Skill Improvement Efforts in Ensemble Learning by Using Snake's Singer in Taruna Nusantara Senior High School

Nicholas Ferdeta Lakusa[1*] and Kun Setyaning Astuti[1]

[1]*Yogyakarta State University, Yogyakarta 55281, Indonesia.*

Authors' contributions

Original Research Article

ABSTRACT

Aims: The objective of this research was to investigate and analyze a programme model called Snake's Singer to improve the ensemble skills of 10th grade matriculation-class students of SMA Taruna Nusantara.
Study Design: The design of this research is classroom action research.
Place and Duration of Study: This research was conducted at Taruna Nusantara Senior High School, Magelang, Indonesia on November 16 - December 5, 2020. This research was conducted at Taruna Nusantara Senior High School. The implementation of activities is 60 minutes in 6 meetings on November - December 2020.
Methodology: This type of classroom action research is carried out in two cycles; each cycle consists of 4 stages (planning, implementing the action, observing and reflecting). The data collection technique used the performance test by assessing the TIPPS (Tone, Intonation, Phrasing, Precision, and Style) aspects. Descriptive statistics is used to analyze the data.

Corresponding author: Email: nicholasferdeta.2019@student.uny.ac.id;
Email: kun_setyaningastuti@uny.ac.id;

Results: The result shows that there is an improvement in students' musical instrument playing skills. This is proven by the increase of the average score achieved by students as followed 64.3 for pre-cycle, 73.8 for cycle I, and 81.1 for cycle II.

Keywords: Snake's singer; ensemble; TIPPS; learning model.

1. INTRODUCTION

Education continues to develop and becomes more complex because of the needs and progress of the era in all aspects of life. Education seeks to win over these challenges by improving the educational process. Until now, music is used not only for self-expression, but also as a psychiatric therapy, health therapies, education, and a medium for optimizing skills. Music education in schools emphasizes the process of character, intelligence, and skills through art. This is known as education through art. Critical thinking for increasing individual potential is the core of education [1]. Creativity through critical thinking processes in education is needed. Learning music in school must be well prepared to achieve that goal. It is expected that through art learning, students can optimize their skills.

Based on the conclusion of the discussion forum for music teachers in Indonesia, music education often forgets its important function. Many people assume that music education is only used as entertainment for students after having finished a difficult arithmetic lesson. Because of this, art is understood as a complement, so that if it is removed from the curriculum, it will not affect the educational process. This assumption often arises because the teacher does not properly prepare the lesson. Less prepared learning makes students bored and underestimates music education. Learning is said to be successful if it can have a real effect on changes in student attitudes and skills [2]. The teacher's ability to organize an effective music class affects the achievement of this learning. Understanding of the elements of music and knowledge of the relationship between these elements need to study in order to enhance teacher's ability in teaching.

Snake's singer is a learning model used in ensemble music learning. Students individually sing or play a part of a song sequentially in a group as a whole. Cooperation, concentration, and musicality are needed in this activity. Through the Snake Singer learning model, it is expected that music learning in schools can achieve its main goal, namely as a fun and useful learning subject to improve students' skills in playing musical ensembles.

2. REVIEW OF LITERATURE

Learning is an effort using the professional knowledge of teachers to achieve curriculum goals by facilitating and guiding the learning process, knowledge construction, competency mastery and attitude formation are achieved well with technology [3]. It is assumed that the unity of these elements can attract students to study more actively. The following is an explanation of the 2 learning models that are the basis for the development of snake singers.

2.1 Angklung Ensamble

Angklung is a traditional music instrument originating from West Java. Angklung is played by shaking it. Angklung is one of the Indonesian traditional music instruments leaned by students in school. Angklung can be played together using Kodaly or played solo by arranging them into one line. Kodaly is often used in angklung ensembles. The method developed by Zoltan Kodaly is the result of the adoption of language learning patterns starting from aural, writing and reading [4]. The leader will give hand sign to give orders to make the sound of the notes (do, re, mi, fa, sol, la, si) and form a melody. In playing the main melody, Kodaly is used to signal the player who plays a note according to that sign. One note that is owned is only played when it gets a hand sign from the performance leader. Kodaly cultivates kinaesthetic analysis skills in its implementation in music. The use of this method in practice will help students' ability in sight reading [5].

