THE READING ABILITY OF SONG NOTATION:
A Correlations Study between the Skills Music and Dance of Female Kindergarten Teacher in Code Subject: PAUD 4402 with Reading Ability of Notation Song in Universitas Terbuka

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ABSTRACT

The aim of study is to determine the subjects of music and dance skills with the ability to read song's notation of female students in Universitas Terbuka, Jakarta Regional Office. This study is based on the fact that female students can implement tutorial courses of music and dance skills required of reading notation track. This study is quantitative (survey) with the correlation approach. The study showed that the ability to read notation song of kindergarten in female bachelor students at Universitas Terbuka, Jakarta Regional Office can be improved through subjects of Music and Dance Skills code subject: PAUD 4402. The implications of this study based on students of Universitas Terbuka, Jakarta Regional Office who have to read the notation of songs in the music and dance skills, and this is necessary and positive impact toward the subject of music and dance skills. The students perform will determine the level of literacy notation track. In other words, the perceptive and interpretation is not sufficient to show directly the achievement, but based on the observation that could be associated with the ability to read notation track. Students have positive impact against the subjects of music and dance skills, he or she must feel that the course is beneficial to their academic career and in implementation of the class. The findings recommended for students and tutors of the course to implement music and dance skills in bachelor of kindergarten degree at Universitas Terbuka, Jakarta Regional Office.

Keywords: Song, notation, music and dance, skills.

INTRODUCTION

As the procedure, the implementation of monitoring tutorial in year of 2014 for several subjects such as music and dance skills in students of Universitas Terbuka, Jakarta Regional Office should be done randomly. It is really rely on student self-development rate. Music and dance skills are still lack of implementation in tutorials, which conducted for eight meetings face –to-face tutorial. At the second meeting, academic staff in Jakarta Regional Office held monitoring and evaluation to sample several subjects.

After observing some students who was asked to sing a new song by a tutor, there are only 4 students from 38 students (all of them are female students) who can read the notation of songs and can sing the lyric's song.

The monitoring activities of the Bachelor of Kindergarten Program have several purposes in understanding of music and dance skills for study, the results more significant for students to see their abilities in certain subject. There are some of findings in the field of

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music and dance skills tutorials. First there were 60% of the students have not read books, both are students who do not bring the books and the last are the students who have the task last week assigned by the tutor. This construct lessen to the old pattern tutor teaching. That is what is found in the program activity monitoring tutorial.

In tutorial courses of music and dance skills in Bachelor of Kindergarten Program or S1 PGPAUD program, there are three characteristics of the group of students who came to the tutorials, among others, Group 1 there are two students who had prepared themselves with music and dance skills in accordance with a module that will be discussed and bring a small note that would be asked to tutor. Group 2, there are 18 students who carry the module, the module states already read but do not have a little note, and last Group 3, there is a student who brings a module but not read yet.

Music and dance skills module is a subject studied by all female students of Bachelor in Early Childhood in Universitas Terbuka and students are required to follow the tutorial as much as eight times the meeting. Mastery of songs that really fit with the music and dance skills is the key to a qualified early childhood teachers and professionals.

This phenomenon according to the author is really give some awareness to find for study, the expectation that there will be any positive impact for students in increasing their knowledge, and tutors itself, and it also beneficial for Universitas Terbuka in the distance learning program of Jakarta Regional Office. This study will involve multiple parties who are students first, second tutor who gives a tutorial on the subject of music and dance skills, and third who facilitates a group study of tutorials. Based on these conditions and the preliminary findings, it can be assessed that the author in this case compelled to examine more deeply and focus on the ability Music and Dance (Code Subject: PAUD 4402) with Reading Ability Notation Songs.

ART EDUCATION FOR STUDENTS

Activities of art in life are throughout the days actually always experienced by human. It is just that sometimes we do not realize or feel that the activity is part of the artistic expression in natural. Some pattern such as when we were about to go out of the house, we always think about to wear suits, in choosing clothes we might simply combine fashion colors with a bag or by selecting event, life, social status and associated with aesthetic taste or beauty.

The introduction of notation as a sign or symbol of writing music for students/student is the foundation that must be implemented in learning the art of music.

