# Improving the Ability to Sing Folk Songs through the "Project Based Learning" Model assisted by "Audio Song Program" Media

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**ABSTRACT**

This research aims to improve the essential ability of singing in students. This fact was obtained before this research was conducted; the ability of students to sing folk songs still needs to be improved, as evidenced by the value of the ability to learn to sing the students of class VIII F SMP Negeri 2 Tempuran is not optimal. This research was conducted using a class action research method consisting of two cycles. In cycle I, indicator A (Vocal Material), the average score obtained was 72.4; in cycle II, the average score obtained was 78.0. Indicator B (Intonation) In the process I, the average score obtained was 73.2, and in cycle II, the average score obtained was 78.8, indicator C (Phrasing) cycle I, the score obtained was 72.5, while in cycle II, the score obtained was 77.5. In process I indicator D (Articulation), the average score obtained was 73.5, and in cycle II was 77.7. Indicator E (Expression) At the time of the process, the average score obtained was 72.5, while in cycle II, the score obtained was 78.2. Behavioral changes also increased. Active students In the process I, there were nine students; in cycle II grew, there were 19 students. In creative Students cycle I, there was seven students; in cycle II increased, there were 20 students. Discipline students in process I; there were ten students; in cycle II grew, there were 18 students.

**Keywords :  Singing ability, Folk songs, Project-based learning, Audio song programme media.**

## INTRODUCTION

In fulfilling emotional needs to balance intellectual needs, many learners fill their time with entertainment. In addition, the large number of islands in Indonesia makes Indonesia one of the countries with a diversity of tribes and customs. This certainly makes up a lot of languages and cultures; one culture that characterizes a region is Music. Characteristic of a region is Music (Rianto, 2021). Currently, many learners consider that music or singing is one of the needs to compensate for boredom due to tiring daily activities. Where according to (Kusumawati, 2016) stated that learning music at school is a means of expressing expression, imagination, creativity, and appreciation of musical works. Therefore, the desire of learners to be able to get entertainment by singing songs is enormous. According to (Widjaja, 2011), music is the sound and processing of sound that involves the deepest human feelings and emotions. processed sounds that involve the deepest human flavours and senses. To present a beautiful voice in singing there are several things that must be fostered, mastered, honed and trained regularly and disciplined regularly and disciplined, namely: breathing, articulation, intonation, frasering, and expression (Santoso & Kurniawan, 2016).

According to (Pramudita, 2016) In music learning, three learning approaches are known: listening to music, singing, and making music using simple instruments. Nowadays, many learners like to sing songs in various languages. To learn a new song, learners usually first listen to the music through a cd, flash disk, or electronic media. Learners who learn to sing from listening alone will result in many learners not mastering the music correctly. This fact was obtained before this research was conducted; the ability of students to sing folk songs still needed to be improved, as evidenced by the value of the ability to learn to sing the singing ability of students in class VIII F SMP Negeri 2 Tempuran in semester one of 2019/2020 on the subject matter of singing regional pop songs is still not optimal. For example, out of 23 students in one class, only three can sing the Manuk Dadali folk song well.

By using the project learning model assisted by the "Audio Song Program" media during the teaching and learning process, it is hoped that it can help convey material to students to achieve the goals that have been set. Project learning model-assisted media "Audio Song Program" is suitable for singing songs. This model can be used in teaching the subject matter of singing the regional pop song Manuk Dadali. So that assessing the ability of students to understand singing can be achieved. By using the project learning model assisted by the "Audio Song Program" media during the teaching and learning process, it is hoped that it can help convey material to students to achieve the goals that have been set. Project learning model-assisted media "Audio Song Program" is suitable for singing songs. This model can be used in teaching the subject matter of singing the regional pop song Manuk Dadali. So that assessing the ability of students to understand singing can be achieved. For learners' desire for entertainment to be fulfilled, in this study, the researcher hopes that students can learn to sing with the project learning model assisted by the "Audio Song Program" media so that students can learn as many varied songs as possible. In addition, students like songs, enjoy singing and can learn independently to fulfill their emotional needs.

