

THE COMPARISON OF THE EFFECT OF BLOCK FLUTE ACCOMPANIED SONG TEACHING WITH MULTI-SOUND NOTATION AND VOCALIZATION PROGRAM ACCOMPANIED SONG TEACHING ON THE SUCCESS OF STUDENTS' SONG LEARNING BEHAVIOR

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SUMMARY

This experimental study was done to see if using computer supported notation and vocalization program for teaching songs instead of using block flute accompanied song teaching has any significant effect on students' singing behavior. The study group is composed of the 5th, 6th and 7th graders of 2008-2009 educational term in T.O.K.İ. Yahya Kemal Beyatlı Primary School, Türkiye Yardımsevenler Derneği Primary School and Turan Primary School in Burdur province. The song titled "Bir Dünya Bırakın" was taught to randomly chosen pilot group of 5th, 6th and 7th graders accompanied by block flute and it was also taught to the experimental group accompanied by notation and vocalization program written in the stringed orchestra using aural-song teaching method for 10 minutes, then the students sang the song without any accompaniment one by one and these were recorded in the tape. In these recordings, the success rate of the experimental and pilot groups were evaluated separately by three experts in terms of singing the song in accordance with its melody, singing the song in accordance with its rhythm, singing the lay of the song in accordance with its rhythm, singing the song in accordance with its intonation and singing the song as a whole. The data were processed in the SPSS program, frequency was used to get the means and t-test was used to see the success differentiation between the two groups. When the data were analyzed, it was concluded that the experimental group had a higher level of success in all the five dimensions mentioned above. In the result of the study, it can be argued that teaching songs accompanied by multi-sound written in notation and vocalization program will bring a new aspect to music teaching, contributing easy application and higher success rate.

Keywords: Education Technology, Music Education, Song Teaching, Use of Technology

INTRODUCTION

Technological developments should be deployed to improve the quality of general music education as in all fields of education. Application of music Technologies in the classroom setting will improve the quality of general music education.

General music education is compulsory in the primary education curriculum in Turkey. In accordance with the constructivist approach Primary education Music class teaching program was updated and put into effect in 2006. In this program music class is taught by the class teacher till grade 4 and by a music teacher till grade 8. In the graduate program of class teacher education departments, Music class is put in the curriculum of second grade of the university education. This causes inefficiencies for the class teachers teaching music class in the primary schools till grade four. On the other hand, music education departments in the universities have a comprehensive curriculum and content of music education in their graduate programs. The gap between the music education given by class teachers and the music education given by music teachers can be thought to be minimized through Music education Technologies.

Song Teaching

In accordance with the 28.08.06 dated and 348 numbered decision taken by Ministry of Education, Instruction and Training Committee, which was put into effect in 2007/2008 educational term, the aim of the music education in Primary schools in Turkey is to:

- . improve aestheticism through music,
- . enable students to express their emotions, ideas and experiences through music,
- . improve creativity and competence through music production,
- . get to know about local, regional, national and international music cultures,
- . contribute to students' personality and self confidence development,
- . enable students to improve their mental skills through music,
- . help students improve individual and social relations,
- . facilitate activities of singing, playing and listening to various types of songs both individually and in groups,
- . improve students musical perception and knowledge,
- . improve students' feelings of love, sharing and taking responsibility,

- . have students possess musical culture and experience that will reinforce national unity and facilitate them to integrate into the world,
- . have students comprehend Atatürk's ideas on the development of Turkish music and to educate students as individuals that are committed to Atatürk's principles and innovations by heart (MEB, 2008).

Besides music making, singing, playing musical instruments and doing other musical activities and improving individual creativity through music education, students develop behavioral skills of common culture formation, recognizing cultures of other societies, acculturating, making learning easy, repeating, reinforcing what they learn in other classes associating with music class.

Teaching songs is one of the most important dimensions of music education. The aim of teaching songs is to train students' voice, improve their musical audition and music making skills, so they can have a good musical development. (Bilgin.21004:286) The songs used in Music education are the biggest helper of the music teacher that enable students to have desired target behavior of music education (Bilgin.1992).

Çevik(1998); The basic element in verbal music is language. The composer makes use of language and the music of language while composing a piece. To perform a music piece verbally well depends on how well one knows the language in depth. With her remarks, she emphasizes that there is a strong inseparable bond between the language and music/song and both have mutual influence on each other.

Rudolph (2007); "Making music feeds the imaginations and allows children to achieve their full potential". The most important field in Music teaching, the aim of music education, is to teach songs. Each emotion and thought wanted to be conveyed is supported by the melody. The selection of the right and convenient song and teaching it using the right and convenient method are important.