This angklung ensemble model is adopted in terms of the concept of playing melodies that are played alternately. One person plays one note on the angklung. However, sometimes one person in the angklung ensemble plays two different notes. In playing the main melody, only one note is played at that time so there are no chords.

2.2 Talking Pen

Talking Pen is a method that was originally used by Native Americans to invite everyone to talk or express opinions in a forum (inter-tribal meeting) [6]. Talking Pen is used to make the classroom atmosphere more enjoyable. Talking pen is one of the cooperative learning models carried out with the help of sticks [7]. This model is suitable to be applied at all levels of education to increase self-confidence, create a pleasant atmosphere, and make students active in giving opinions [8]. Accompanied by the music, a pen is relayed sequentially. Students who hold the pen when the music stops must carry out certain instructions that have been agreed upon in advance. Talking pen can be done by preparing sticks, presenting learning material classically, starting by giving a stick to one of the students, then students are directed to relay the stick to the other students closest to them in a clockwise direction [9]. The steps involved in this talking pen will also be adopted in Snake's Singer.

2.3 Snake's Singer

This learning model can actually be used at the junior and senior high school levels. However, in this study the Snake singer was focused on the high school level, especially SMA Taruna Nusantara (TN). The curriculum at the high school level shows that there are many uses of ensembles in learning music, so this model is suitable to use at this level. SMA TN is a school that has superiority in the field of disciplinary guidance, it is hoped that the application of this model can support this. In studying snake's singer, students must be disciplined. Discipline is not only about attitude, but also musical elements that must be performed appropriately such as tonal values, tone frequency, phrasing, tempo, and style appropriateness. In addition, it should be noted that students have entered puberty, students really need interesting activities that can be used to express themselves.

The naming of snakes in this learning model has a specific meaning. Snakes are animals that are judged evil and dangerous. When viewed from the positive side, snakes have a way of life that is meaningful, because they do not have hands and feet, to shed their skin snakes must pass through thorns and rough stones. This means that to achieve good results in learning requires sacrifice and a long process. Therefore, in learning music, to achieve optimal skills, students must work hand in hand to form complete knowledge. Meanwhile, the word Singer is taken as a word that represents the musical activities performed. The concept that was initiated was not only singing but also playing musical instruments.

In an effort to gain an understanding of the totality and complexity of the educational phenomenon, this vision requires a transdisciplinary approach to educational content and its development on the pedagogical completeness of the educational process through all existing forms of education [10]. This combination and development of Kodaly and talking pen formed the idea of Snake's Singer learning model. In a certain sitting position (Fig. 1), a seat will be determined which will be the head and the tail of the snake. This is done to determine the singing order. After that each student will sound one note in accordance with the sequence so that they can form the right song melody without any code from the teacher. Students must concentrate on the intonation of the melody, the value of the notes, and the sequence. The following will explain the procedure for implementing this model.

a) Provide instructions on how to do Snake's Singer
b) This activity can be done with musical instruments such as recorders and pianicas. When using musical instruments, students are asked to prepare their own musical instruments.
c) Divide the class into groups with the aim of giving a sense of competitiveness that spurs students' creativity and seriousness.
d) Arrange tables and chairs in a winding shape like a snake in each group (optional) so that students are excited by doing kinaesthetic activities.
e) Determine the snake head and snake tail in each group to determine the singing order.
f) Give traditional songs for each group. The song given to one group is kept secret from other groups, because after a group's performance, other groups will be asked to guess what song is being played.
g) Give scores according to the group song
h) Give students time to understand the course of the song, what notes they get, and the length and shortness of the notes.
i) each group plays a song and asks the other group to guess the title of the song and the origin of the traditional song.

j) The teacher gives students the opportunity to examine what values can be taken from each traditional song presented and the benefits of the Snake's Singer learning model.

In this activity it is necessary to conduct a simulation first to see the shortcomings and at the same time familiarize the teacher in guiding students with this model. Documentation during implementation is also important to see student responses and also determine the level of success. The following is an example of an implementation simulation that is carried out if it is explained through a drawing of a student seating chart.