**RESEARCH METHODS**
This research, including classroom action research (PTK), aims to reveal facts in the research process and then describe the data as it is. In this study, the facts about music's teaching and learning process, especially the basics of singing for children in class VIII F SMP N 2 Tempuran using the project learning model assisted by the "Audio Song Program" media, are described appropriately. Carry out the planned learning scenario, namely making your own and preparing an Audio Song Program by choosing a Manuk Dadali folk song that has a qualifying weight equivalent to the range, ambitus, or voice area in children aged 10 to 15 years (SD Class V, VI and SMP Class VII, VIII), choosing a Manuk Dadali folk song that has a qualifying weight equivalent to the range, ambitus or voice area in class VIII F junior high school as a learning material for basic singing skills, choosing musical instruments that are in accordance with the Audio Song Program learning media so that the music programs that have been made and prepared will be truly synergistic and easy to appreciate, designing evaluation tools to see if students' ability to sing can be improved, especially students' sensitivity in understanding song intonation, articulation, phrasing and expression in a song, observation at this stage is carried out word of the implementation using the observation sheet that has been made, from the results of the statement, the teacher makes a reflection on the activities that have been carried out, about students' ability to sing before using the Audio Song Program learning media, data from observation results, also used a journal made by the teacher after the learning process to evaluate himself; and the effects of data analysis were carried out to be used as a reference for planning the next cycle.

This research was conducted in class VIII F of SMP Negeri 2 Tempuran, Magelang Regency, Central Java. The study was conducted during the odd semester period from July to December of the 2019/2020 academic year. The subject of this research is the ability to sing folk songs of class VIII F students of SMP Negeri 2 Tempuran totaling 23 students. Data collection techniques in this study were observation, interview, questionnaire, and documentation (Sugiyono, 2017). The data analysis used in this research is descriptive. Descriptive analysis is a statistical analysis method that aims to describe the research subject based on variable data obtained from certain subject groups. Descriptive analysis can be displayed in frequency distribution tables, histogram tables, mean values, and standard deviation values. The benefit of using descriptive analysis is to get a complete picture of the data related to the data we examine, either in verbal or numerical form. The stages of research carried out are the first planning stage (Preparing a learning program, preparing lesson plans, preparing assessment instruments/journals), the second is the Implementation and Observation Stage (Cycle I and Cycle II use the same method or action, namely the project learning model assisted by Audio Song Program media. Cycle II (second) was carried out after reflecting on cycle I (first)). The third is the Reflection Stage (After observing the implementation of learning, efforts are made to improve the planning that will be carried out in the next cycle based on the evaluation, analysis, and interpretation results in the previous process).

**RESULTS AND DISCUSSION**
**Cycle I Research Results**
**Initial Data of Basic Singing Ability in Students**

To get an overview of the initial conditions in this study, the researcher distributed a list of entries that students had to do, namely in the form of several questions about their habits related to singing. Where singing is the main activity in music teaching (May Sari Lubis, 2019). This was done to discover their interest, appreciation, and difficulties or obstacles they had experienced in learning to sing. There are ten checklists for students to fill in. There will likely be inputs that can be used in the further process of class action research. The list of multiple-choice questions is as follows: From the questionnaire distributed to students, the author obtained an illustration that students' interest in singing lessons is still high; this is evident from the results of the answers to questions points 1) to 4).