Technology in Music Education

Use of music technology can supply the quality of music education. But the research shows that; "... students miss out on effective music education because of the lack of equity of access; lack of quality of provision; and, the poor status of music in many schools (Crawford,2009., Department of Education, Science and Training, [DEST] 2005:v). Almost all visual and auditory technological devices can be used in the related branches of music education. The Australian National Review of School Music Education (NRSME) put this point as: "Technology not only serves us, but also enables us to think in new creative ways—to achieve what was previously inconceivable" (MacDowell, 2005). Çakırer (2002) divided them into two groups as passive and interactive devices... The passive ones are TV, tape recorder, video, overhead projector, radio, etc. and the use of these passive devices with the computer or the use of the computer itself on its own, electronic organ and digital piano can be described as the interactive devices. The computer has the greatest impact on music education as a technological device. The hard and software play a big role in Music classes and their importance is growing day by day, so these technologies are an inevitable part of the 21st century music education (Levendoğlu, 2004).

In fact, use of technology in Music education enhances the quality of Music classes and has a positive impact on students, as well. Arapgirlioğlu (2003)" "Technology guides students to make their own music compositions actively with great joy, strengthening their creativity.

Some studies show that use of technology in music education (Yamaha Corporation Music Team, Aktaran: Arapgirlioğlu, 2003);

- . increases student' success remarkably,
- . helps students comprehend musical structures easily,
- . creates a new study field for teachers,
- . increases students' concentration,
- . increases students' interest,
- . provides an easy feedback of students' activities,
- . gives students an opportunity to participate in music classes actively.

It is evident that application of technology in music education makes music classes more interesting for students, helps them become self-confident, provides more effective learning environment, and strengthens group work, has a positive impact on critical thinking and problem solving, helps music be comprehended in scientifically artistic dimension and helps students enjoy music classes more through active involvement.

Technological devices used in general music education are often used for listening to music in daily life. These technological devices also provide us with the advantage of making music.

The Aim of the Study

The aim of the study is to determine if there is a significant difference between the use of music instrument block flute and the use of notation and sound program in song teaching in music education at primary schools.

Importance of the Study

The study is important in terms of revealing the applicability of music technologies and their advantages besides conventional song teaching methods.

METHOD

Model Of The Study

The study has an experimental design with the pilot group. The design and the stages of the study are as follows:

Groups	Application	Evaluation
Experimental Group	Accompanied by notation and sound program	Observation
Control Group	Accompanied by block flute	Observation

Study Group

This study was done on randomly chosen 102 students in 5th, 6th and 7th grades at Burdur Toki Yahya Kemal Beyath Primary School, Turkish Charity Association Primary School and Turan Primary School in 2008-2009 spring term of education. 51 of these students represent the pilot group and the other 51 of these students represent the experimental group.

Data Collection

In this study, multi-sound arrangement of the song titled “Leave us a world” was made with the stringed orchestra using notation and vocalization program by the researcher. The researcher had the experimental group work on the arranged formation of the song for 15 minutes playing it accompanied by the notation and vocalization program through aural-song training method. On the other hand, the researcher had the pilot group work on the arranged formation of the song for 15 minutes playing it accompanied by a block flute in mono-sound through aural-song training. Afterwards, without accompaniment, each subject sang the song and their voices were recorded. An expert group of three experts evaluated and scored these recordings. The scoring was made in three stages as: Totally, Partly and None. The five dimensions considered in the evaluation are:

- Singing the song in accordance with its melody
- Singing the song in accordance with its rhythm
- Singing the lay of the song in accordance with its rhythm
- Singing the song in accordance with its intonation
- Singing the song as a whole

1. Singing the piece of song in accordance with its melody:

This dimension was evaluated in terms of singing the piece of song in accordance with its melody.

2. Singing the piece of song in harmony with its rhythm:

This dimension was evaluated in terms of the singing of the piece of song in harmony with its rhythm.

3. Singing the lay of the song in accordance with its rhythm:

This dimension was evaluated in terms of the singing the lay of the song in accordance with its rhythm.

4. Singing the piece of song in accordance with its intonation:

This dimension was evaluated in terms of the singing of the piece of song in accordance with its intonation.

5. Singing the piece of song as a whole:

This dimension was evaluated in terms of the students’ perception of the song as a whole and his/her singing it without pausing or hesitating.