The seats are arranged lengthwise like a snake. The blue chair for the head and the black stool for the tail of the snake. If students find it difficult to sound a note because the movement is too fast, the teacher can provide a solution by making a beheading in a longer melody division. In addition, the teacher can direct this difficulty as a challenge to be resolved together. The teacher can add the difficulty level of the activity. Easy level means that the melody played by students is simpler and provides sufficient time to prepare for changing turns to play the melody. Whereas at a more difficult level, the melody has a diverse and tight rhythm. Activities can be done outside the classroom. The school garden can be used to refresh students' minds so that it is more comfortable to carry out learning activities. However, the nature of the position of this model must still be implemented, namely in one consecutive direction from front to back. The integrity of music teaching activities in music education classes is not only an act of transmitting musical knowledge or knowledge about music but also a deep musical experience, voice message detection, and aesthetic value [11]. The use of this model allows the students to achieve the understanding of music elements.

3. METHODOLOGY

3.1 Types of Research

This research is a classroom action research. CAR is one type of research such as experiment and qualitative research that is the most appropriate and strategic for improving the learning process where many problems are experienced by educators [12]. This research was conducted in 2 cycles. In every cycle there are three meetings. Each cycle has four

activities: (1) planning; (2) implementation; (3) observation; (4) evaluation and reflection.

3.2 Time and Place of Research

This research was conducted at Taruna Nusantara Senior High School. The implementation of activities for 60 minutes in 6 meetings on November 16 - December 5, 2020.
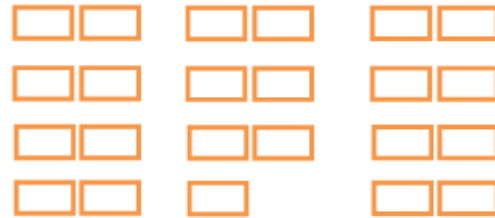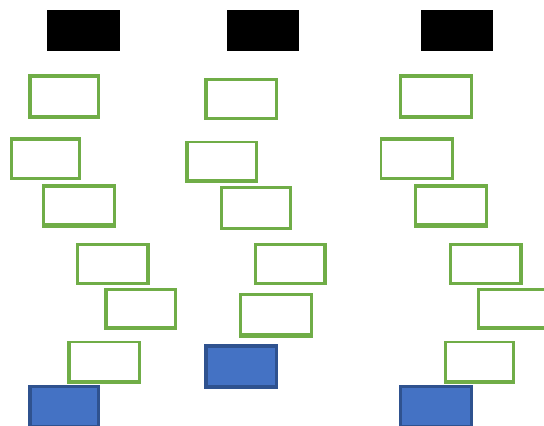

Fig. 1. Student seating plans

Fig. 2. Arrange the bench once set

3.3 Research Targets / Subjects

The subjects in this study were 23 students of class X SMA Taruna Nusantara consisting of 13 male students and 10 female students. This subject of this study is a matriculation student who finds it difficult to take part in learning due to technical, cost, and human resource constraints during online learning.

3.4 Procedure

This study used a design based on a model developed by Kemmis and McTaggart [13]. There are four stages: planning, acting, observation, and reflection. The four components are carried out in each cycle.

3.5 Data Collection Techniques

The data collection technique used in this research is to use a performance test.The performance activities are carried out in groups by playing the traditional songs *SuweOraJamu* and *Gundul-gundulPacul*. Before conducting the performance assessment, students were givena snake's singer learning model.

3.6 Research Instruments

The instrument in this study was a criteria assessment sheet consisting of five measurement aspects. Each aspect of the assessment contributes different percentage of the score, so that the score gained in each aspect must be multiplied by the predetermined quality value. The greatest quality of values from each aspect is given for the most basic aspects, namely tone, intonation, phrasing, precision, and style.

Table 1. Aspect and quality

	Aspect	Quality
1	Tone	40
2	Intonation	25
3	Phrasing	15
4	Precision	15
5	Style	5
Total score		100

3.7 Data Analysis Techniques

In this research, the data analysis technique used is descriptive statistics. Descriptive statistical data analysis techniques are statistics used to analyze data by depicting or describing the data that has been collected (average, highest value, lowest value) without making general conclusions or generalizations [14]. The data obtained from this study arein the form of pre-cycle results and final cycle scores which will be interpreted or described qualitatively. The results of the reflection of an action will determine the next action. If it has fulfilled the success criteria, the next cycle will not be carried out.