**Table 1: About students' interest in singing lessons**

| No | Student Choice | Answer | Number of Students | % |
|----|----------------|--------|--------------------|-----|
| 1 | Favourite type of art | Music | 12 | 52,17 |
| 2 | Favourite subject matter | Singing | 11 | 47,82 |
| 3 | Have you ever sung | Ever | 23 | 100 |
| 4 | When have you ever sung | During singing lessons | 13 | 56,52 |

If an average is based on percentages, the students' interest in singing lessons is 256.51%/4 = 64.12%. The answer to question No.5) shows that students already understand the basics of good singing; 11 people (47.82%) said the correct singing voice is not discordant/false. The answers to questions No. 7) to 10) provide an overview of the obstacles students face when they participate in singing activities either in class or in activities outside the classroom when they are in elementary school. The blocks that occur are the absence of singing lessons and adequate teachers who can sing. However, there may be elementary school teachers who have good voices/potential in the field of singing, but they lack experience in teaching singing, so they are not able to teach basic singing techniques; for example, if we look at the answer to question point 9) how elementary school teachers teach singing which was answered by 82.60% of students by using their voices. Generally, adult voices can only present children's voices with the help of learning media if they are trained in music education (vocal). From the data above, the answer to question No.10 illustrates that most students think that if there are students who are good at singing, it is not because they are taught by teachers at their school but because of natural talent (60.86%).

From the data above, which was recorded through 10 questions answered by students, the researcher concluded that; students' interest in singing lessons is relatively high, students' assessment of how to sing well is correct, students have never received singing lessons with the proper learning techniques, music learning, especially singing in elementary schools is still inadequate (Mulyasa, 2014). The conclusions mentioned above are the initial conditions students possess as a rationale for the research to proceed to the next phase. When viewed on the average value of each indicator, the increase in singing ability in students is not the same percentage. The average score obtained in cycle I, indicator A (Vocal Material), was 72.4. For more details, we can see the results of the acquisition of scores in cycle I in the following graph.

**Vocal Material (G1)**
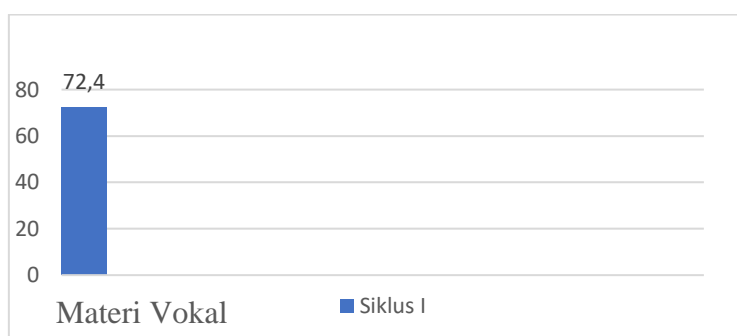


**Graph 1 Basic singing ability improvement on vocal material indicator 72.4%.**

Graph 1 states that the vocal material owned by students is still low on average, judging from the acquisition scores obtained by students, mostly between 60-75. How to produce sound could be more excellent and correct, so the sound that comes out sounds unclear, beautiful, musical, and loud. In this case, researchers need to direct and train students to sing properly and correctly, to form better vocal material owned by students. In cycle I indicator B (Intonation) in the process I, the average score was 73.2%.