Read notation song is the whole relationship in listening, remembering, feeling and detect beats in a song by ear sensitivity, thought through memory and imagination emotional sensitivity through further disclosed in beats. Reading notation as a sign or symbol of writing music is the foundation that must be implemented in learning the art of music. Reading notation positive effect on the everyday behavior of student/student, among others:

➢ **Concentration**
➢ **Student is required to concentrate on reading the various forms of notation so that it will form a musical expected.**
➢ **Exercising Discipline**
➢ **Student is required to read or play a notation in accordance with the value of the tone and the tone of the existing name.**

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➢   **Accuracy**
➢   **Student is required to meticulously in reading notation to match the name and value of the desired tone.**
➢   **Coordination**
➢   **Student is required to be able to play along with the others. In this case the need for coordination so that music can be heard properly.**
➢   **Tolerance**
➢   **In playing music, each individual player is required to tolerate other players so that the balance can be created with the proper sound.**

One method is quite effective introduction of notation is to utilize the experience of music daily, through songs or musical works that have been heard or known, either directly through a particular media (television, tape recorder, radio, VCD, etc.). Sound and begins writing voice media translation towards media posts media then writing into sound media, specifically by reading notation.

In this way a student will be more real and easier to interpret the sounds with a rhythm or tone of writing notations representative. It is therefore indispensable teacher's creativity in using the method, choose the material, as well as see or measure the situation and conditions of the various aspects related also affect the optimal learning process.

RESEARCH METHODS

The aim of study is to describe the relationship between subjects of music and dance skills with the ability to read notation song of female students in Universitas Terbuka, Jakarta Regional Office. This study was conducted in Pokjar (group learning) in several places such as Bekasi, Kalideres in area of West Jakarta and Central Jakarta, whereas the study period lasted for nine months (April to December 2014).

The method used is a survey method. Research survey is information-gathering techniques were done by compiling a list of questions to the respondents. In a survey study, researchers examined the characteristics or causal relationship (whether there is a correlation) between one variable (dependent variable/response) with other variables (variables/predictor) without the intervention of researchers.

The variables in this study consisted of independent variables and the dependent variable. The independent variable is the attitude toward the subject of music and dance skills (X), while the dependent variable is the ability to read notation track (Y).

In measuring the research variables, there are several definition which defined as follows:

Conceptual Definition
Conceptual definition of the attitude towards the course of music and dance skills is the tendency of readiness to respond to act on an object that is based on knowledge, opinions, beliefs and ideas of the object.

Operational Definition
Attitudes toward subjects of music and dance skills are scores obtained by students of course music and dance skills PGPAUD UPBJJ S1-UT based on Likert scale questionnaire with ranges of up to four.

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In measure attitudes toward subjects of music and dance skills, there are several ways such as Likert scale questionnaire. Each answer choice is weighted scores as follows: For the positive statements, each of the questions that are answered strongly agree (SS) 4, answered agree (S) 3, answered disagree (TS) 2, and answered strongly disagree (STS) 1, whereas the opposite is true for a negative declaration that is to answer strongly agree (SS) rated with 1, agree (S) rated with 2, do not agree (TS) rated 3, strongly disagree (STS) rated 4. The positive statement in support of the idea, while the negative statement is that does not support the idea.

The population in this study is the implementation of music and dance skills tutorial UT Jakarta students, by taking 3 Pokjar (group learning) and divide into several groups. The samples were taken as many as 38 people from 3 Pokjar. The reason is because the research group in S1 PGPAUD conducting student art and is considered to represent, among others. In order to determine whether the instrument is made sufficiently valid and reliable, the researcher conducted trials to the respondent. The trial was conducted in May 2014 in Jakarta by involving 38 students S1 PGPAUD from UT Jakarta members of the population (in addition to the sample).

The instrument is an instrument tested to student asked about skills music and dance. Data subjects attitudes in the direction of the Music and Dance Skills obtained from the student questionnaire. Instrument validity of Music and Dance Skills has been compiled and developed based on criteria of the various theories that fit the variable in question. The use of these criteria is to determine the validity of the content of the measurement. Several item questionnaire validity toward Skills courses Music and Dance based on the formula correlation.

The trial results showed that the instrument of thirty-point statement on the attitude instrument Skills courses Music and Dance, it meets the requirements. Consequently all point statement can be used for questionnaires attitudes toward Skills courses Music and Dance.

The reliability of the questionnaire attitude toward Skills courses Music and Dance is determined by using the formula Alpha Chronbach. Out of 30 items that have a valid instrument retested its validity, and then tested reliability, the results obtained from the calculation results of 0.92. It shows that the coefficient of reliability point statement attitudes toward Skills courses Music and Dance is very high.

