



UNIVERSITI TEKNOLOGI MARA

**A DESCRIPTIVE REVIEW OF RECORDER
LEARNING STRATEGIES AMONG HEARING-
IMPAIRED STUDENTS**

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ABSTRACT

Recorder instruments are the musical instruments that all students, including deaf and hard of hearing students, should learn in the school as it is in the curriculum system, which is 'Standard Curriculum for Primary School' (Kurikulum Standard Sekolah Rendah, KSSR). Thus, teaching recorder instruments to deaf and hard-of-hearing students are challenging for music educators as it relies on the auditory sense. Music teachers are essential in finding the strategies to help deaf and hard-of-hearing students play the recorder instruments. This study aimed to explore recorder learning strategies among deaf and hard-of-hearing students. The study also examined the challenges of music teachers teaching recorder instruments among deaf and hard-of-hearing students. This study was conducted in descriptive qualitative research, where secondary data analysis was used to collect the data. This research does not involve collecting data from the participants as the data was collected from the existing research journals, articles, guidebooks, posters, magazines, document analysis, and video-sharing sessions. There was no research or journal writing about teaching strategies on recorder instruments to hearing-impaired but data is collected based on previous journals and studies related to other musical instruments, especially teaching deaf and hard-of-hearing students with woodwind instruments. The study results indicated that modifying and adapting teaching strategies are very important to make lessons accessible to students with hearing-impaired. Besides, with their hearing limitations, using gestures, sign language, visual aids, and sense of touch in a class can help deaf, and hard-of-hearing students play recorder instruments better.

Keywords: Hearing-impaired, specialized needs, sign language

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