**Intonation (G2)**
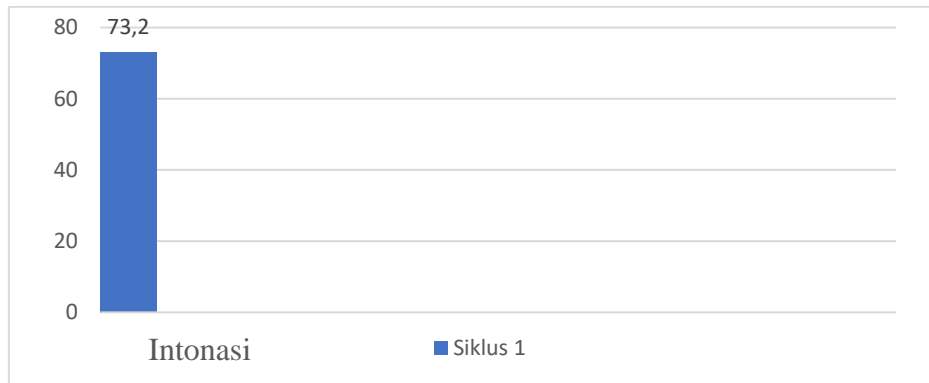


**Graph 2 Improvement of basic singing skills on intonation indicators. In indicator B 73.2%**

Graph 2 states that the intonation in singing that students have, on average, needs to be corrected. The pitch of a tone in a sentence that emphasizes certain words when singing is incorrect. Because according to (Nurharini & Yuyarti, 2013) singing is different from speaking, singing requires certain techniques while speaking does not. They are judging from the acquisition scores obtained by students, at most, between 60 -75. With excellent and correct intonation, it produces a clear sound according to the melodic notation of the song / not false. In this case, the researcher must direct and train students to sing with excellent and correct intonation (Resih, 2021). Accuracy in a tone will produce a sound that is clear, loud, and pleasing to the ear. So there is a need for exercises such as breathing control, vocal processing, and a sense of musicality. The score obtained in cycle I indicator C (Phrase) was 72.5%.

**Phrase (G3)**
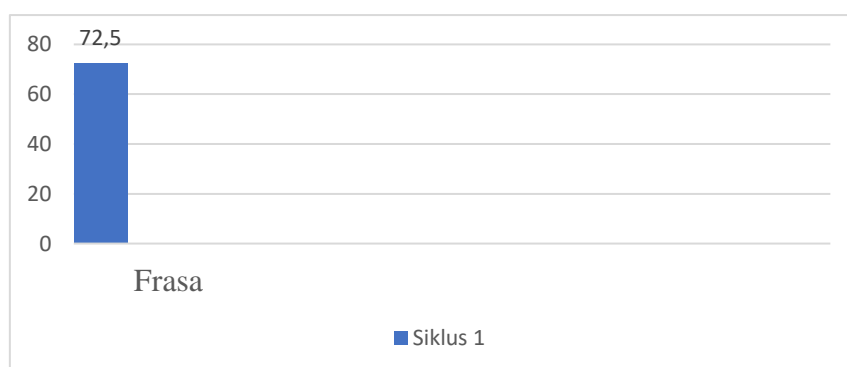


**Graph 3 Improvement in basic singing skills on phrase indicators 72.5%**

Graph 3 states that the phrases in singing that students have, on average, are less precise, the beheading of language sentences or song sentences provides and explains the theme and conveys the message of a song that is sung needs to be clarified. Judging from the acquisition of the value obtained by most students between 60 -75. With excellent and correct phrasing, it produces a clear song flow so that there is no misperception for those who listen. In this case, researchers need to direct and train students to do the correct phrasing when singing. Students must understand the meaning of each sentence of the song being sung, understand the character of a song as a whole, and understand the

arrangement of notes written to be sung in one unit / not in pieces. Students are expected to do well and correct song sentence fragments so that the song sentences provide, explain the theme and convey the message clearly to those who hear it. The average score obtained in cycle I indicator D (Articulation) was 73.5%.

**Articulation (G4)**



**Graph 4 Improvement in basic singing skills on articulation indicators obtained 73.5%**

Graph 4 states that students' articulation in singing is, on average, low. Like language, singing also requires clear pronunciation according to standard patterns so others can understand it (Putra, 2014). Judging from the students' scores, most are between 60-75. Excellent and correct articulation affects the clarity of the spoken word. Some exercises that can be done to form articulation well are practicing pronouncing vowels and consonants correctly, reading practice with a raised voice, and practicing pronouncing a series of difficult words. Sirait, in his book The Power of Public Speaking (2010), explains that articulation is the ability to combine pronunciation or pronunciation of words. Indicator E (Expression), the average score obtained was 72.5% during the cycle.

**Expression (5)**



**Graph 5 Improvement in basic singing skills on expression indicators obtainedc72.5%**

Graph 5 states that the expression in singing owned by students needs to be corrected. Word in singing, an activity carried out by a singer, is related to the song's soul, judging from the acquisition scores obtained by students, mostly between 60 -75. With a good and correct expression, it produces the proper soul of the song. In this case, researchers must direct and train students to sing with excellent and right words.