THE ABILITY TO READ SONGS NOTATION

The notation reading ability in song is one of the ability which covering the whole linkages in hearing, remembering, sensing to detect beats in a song by ear sensitivity through memory and emotional sensitivity from imagination expressed in beats. The ability to read notation track includes at least two reading skills of reading rhythm and melody reading.

Test instruments are the ability to read notation track multiple choices. Students were asked to answer by choosing one of four options considered correct answers to 40 multiple choice items that have been prepared investigators. Before the instrument used to collect real data, the instrument is given in 10 respondents (students) outside the sample. Students were asked to answer by choosing one of four options answer, 40 of the questions that have been provided. The level of student mastery gained from the acquisition of correct answers divided multiplied by 100%. It is necessary to determine

the level of student abilities (mastery level) in reading skills notation songs in the instrument.

The validity of research instrument has the ability to read notation song conceived and developed based on the criteria of the various theories that are modified to the variable in question. Data on Literacy Notation Songs acquired through a written multiple choice test with four options. Notation Reading Ability test instruments song is structured to meet the type of construct validity emphasis on compatibility between grains of instrument with the theoretical concepts of the variables and the validity of the content that emphasizes the harmony between the grains of instrument with the material being studied. Technical analysis item for the instrument test the ability to read notation used point biserial song. The results of the correlation calculations point biserial r with tables that have advance is equal to 0.361.

Results of the validity of the instrument's ability to read notation track of as many as 70 items, each item is analyzed as many as 42 items were received (valid) and the rest, as many as twenty-eight questions rejected (drop) is invalid. To determine each item was accepted or rejected, each item sought point biserial correlation coefficient (rpbis) then the rcount consulted with rtable at N = 30 and α = 0.05 level of significance. If the ratio is greater than rcount found rtable means acceptable, and if it happens otherwise is rejected, or declared invalid. The reliability of the test instrument's ability to read notation song is determined by using the formula of Kuder Richardson (KR 20). This formula is used when the item in a score with a score of dichotomy. From 40 rounds res valid to be used to retrieve data in the field retested its validity, then tested reliability, the obtained results of these calculations 0.93. It shows that the ability to read notation song is very high.

RESULTS AND DISCUSSION

Description of research data is intended to provide a general overview of the spread or distribution data. Data presented after processing of raw data by clicking using descriptive statistical techniques, the average price, standard deviation, variance, range of scores, and frequency distribution accompanied by a histogram.

Based on the variables under study and formulation of research problems, then the description of the data can be grouped into data:

➢   attitudes toward Skills courses Music and Dance, and
➢   The ability to read notation song.

Furthermore, a summary of data from the average score of all three attitudes toward Skills courses Music and Dance (X) and Song Writing Ability Notation (Y) can be seen in Table 4. It is about results average, standard deviation, and variant variable X, and Y. Summary results of the statistical calculations descriptive expressed as follows:

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Scores Attitudes towards Subjects Skills Music and Dance

	Variable Y (Story Skills)	Variable X_1 (Culture Value)	Variable X_2 (Understanding story)
Mean	37.39474	33.86842	31.47368
Standard Error	1.895769	1.431793	1.580346
Median	40.5	35.5	32
Mode	42	38	42
Standard Deviation	11.6863	8.826162	9.741904
Sample Variance	136.5697	77.90114	94.90469
Kurtosis	-0.94503	0.711877	0.275765
Scenes	-0.37765	-0.85246	-0.78839
Range	39	37	36
Minimum	14	9	9
Maximum	53	46	45
Sum	1421	1287	1196
Count	38	38	38
Largest(1)	53	46	45
Smallest(1)	14	9	9
Confidence Level (95.0%)	3.841193	2.901087	3.202084

Furthermore, data collected, analysis, and discussion will be presented in four sections, namely: a description of the research data, the testing requirements analysis, hypothesis testing and discussion, and the limitations of the study.

Results of research on attitudes toward courses Music and Dance Skills obtained the lowest score (minimum) 9, the highest score (maximum) is 46, so that the range (range) is 37. The average value (Mean) 33.87, standard deviation 8, 83 and the variance is 77.90. Based on the table 4.2 with 38 people sample, if the results of each of the respondents compared to the average value, it turns out that scores the knowledge of cultural values (Y) above the group average of 21 people (46.97%), are in under the group average of 13 people (19.70%), and 22 (33.33%) people were in the group average.

