

Universiti Teknologi Mara

THE PREFERRED TEACHING METHODS AMONG MUSIC EDUCATION  
STUDENTS

MUF 655

Sabinus Bin Marcus

2012776973

BACHELOR OF MUSIC EDUCATION (HONS.)

JAN 2016

## **Affidavit**

I hereby declare this thesis as my own work and all sources has been acknowledged

Sabinus Bin Marcus

Faculty of Music

UniversitiTeknologi Mara

## ABSTRACT

The purpose of this study is to investigate the preferred teaching methods among music education students and to identify their reasons why they choose that method of teaching. In addition, this study also to know the teaching method that their lecturer used usually in class. Fifty undergraduate students taking Bachelor of Music Education in Faculty of Music UiTM were randomly selected about their preferred teaching method in learning subjects which need a lot of reading. Subjects which need a lot of reading here are ENT 530 Entrepreneurship, EDU 430 fundamental of counselling and EDU 550 education psychology. Most of the students rated discussion method as the best teaching method. Reasons may include, this method helps them to understand more on the topics and also helps them to increase their interpersonal skill. Furthermore, it gives them opportunity to sharing their ideas or points to the topics that they are discussing, thus learn to respect others point of view. Second most preferred teaching method will be demonstration method, for the reason that it helps them to understand more on the topic. As this method of teaching conducted in class, they can see clearly how the theory works and know how to apply it in the real world.

## TABLE OF CONTENTS

CONTENT	PAGE
AFFIDAVIT	i
ACKNOWLEDGEMENT	ii
ABSTRACT	iii
Chapter 1: INTRODUCTION	1-7
1.1 Background of study	1-2
1.2 Problem of study	3-4
1.3 Research objectives	4
1.4 Research questions	5
1.5 Significance of study	5-6
1.6 Limitation	6
1.7 Scope of study	6
1.8 Definition of term	7
1.8.1 Teaching method	
1.8.2 Teaching preferences	
Chapter 2: LITERATURE REVIEW	8-14
2.1 Teaching method	8-10
2.2 Types of teaching method	10-14
2.2.1 Lecture method	11
2.2.2 Discussion method	12
2.2.3 Demonstration method	12
2.2.4 Brainstorming method	13
2.2.5 Role play method	13-14
Chapter 3: METHODOLOGY	15-17
3.1 Introduction	15
3.2 Research design	16
3.3 Population and sampling	16
3.4 Instrument	17
3.5 Data Analysis	17
Chapter 4: FINDINGS AND DISCUSSIONS	18-43
4.1 Introduction	18
4.2 Pilot test	18
4.3 Demographic information	18-21
4.4 Section A: Multiple responses	21-24
4.5 Section B: Likert-Scale	25-41
4.5.1 Lecture method	25-28
4.5.2 Discussion method	28-32
4.5.3 Demonstration method	32-35
4.5.4 Brainstorming method	35-38
4.5.5 Role plays method	38-41
4.6 Section C: Open-ended question	42-43

## CHAPTER 1

### 1.1 Background of study

All educators should possess basic teaching skills in order for the students to receive what he or she intends to pass down. According to Poonam, Prajna and Vishram(2003), the purpose of teaching is to facilitate learning and to encourage the learners to learn more effectively. Every teacher or educator might have different methods and efforts to make learning session as easy as possible. However, there is no rule saying which teaching methods match up best to which skills and or content that is being taught (Sajjad. n.d). Meanwhile, *"all competent teachers know their subjects, they know the appropriate teaching methods for their subjects and curriculum areas and the ways pupils learn"*(Hay, 2000)

It is not easy to be a versatile educator. He or she has to be flexible, adaptable and sensitive to his or her own teaching environment. The question to ponder here is in what aspects of teaching that the teachers should be aware of? A teacher must remember that each student is different (Maghraby & Alshami, 2013). Some could be a fast learner and some are not. In other words, a teacher has to be sensitive to students' weaknesses and also their capabilities to learn new knowledge. In that way, a teacher can approach their students with a better and more suitable teaching method. Moreover, according to Mishra (2007), students are turned off by poor teaching. Simply put, poor teaching method ruin their mood and also deviate their main focus to study. It is the teacher's responsibility to quickly adopt a different teaching approach to solve the problem before it was too late. By practising a preferable teaching style, not only the student feels motivated to actively participate during the class but also will make the learning and teaching process to be more fun and effective. (Norzila, Fauziah&Parilah, 2007)