**Behaviour Change Cycle I**

The expected behavioral changes are active, creative, and disciplined students to achieve the learning objectives. In cycle I, changes in behavior can be seen from the graph as follows.
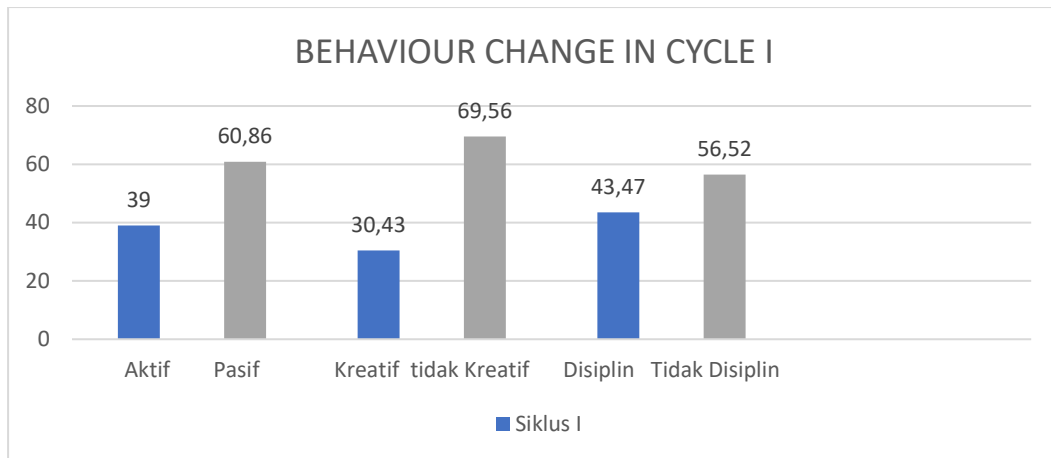


**Grafik 6 Perubahan Perilaku pada siklus I**

The data in Graph 6 shows that out of 23 students, nine people (39.13%) stated that students were active, 14 people (60.86%) said that students were not involved, seven people (30.43%) stated that students were creative, 16 people (69.56%) stated that students were not clever. Ten people (43.47%) students were disciplined, and 13 students (56.53%) said that students were not disciplined.

**Cycle I Reflection**

The primary purpose of this study was to determine the improvement of learning outcomes in cultural arts material singing Manuk Dadali songs, and the results obtained an average value of 73.2%. This is still far from expectations. Therefore, the reflection will focus on improving student learning outcomes in the cultural arts material of singing Manuk Dadali songs. According to the observer, several things cause this to happen. First, students did not focus on singing exercises with the correct technique, so the Manuk Dadali song material needed to be better mastered. Secondly, students do many things outside the learning context, such as playing with other friends. Third, some students did not dare to sing in front of the class during the evaluation at the end of the lesson.

**Cycle II Discussion**
**Cycle II Process**

Learning in cycle II was carried out as much as 1 x meeting on 1 October 2019. Learning in Process II uses a project learning model assisted by the "Audio Song Program" media. The implementation is as follows: At this meeting, the material discussed was singing techniques (vocal material, intonation, phrasing, articulation, and expression), with a time allocation of 2 x 40 minutes. At this first meeting, the teacher entered the VIII F classroom and gave a greeting. Then start the teaching and learning activities by taking attendance of students. And continued learning steps 1 to 4 like the steps in cycle I. What is different in step 5 is that the teacher analyses and expresses. What is different in step 5 is that the teacher analyses and evaluates the problem-solving process that arises in cycle II. It is hoped that there will be a significant increase in cycle II.

**Cycle II Improvement**

In cycle II, scores obtained on each assessment indicator have increased. Thus, students' essential singing abilities have increased relatively high. The total average score on all hands obtained was 78.0. For more details, we can compare the results of the acquisition of scores in the cycle II cycle in the following graphical image.

## Vocal material (G7)



**Graph 7 Improvement in basic singing skills on vocal material indicators**

Graph 2. states that the vocal material owned by students has increased, judging from the scores obtained by most students between 75-82 on how to produce sound properly and correctly so that the sound sounds precise, beautiful, musical, and loud.