4. RESULTS AND DISCUSSION

Based on the results of the study, the use of snake's singer can improve the skills of playing the 10th grade matriculation-class ensemble of students of SMA Taruna Nusantara. The use of snake's singers is one way to help students become more skilled in playing the ensemble in aspects of TIPPS. This can be seen from the results of the value of pre-cycle activities and efforts in Cycle I and Cycle II. Based on the results of research in the pre-cycle there are still 21 students whose scores have not met the minimum completeness criteria score of 77. Therefore, it is necessary to take action cycleI by providing ensemble learning through the use of snake's singer.

The first stage is planning, namely by preparing the steps for learning activities, preparing a keyboard, castagnet, *SuweOraJamu* music scores, *Gundul-gundulPacul* and snake's singer. Then proceed with carrying out the actions that have been prepared at the planning stage, after which observations are made at each meeting and an assessment at the end of the cycle.

The learning activity begins by providing general knowledge about the ensemble and the meaning of the ensemble's tone, intonation, phrasing, precision, and style. This action aims to provide students with an understanding of the basic concepts of ensemble playing skills. An explanation of snake's singer is also given beforehand so that students know how to implement the learning model.

SuweOraJamu and *Gundul-gundulPacul* are cut off every phrase to be played in the snake's singer model. After the students mastered the decapitation, the snake's singer model was increased in difficulty by playing a song with the chopping on each word. After being observed, students were more enthusiastic in carrying out learning, students competed between groups to show the performance of their respective groups. After that, at the 3rd meeting of cycle 1, an assessment of performance was taken by playing S*uweOraJamu*.

The average value of performance in cycle I activities was 73.8 with an increase of 9.5. Even though it has increased, it should be noted that the average score obtained in the first cycle is still less than the minimum completeness criteria (77) and 13 students have not reached the KKM. After reflecting on the results of cycle I, cycle II planned.

The second cycle action plan is to learn the snake's singer model ensemble with *Gundul-gundulPacul*. The execution of actions starts at an easy level and then gets more difficult.The difficulty level is determined by the faster tempo

and the shortening of song sentences and requires concentration in playing a song. When compared between the results of the average value of the first cycle is 73.8 and the second cycle is 81.1, it can be seen that the increase in the results of the first cycle in the second cycle is 7.3.

All students have succeeded in achieving the specified minimum completeness criteria, so was the class average. Because student scores have reached the minimum completeness criteria, the second cycle is the end of this classroom action research.

The use of snake's singers in cycle i and cycle ii can help students understand and construct five important aspects in achieving ensemble playing skills.
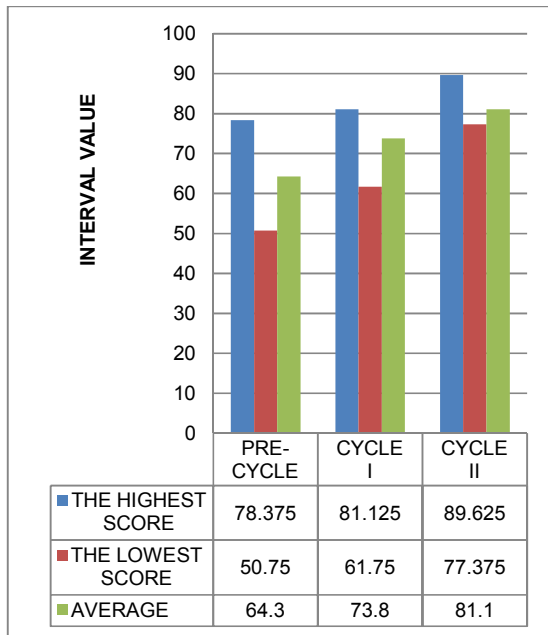

	PRE-CYCLE	CYCLE I	CYCLE II
■ THE HIGHEST SCORE	78.375	81.125	89.625
■ THE LOWEST SCORE	50.75	61.75	77.375
■ AVERAGE	64.3	73.8	81.1

Fig. 3. Pre-cycle assessment results, cycle I, and cycle II

5. CONCLUSION

Based on the result of the research obtained,the use of snake's singer can improve the learning outcomes of musical ensembles. The factors that influence are the deeper understanding of the song, a more cooperative learning atmosphere, and concentration during the implementation. This learning model was responded enthusiastically. The atmosphere in the classroom tends to be rowdy, butthe teacher should not just tell students to be quiet, because

it shows that students feel comfortablewhile studying so thatlearning activities become effective.

COMPETING INTERESTS

Authors have declared that no competing interests exist.

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