

**UNIVERSITI TEKNOLOGI MARA**

**THE EFFECT OF USING CARL ORFF  
METHOD IN IMPROVING  
TEACHING AND LEARNING  
UNPITCHED PERCUSSION  
INSTRUMENTS AMONG  
PRE-SCHOOL CHILDREN**

**ROSHIDA BT. HAMID @ SIRON**

Dissertation submitted  
for the degree of  
**Bachelor of Education (Primary Education)**  
with Honours

**Faculty of Education**

January 2015

## TABLE OF CONTENTS

	<b>Page</b>
ABSTRACT	i
ABSTRAK	ii
ACKNOWLEDGEMENTS	iii
DECLARATION	iv
LIST OF TABLE	v
LIST OF FIGURE	vi
<b>CHAPTER 1</b>	<b>INTRODUCTION</b>
1.1	Introduction 1
1.2	Background of Study 2
1.3	Problem Statement 3
1.4	Conceptual Framework 4
1.5	Purpose of Study 4
1.6	Research Question 5
1.7	Significance of Study 5
1.8	Limitation of Study 6
1.9	Operational Definition 6
<b>CHAPTER 2</b>	<b>LITERATURE REVIEW</b>
2.1	Introduction 10
2.2	Pre-school Music Background 10
2.3	Pre-school Music Concept 11
2.4	Percussion without Pic 12

# ABSTRACT

## THE EFFECT OF USING CARL ORFF METHOD IN IMPROVING TEACHING AND LEARNING UNPITCHED PERCUSSION INSTRUMENTS AMONG PRE-SCHOOL CHILDREN

By:

ROSHIDA BT. HAMID @ SIRON

The main purpose of this research is to study how Carl Orff method affects the pre-school's student interest in learning and using unpitched percussion instruments. It aims to find if the method had improved teaching and learning the percussion instruments using imitation approach. The research data gathered from 25 pre-school children in Sekolah Kebangsaan Taman Sri Muda 2. The action research method was used to evaluate the effectiveness of Carl Orff method in improving teaching and learning unpitched percussion. The first cycle will be used by Carl Orff method. The instrument will be used is the pre-test, post-test that will be performed by students in the form of a worksheet. The questionnaires and observations will be governed by the researchers. Data obtained will be administered by the researchers using the program SPSS version 20 to get mean for obtain research findings. The observation will be in the scale rate form.

## **ACKNOWLEDGEMENT**

**“In the name of Allah, the most Gracious, the most Merciful, Praise be to Allah, Lord of Universe, Peace and Prayers be upon His Final Prophet Muhammad S.A.W”**

First and foremost, thank to Allah S.W.T because of the blessing, I able to finish my study successfully and also give me the strength while completing my task.

I would like to thank my husband that encourage and inspire me all the time from the beginning of my study until this final research. I also would like to thank all the respondents for patiently answered the questionnaires and completed the test.

I' am grateful to all my friends especially to the classmates, Bachelor of Education (Primary School) part 8 students in guidance and encourage me in preparing and completing the task. Thank you very much to all of you with the valuable support and knowledge that helped finished my study.

**Thank you.**

## CHAPTER 1

### INTRODUCTION

#### 1.1 INTRODUCTION

The decision to make Music Education as a compulsory subject for all students in primary schools in Malaysia have been submitted by the Cabinet Committee in 1983. This new curriculum known as the Kurikulum Baru Sekolah Rendah (KBSR). Through the program, all interests and talents in students can be nurtured and developed. To realize this goal, the Ministry of the education department aims to launch pre-school education program officially began on December 1991 for children aged 4-6 years. There are six components in the preschool curriculum. Creativity and aesthetics is one of them.

Accordingly, pre-school students have been exposed to the skills to play percussion instruments as one component in the development of creativity and aesthetics. (Huraian Kurikulum Prasekolah Kebangsaan 2003). To see the skills of students to play percussion instruments, an action research was conducted to examine the pre-school students to master these skills.