## Intonation (G 8)



**Graph 8 Improvement in basic singing skills on intonation indicators obtained an average score of 78.8.**

Graph 8 states that the intonation in singing that students have, on average, has improved. The high and low of a tone in a sentence that emphasizes certain words when singing is appropriate. Judging from the acquisition, the scores obtained by most students were between 75-83. With excellent and correct intonation, it produces a clear sound by the melody notation of the song / not false.

## Phrase (G 9)
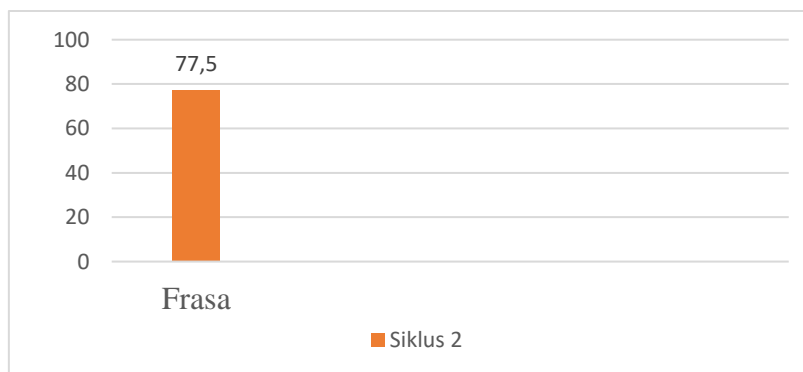


**Graph 9. Improvement of basic singing skills on the phrase indicator**

In indicator C (Phrases), there was an increase in the average score of 77.5. Graph 2. c states that the phrases in singing that students have on average are correct; the sentence fragments of language or song sentences provide and explain the theme and convey the message of a song that is sung clearly. They are judging from the acquisition the scores obtained by most students between 74-84. With excellent and correct phrasing, it produces a clear song flow so that there is no misperception for those who listen.

**Articulation (G 10)**
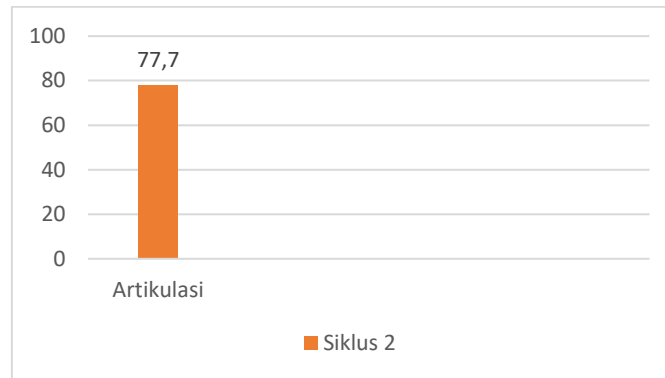


**Graph 10 Improvement in basic singing skills on articulation indicators score 77.7**

Graph 10 states that students' articulation in singing has improved on average. Like language, singing also requires clear pronunciation according to standard patterns so others can understand it. I am judging from the scores obtained by most students between 75-82. Excellent and correct articulation affects the clarity of the words spoken by the singer.

