

**PERCEPTION OF MALAYSIAN SECONDARY SCHOOL WIND BAND
MEMBERS TOWARDS PRACTICING**

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ABSTRACT

The purpose of this study was to determine the factors that motivate Malaysian Secondary schools wind band members to practice. The study were conducted in two selected boarding schools in Malaysia. The schools that have been selected are Sekolah Sultan Alam Shah, Putrajaya and Sekolah Seri Puteri, Cyberjaya. The respondents of this study was 100 wind band members from both schools, 50 respondents were from Sekolah Sultan Alam Shah and the remaining 50 were from Sekolah Seri Puteri. The results of this study shows that the secondary school wind band members in Malaysia really enjoys playing their musical instruments. The results also shows that the students do not like to be compared to their peers during practice sessions. This may affect their self-esteem hence they do not like to attend practices. From the study, it could be concluded that the main reason for wind band students to make an effort to practice is to get better at playing music and develop their musical skills.

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CHAPTER 1

1.0 INTRODUCTION

Practice can be considered as actions or something you do regularly or on a daily basis that in return nurtures you. By practicing, you will get better at what it is that you are focusing on.

Music practice has been known to be the key to musician's improvement. Numerous studies had proven the need of practicing among the beginners, intermediate learners, advanced learners and even professional musicians (Sloboda, Davidson, Howe & Moore, 1996; Smith, 2002; Lehmann & Ericsson, 1997).

In order to practice, all human needs some kind of motivation to practice. According to Jane Davidson (2002) there are 4 kinds of motivation that stimulate musicians to practice. The first one is extrinsic motivation, which means that the motivation comes in form of external reward such as money, passing exam, winning competitions and etc. Next would be social motivation, which comes in the form of pleasing or trying to fit in with others. The third would be achievement motivation, which means that the motivation comes from the urge to outsmart others which enhances the self-esteem. Lastly is intrinsic motivation which means the interest comes purely in the activity itself, usually for personal pleasure.

According to McAllister (2010), she stated that if the students practice for external rewards, they might not achieve the long term goal of learning music, which is to magnify discipline and expand the love of music. This goal can only be successfully achieved through intrinsic motivation because the joy of doing the activity itself is the main source of motivation to practice (Kohn, 1999).