



**FACULTY OF MUSIC
UNIVERSITI TEKNOLOGI MARA**

**MUF655
RESEARCH PROJECT**

**LEARNING MUSIC VIA MOBILE LEARNING APP: A STUDY
ON UiTM FACULTY OF MUSIC STUDENTS' LEARNER
CHARACTERISTICS**

**ZARLY Wafa Binti Zain Azly
2016712053**

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ABSTRACT

Mobile learning in education has been a popular topic of discussion in education. This study aims to identify the use of mobile applications (apps) for learning purposes from the Universiti Teknologi Mara music students' perspective and to determine the learners' characteristics in learning music and practice when using mobile learning apps. This study is using a quantitative method by using a questionnaire. The questionnaire was sent via a WhatsApp link to a representative from each of the four undergraduate departments at the UiTM Faculty of Music. The four representatives then forwarded the questionnaire link to all their peers in their respective departments. All 61 respondents in this study received the link and voluntarily filled up the questionnaire as requested. The results of this study are shown in tabular form with the number of frequencies and percentages. This study concluded that music students use mobile learning applications in their learning music as a learning and practice tool aid to help their learning performance. The study also found that performance expectancy is the most substantial influence for the UiTM music student to use mobile apps to improve their music learning and practice. At the same time, the personal innovativeness did not give a positive result on the UiTM music students' willingness to try new mobile apps. This study was a first step towards looking into students' learner characteristics using mobile apps in their learning music.

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TABLE OF CONTENTS

| | Page |
|---|-------------|
| TITLE PAGE | i |
| ABSTRACT | ii |
| ACKNOWLEDGEMENT | iv |
| TABLE OF CONTENTS | v |
| LIST OF TABLES | vii |
| LIST OF FIGURES | viii |
| | |
| CHAPTER 1 INTRODUCTION | 1 |
| 1.1 Purpose of study..... | 3 |
| 1.2 Objective of the research..... | 3 |
| 1.3 Research questions..... | 4 |
| 1.4 Significance of study..... | 4 |
| 1.5 Scope of the study..... | 4 |
| CHAPTER 2 LITERATURE REVIEW | 5 |
| 2.1 Mobile learning..... | 5 |
| 2.2 Mobile technologies use in higher education..... | 7 |
| 2.3 The effectiveness of mobile learning apps in learning music..... | 8 |
| 2.4 Learners characteristics in mobile learning..... | 9 |
| CHAPTER 3 METHODOLOGY | 12 |
| 3.1 Research Design..... | 12 |
| 3.2 Sample of the Study..... | 13 |
| 3.3 Research Instrument..... | 13 |
| 3.4 Data Collection Procedure..... | 14 |
| 3.5 Data Analysis..... | 14 |
| CHAPTER 4 FINDINGS | 16 |
| 4.1 Demographic Characteristics..... | 16 |
| 4.2 Findings..... | 18 |
| 4.2.1 General usage of mobile applications (apps) for music learning..... | 18 |

CHAPTER 1

INTRODUCTION

In learning music, there are core subjects that every student must learn and master. There are five ways of knowing about music, according to Schmidt-Jones (2013) that are cultural knowledge, aural knowledge, theoretical knowledge, music literacy, and embodied experience. To become the best musicians, every music student must use this five knowledge in their music learning and practice. Schmidt-Jones (2013) said that these five different types of knowledge must complement each other and work together. For instance, a musician who is creating a legit improvisation in jazz may have been practicing these five knowledge together as the music theory, literacy, as well as embodied, aural, and cultural knowledge about jazz. Therefore, the core subjects that should be included in the curriculum of the music program at UiTM are music theory, aural training, history, vocal or instrumental studies, as well as the opportunities to perform in the setting of solo or group.

The use of technology in education is growing in line with the development of communication technology. According to Waddell and Williamon (2019), there is a lack of published research papers on the use of digital technology by music students in individual settings. Whereas, there are studies on the use of technology in music education classes. Technological advances have become one of the features of the 21st century. The increasing use of technology works to make it easier for people to do their daily activities such as work, study, communication, and leisure. The use of smartphones has become essential to students, especially for university students. This is because the smartphone has many features for them to use. According to Al-Barashdi et al. (2015), university students use smartphones to gain information and to explore their smartphone features, such as sharing data, taking notes, editing documents, and learning further information capturing and recording the learning materials. Smartphones are sophisticated, dynamic, and portable tools that give users access to information no matter when and where (Khalid et al. 2016; Al-Barashdi et