



UNIVERSITI TEKNOLOGI MARA

TEACHING APPROACHES FOR IMPROVING INTONATION
AMONG ADULT BEGINNER VIOLINISTS

MUHAMMAD IZZUDDIN BIN HASSIM
2014866114

MU220 BACHELOR OF MUSIC EDUCATION (HONS.)
FACULTY OF MUSIC
UNIVERSITI TEKNOLOGI MARA
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DECLARATION OF AUTHORSHIP

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CHAPTER 1

INTRODUCTION

Background of the Study

Good music teachers do their best to train students to become successful musicians. Therefore, music teachers need to acquire their own methods or approaches to teach violin. One of the common issues faced by the violin students is intonation problem. Violin teachers need to strategize the best ways to teach intonation for students who faced this problem. In this research, the approaches used by violin teachers in improving intonation among adult beginner violinists are discussed.

Violin is one of the string instruments that has no fret on the fingerboard, which causes struggle among beginner string players in order to play the correct intonations. Intonation problems can often occur to beginner violinists as well as to professional violinists. According to Laux, good intonation occurs when the musicians play the correct pitch, which depends on the certain frequency setting. In the musical context, the pitches measured by the selected music temperament and the notes can be above or below the frequency (Laux, 2015).

Besides that, Morrison (2000) defined good intonation as “the ability to adjust performed pitches to minimize or eliminate perceived discrepancies”. When playing in an ensemble or accompanied by the piano, the violinist must be able to play in tune or in simultaneous pitches. Tuning accuracy is very important because it can cause the performance to be out of tune if they did not tune accurately using the same music temperament. In this case, out of tune means the pitch is not in the same frequency or an unusual degree of dissonance.