



FACULTY OF MUSIC  
UNIVERSITI TEKNOLOGI MARA  
SHAH ALAM

LEARNING STYLES OF MUSIC STUDENT'S AND  
PREFERENCE TO STUDY WITH OR WITHOUT MUSIC  
MUF886

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## **Abstract**

The purpose of this project was to investigate the learning styles of music students and their preference to study with or without music. Specifically, this study looked at two elements: students preferred learning style and music listening preference during study. The sample comprised of 100 students from three programs at the Faculty of Music, UiTM which is Music Education (MU220), Music Composition (MU221) and Music Performance (MU222). Independent variables such as gender, program and years of study were used to compare descriptive statistics between sections and item in each section. Data on learning styles were analyzed through Fleming's scoring chart and descriptive statistics employing independent t-test were used to compare between gender and student's preference to study with or without music background. Results of the study found that, 55% had single learning style and 45% had multimodal learning style. Among multimodal learners, bi-modal learners comprised of 67%, tri-modal learners were 24%, and quad-modal learners were 9%. The most preferred combination of learning style among bi-modal learners were Auditory-Kinesthetic (AK) 36% (male,  $n = 7$ , female,  $n = 9$ ). Female students had more diverse learning style preferences with several ARK and YARK combinations. A percentage of students preferring to study with music background is 73% (male,  $n = 37$ , female,  $n = 36$ ) and without music background is 27% (male,  $n = 13$ , female,  $n = 14$ ). There are no differences between gender and student's preference to study with and without music. Most students in this study preferred single learning style inputs in their learning process. Furthermore, female students preferred used several combinations of ARK and VARK learning styles. The results of student's preference to study with or without music revealed that those music degree students preferred to study with music background.

## Table of Contents

DECLARATION OF AUTHORSHIP .....	i
ACKNOWLEDGEMENT .....	ii
ABSTRACT .....	iii
LIST OF TABLES .....	iv
CHAPTER 1: INTRODUCTION .....	1
1.1 Background of the Study .....	1
1.2 Statement of the Problem .....	2
1.3 Aims & Objective .....	4
1.4 Research Objectives .....	4
1.5 Research Questions .....	4
1.6 Significance of the Study .....	5
1.7 Limitation of Study .....	5
CHAPTER 2: LITERATURE REVIEW .....	6
2.1 The Learning Style in Education .....	6
2.2 Types of Learning Style .....	7
2.3 Study environment .....	8
2.4 VARK learning styles .....	10
2.4.1 Teaching technique according to VARK .....	10
2.4.2 Strengths and weakness of the VARK .....	10
2.5 Educator's Responsibility .....	11
2.6 Theories of music and personality .....	13
2.7 Music preference and mood .....	14

## CHAPTER 1: INTRODUCTION

### 1.1 Background of the Study

The term "Learning style" was provably first used by Thelen (1954) in discussing the dynamics of group at work (Rani & Shuckla, 2012 p.33). According to Bedford, (2006) & Griggs (1991), "learning style is defined as the composite of characteristic cognitive, affective and psychological characters that serve as relatively stable indicators of how a learner perceives" (Baykan & Nai;ar, 2007;Gordon, 1998). Previous studies have found that every individual has different learning styles (Collin, 2004; Murphy, Kullics, Bailey & Dicardlo., 2004; Winn & Grantham, 2005). It refers to the way or the approach that a particular student follows to obtain information or to learn new concepts. In order to learn, understand and achieve in their studies, students have to make effort to understand and be able to apply what they have learned in classroom. That is why it is important for every students in particular need to know how they can learn fast to gain information.

Students with a single learning style preference are called "unimodal, whereas more than one style preferences are known as multimodal. In the multimodal learners, "there are sub classifications for bi-, tri-, and quad modal learners, that is, those who refer to use two, three or four styles, respectively" (Wehrwein, Lujan, & Dicarlo, 2007, p. 154). Normally students will use more than one learning styles to achieve higher understanding in learning. This usually happens when the subject needs more than one ability such as to memorize as well as to do something practical. For example, when music students learn new repertoire they need to understand the musical characteristics of a piece of music as well as be able to perform it. Students have to apply their previous theory knowledge about the music and while practicing,