having beautiful picture, students can take exercise to practice at home from and made by steps of (Chaiyong, 2008) who said steps in making instructional package are as follows: 1) Subject

analysis 2) Making teaching plan 3) Making instructional package and 4) testing efficiency of instructional package by this steps the instructional package will have efficiency and the students will understand the subject.

2. The design of activity emphasis on developing audiation skill so student can perform rhythm by understanding. Gordon (2007) and Henneberger (2011) stated that audiation skill makes students understand music and this understanding is fundamental for music appreciation, the highest purpose in teaching music. The development of audiation skill at first stage of children life is very important. By this principle, the activity and exercises in the remedial instructional package aim toward making students develop audiation skill. The students will be able to perform rhythm with understanding in relationship between beat and rhythmic pattern.

3. The making of exercise emphasis on relationship between beat and rhythmic pattern by using the theory of macrobeat and microbeat. When students finish practicing, they will have true understanding of beat and rhythmic pattern and be able to perform correctly. Gordon (2000, 2007) stated that every element of rhythmic must be audiate simultaneously. No element of rhythm are important than other. To emphasis on duration of the note alone or emphasis on beat alone will make students confused. By this principle, the exercise emphasis on understanding both beat and rhythmic pattern at first and follow by performing both beat and rhythmic pattern later so the students will be able to tap rhythmic pattern precisely because they understand the relationship between beat and rhythmic pattern.

4. Teaching beat emphasis on moving naturally and symmetry conform to idea of Bluestine (1995) who said that students should move continuously and naturally. After that, students should move with balance to feel the symmetry of moving and be able to compare that movement with symmetry of music both beat, rhythmic pattern and phrasing. Narut (2001) also

stated that the principle of teaching rhythm by Dalcroze is about moving with music to be the fundamental in teaching music. By emphasis on listening and moving with music, the first stages of exercise make students understand rhythm easily.

5. Teaching rhythmic pattern use rhythm syllable that emphasis on beat function to develop audiation skill. The other rhythm syllable system that emphasis on note duration will not develop audiation skill correctly. Gordon (2007) stated that there are many rhythm syllable system, Some emphasis on note duration, some build on beat function. The later system can make students use their knowledge to perform rhythmic pattern fastest. When the students audiate beat function and meter, they can group note duration to create beautiful musical phrasing. Instruction in the exercise instruct teacher to use rhythm syllable base on beat function to help student develop audiation skill correctly and be able to perform rhythm correctly.

6. Tempo using in exercise are proper to students. The criteria of choosing tempo come from principle by Flohr (2005) who said that mean of personal tempo of students aged 5-8 years are 106.8 BPM. The lowest and highest tempo are 99.5 BPM and 114.6 BPM. The song use in the exercise can be divide to many difficulty level base on personal tempo of the students so the students will be able to perform rhythm correctly in the easy level and feel the rise of difficulty in later level.

7. The designing of activity based on children development aged 6-9 years that love to move and be able to remember symbols so the exercise emphasis on performing with some musical symbol in later exercise. Narut (1998) stated that students this age always move all the time and are tired easily. The development of relationship between eyes and hands are not good. They have imagination and always dreaming and try new things. Girls have more development than boys and are able to learn symbols from their thoughts and experiences. They also like to tap

rhythm if there is music. So, the activity and exercise emphasis on moving to make students have fun and use many pictures to communicate with them about musical ideas of beat and rhythmic pattern clearly, so the students can understand the concept easily.

8. The satisfaction of students toward remedial instructional package in beat and rhythmic pattern for beginner piano students aged 6-9 years are in high

level because the remedial instructional package created by using picture and collecting score to create motivation for students so they have high level in satisfaction. Good (1959), Hornby (2000), Quirk (1987), Shelly (1975) and Wallenstein (1971) stated that satisfaction can be created by motivation and achievement toward goal.

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