Tests conducted on samples of data normality of each variable by using test Lilliefors. If the result of the price Lcount (Lo), the highest of the group studied variables smaller than the Ltable (Lt) in the list, then the data is said to be normally distributed or variable. Lcount is the biggest difference between the absolute prices of raw scores between opportunities with the proportion of the raw scores or ($\mid$ F (Zi) - S (Zi $\mid$). For more details, presented the results of the calculation of the normality of the variables studied using Lilliefors test at significance level = 0

Summary of Test Results normalcy Distribution of Population Research Data

No.	Interval	Limit	Median	Frequency
1	9 – 14	8,5 - 14,5	11,5	2
2	15 – 20	14,5 - 20,5	17,5	1
3	21 - 26	20,5 - 26,5	23,5	5
4	27 - 32	26,5 - 32,5	29,5	8
5	33 - 38	32,5 - 38,5	35,5	11
6	39 - 44	38,5 - 44-5	41,5	7
7	45 – 50	44,5 – 50,5	47,5	4
Total				38

Based on the table above there are six groups of test data normality test is to compare Liliefors between L0 values obtained value Liliefors and Lt observation results obtained from the critical value of L in the table to test Liliefors the real level = 0.05. Results from L0 and Lt are compared turns from all groups of data values L0 <Lt which means H0 hypothesis is accepted with = 0.05 means that the data is normally distributed groups

Population variance homogeneity testing is done on the variable Knowledge of cultural values (X1) and reading comprehension skills variable (X2) using Bartlett test. If the results of the variables studied of the group is smaller than the real level = 0.05, then the data is said to be homogeneous variance.

Homogeneity of variance test Y over X Results of homogeneity testing by Test-Bartlett on a real level = 0.05 to variable knowledge of cultural values obtained value = 11.58 with degrees of freedom (df) = 38 and value = 43.77. Retrieved = 11.58 <= 43.77, so it can be concluded that the variance of Y over X group is homogeneous.

This study formulates only one hypothesis being tested empirically, one hypothesis in this study expressed suspicion about the relationship between attitudes toward Skills courses Music and Dance with the ability to read notation songs using inferential statistical analysis. There is a positive relationship between subject's skills with music and dance with reading ability notation song. In statistical hypothesis is formulated:

$$\mathbf{H_o:} \quad \rho_{y_1} \leq 0$$

$$\mathbf{H_i:} \quad \rho_{y_1} > 0$$

Steps taken before performing a hypothesis test is a simple regression equation calculating the variable attitude toward Skills Training Courses Music and Dance (X) against Reading Ability Notation song. From the calculation of the regression equation, in this case the regression equation has a coefficient of regression equation b = 0.29 and 47.73 regression constants. Significant assess results and linearity regression equation of Y on X is shown in the following table.

The first hypothesis testing is done by using the Pearson product moment correlation formula. Based on calculations, the correlation coefficient between the attitude of the Skills Training Courses Music and Dance (X) with the ability to read notation track (Y), r y1 = 0.56 which indicates that the attitude towards the subjects of music and dance skills

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by reading notation song is positive. Based on these test, it can concluded that the correlation coefficient is very significant because thit. = 5.83> ttab. = 1.67 at = 0.01. of the regression coefficients can also be calculated coefficient of determination (ry1) 2 = 0.314. This gives it meaning that there are 31.4% of the change in the ability to read notation track (Y) can be explained by the attitude towards skills Skills courses Music and Dance (X)

CONCLUSION

Based on the analysis of data, the conclusion of research explains the relationship between independent variables and the dependent variable, such as "There is a positive relationship between the subjects Music and dance skills with the ability to read notation song".

Based on the assessment, it showed that the correlation coefficient attitudes toward Skills courses Music and Dance with the ability to read notation song very significant".

It can be made that the ability to read notation song S1 PGPAUD student at UT-Jakarta UPBJJ can be improved through the attitude of students towards subjects of Music and Dance Skills.

The following proposed some suggestions for the various parties as follows:

➤   The attitude of the students towards subjects of music and dance skills still need to be considered, to give understanding, direction, stimulation or motivation able to provide routine tasks and exercises to develop the ability to read notation song by paying attention to the aspects of reading notation track.
➤   Tutor course music and dance skills should routinely provide a demanding task students are able to master the material to read notation track. Thus, students are expected to have a habit of reading good song notation reading skills and reading skills melodic rhythm;

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