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UNIVERSITI  
TEKNOLOGI  
MARA

**Kolej**  
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**MUF655**

**RESEARCH IN MUSIC EDUCATION**

**THE EFFECTIVENESS OF USING ICT IN VOCAL LESSON OF UITM SHAH ALAM**

**RESEARCH PROPOSAL**

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## **THE EFFECTIVENESS OF USING ICT IN VOCAL LESSON OF UITM SHAH ALAM**

### **ABSTRACT**

The use of ICT is not a new scenario in our environment. Its presence in everyday life can be witnessed through television programmes and videotapes. In this modern age, the use of ICT is not only limited to the field of entertainment. It has also started to develop in the fields of business, administration, banking, and especially education. This research study aims to determine the effectiveness of using ICT in vocal lessons for Uitm Shah Alam. This study utilised a quantitative method where all the data will be collected from the article and questionnaire from google form to carry out this study. According to the study's findings, ICT helps make the vocal lesson more alive and appealing.

## CHAPTER ONE

### 1.0 Background of The Study

Information and communication technologies (ICT) have been utilised as imaginative apparatuses in all curricular regions as of late. Thus, ICTs are having a huge effect across the educational program. The utilisation of ICT in music education goes beyond giving computer and Internet access in study halls. Schools currently approach an extensive variety of ICTs that can be utilised to further develop students general growth opportunities in various ways. According to Purves (2012) and Sweeney et al. (2017), music education is no exception, seeing significant study and growth and building upon general trends of technology use in the modern classroom. These advancements are utilised in primary school to achieve three objectives, which are to improve the organising of amazing open doors, empower distance learning, and supplement customary learning. When properly integrated into instruction, ICT offers numerous advantages to both students and teachers.

The music students' results improve when new innovation is incorporated into music guidance programs. Past music training, improving understudy information on computerised cycles and processing frameworks, has benefits since it is generally perceived as a conventional expertise or new education. Teachers can also benefit from the integration of new technology because the skills and methods required for powerful PC music creation are given more consideration. According to Himonides and Purves (2010), technology has taken over in the classroom, ranging from improving performance skills to facilitating communication to increasing teachers' abilities to assess the success of their students and their own teaching strategies. Hence, integrating new advances and

related melodic practices can possibly invigorate music schooling programs by constraining them to assess and work on their central goal and bearing.

There is a scarcity of research on the application of ICT and its advantages in primary school students. The value and significance of studies like these are plainly legitimate by their immediate application to instructive practice and their commitment to the headway of information in music.

## **1.1 STATEMENT OF THE PROBLEM**

The effectiveness of the use of ICT in vocal lessons in every university must have problems faced by vocal students. Online learning is the only option for students to receive education during the pandemic. The first problem that they faced is unstable internet connections. Some of the vocal students who have internet connection problems find themselves unable to join the vocal class via the video platform. According to Michigan State University's Quello Centre, slow internet connections or limited access from homes in rural areas can contribute to students falling behind academically (Johannes baurer, C.B,& K.H, 2022). Students who are living in rural areas may have to travel to several locations to find a good internet connection. This might lead to vocal students falling behind the progress and not understanding what is learnt during the online class.

Other than that, the vocal students are unable to sing together with their lecturer. Most video conferencing apps used for online singing lessons make it impossible, or at least extremely difficult, for a vocal student and their lecturer to sing along. There may be a slight time delay that prevents them from singing in unison, or the software may mute one of the