Data Analysis

All the data was processed in SPSS program. The average percentage and frequency values related to the experts’ evaluations on the experimental and pilot group are considered in five dimensions. Then, the data got processed in Independent-Samples T Test to see if there are significant differences between each other.

FINDINGS AND COMMENTS

The findings of the study are given below.

Table 1. T-Test Related to the Behavior of Singing the Song In Accordance with its Melody

Group	N	\bar{X}	S	t	sd	p
Experiment	51	2.59	0,49	11.66	100	0,000
Observation	51	1.48	0,46			

Table 1 shows that in the analysis of behavior of “singing the piece of song in accordance with its melody”, there is a significant difference in favor of the experimental group in comparison to the pilot group [$t= 11.66$; $p< 0.05$]. So, it can be argued that the accompaniment method applied in the experimental group is more effective in teaching the behavior of “singing the song in accordance with its melody”.

Table 2. T-Test Related to the Behavior of Singing the Song in Accordance with its Rhythm

Group	N	\bar{X}	S	t	sd	p
Experiment	51	2.90	0,25	12.95	70.12	0,000
Observation	51	1.79	0,55			

Table 2 shows that in the analysis of behavior of “singing the piece of song in accordance with its rhythm”, there is a significant difference in favor of the experimental group in comparison to the pilot group [$t= 12.95$; $p< 0.05$]. So, it can be argued that the accompaniment method applied in the experimental group is more effective in teaching the behavior of “singing the song in accordance with its rhythm”.

Table 3. T-Test Related to the Behavior of Singing the Lay of the Song in Accordance with its Rhythm

Group	N	\bar{X}	S	t	sd	p
Experiment	51	2.90	0,25	13.03	70.39	0,000
Observation	51	1.79	0,55			

Table 3 shows that in the analysis of behavior of “singing the lay of the song in accordance with its rhythm”, there is a significant difference in favor of the experimental group in comparison to the pilot group [$t= 13.03$; $p< 0.05$]. So, it can be argued that the accompaniment method applied in the experimental group is more effective in teaching the behavior of “singing the lay of the song in accordance with its rhythm”.

Table 4. T-Test Related To the Behavior of Singing the Song within Its Intonation

Group	N	\bar{X}	S	t	sd	p
Experiment	51	2.48	0,60	11.93	92.01	0,000
Observation	51	2.24	0,44			

Table 4 shows that in the analysis of behavior of “singing the song within its intonation”, there is a significant difference in favor of the experimental group in comparison to the pilot group [$t= 11.93$; $p< 0.05$]. So, it can be argued that the accompaniment method applied in the experimental group is more effective in teaching the behavior of “singing the song within its intonation”.

Table 5. T-Test Related to the Behavior of Singing the Song as a Whole

Group	N	\bar{X}	S	t	sd	p
Experiment	51	2.86	0,29	10.00	71.48	0,000
Observation	51	1.90	0,62			

Table 5 shows that in the analysis of behavior of “singing the song as a whole”, there is a significant difference in favor of the experimental group in comparison to the pilot group [$t= 10.00$; $p< 0.05$]. So, it can be argued that the accompaniment method applied in the experimental group is more effective in teaching the behavior of “singing the song as a whole”.

RESULTS

The findings of the study lead us to the following results.

Instead of using the block flute as an accompaniment instrument in teaching songs, using multi-sound accompaniment prepared in the computer is more effective in teaching the behavior of “singing the song in accordance with its melody”.

Instead of using the block flute as an accompaniment instrument in teaching songs, using multi-sound accompaniment prepared in the computer is more effective in teaching the behavior of “singing the song in accordance with its rhythm”.

Instead of using the block flute as an accompaniment instrument in teaching songs, using multi-sound accompaniment prepared in the computer is more effective in teaching the behavior of “singing the lay of the song in accordance with its rhythm”.

Instead of using the block flute as an accompaniment instrument in teaching songs, using multi-sound accompaniment prepared in the computer is more effective in teaching the behavior of “singing the song within its intonation”.

Instead of using the block flute as an accompaniment instrument in teaching songs, using multi-sound accompaniment prepared in the computer is more effective in teaching the behavior of “singing the song as a whole”.

DISCUSSION

Song teaching is an important dimension of general music education and has an impact on students’ musical development. Using the right song teaching method helps students have a desirable musical behavior. There are few music classrooms in the primary schools in Turkey, but there are technology classrooms or computer classrooms with sound systems in them. Computer supported notation and sound programs that are adjusted in speed and volume can fill the gap of rarely available multi-sound instruments like piano, organ, etc... in music classes, so it can have a positive effect on students’ musical success.

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