**Expression (G 11)**
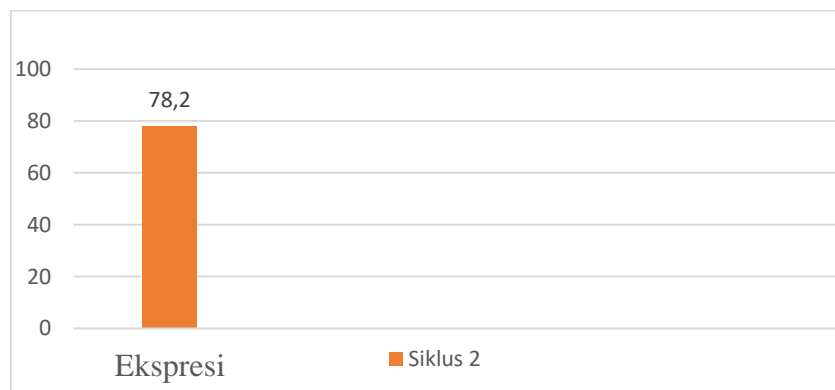


**Graph 11 Improvement in basic singing skills on expression indicators obtained 78**

Graph 11 states that the expression in singing that students have on average is correct; there is an increase. Expression in singing is an activity carried out by a singer related to the song's soul. They are judging from the scores obtained by most students between 74-80. With a good and correct expression, it produces the proper soul of the song.

**Cycle II Behaviour Change**

When learning in class, most students in the learning process have concentrated and followed well so that most students can master the cultural arts material of the Manuk Dadali song. Students are more active, creative, and disciplined in participating in learning. Teacher expectations of students to be functional, creative, and disciplined in developing their potential to sing Manuk Dadali songs can be

achieved. Many students can sing Manuk Dadali songs with the correct singing technique. The results of teacher observations can be seen in Graph 12 as follows.
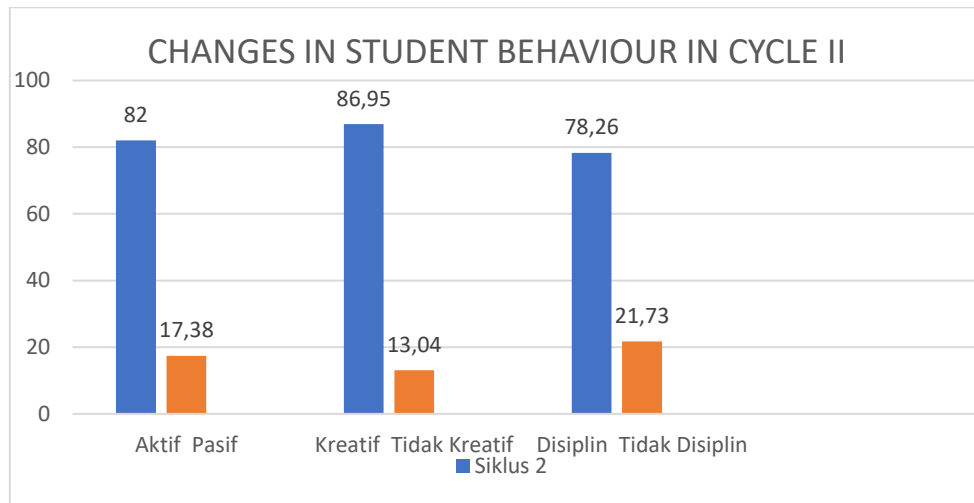


**Graph 12 Changes in Student Behaviour in Cycle II**

The data in Graph 3. show that out of 23 students, 19 people (82%) stated that students were active, four people (17.39%) said that students were not involved, 20 people (86.95%) stated that students were creative, three people (13.04%) stated that students were not clever, and 18 people (78.26%) students were disciplined, five students (21.73%) said that students were not disciplined. Graph 3 shows that changes in student behavior to be active, creative, and disciplined have increased significantly. The researcher can conclude that conducive teaching and learning activities need to be maintained and improved to obtain good results.
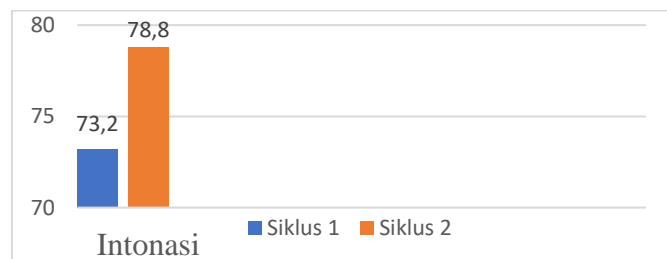
**Discussion between Cycle I and Cycle 2**
**Vocal material (G 12)**
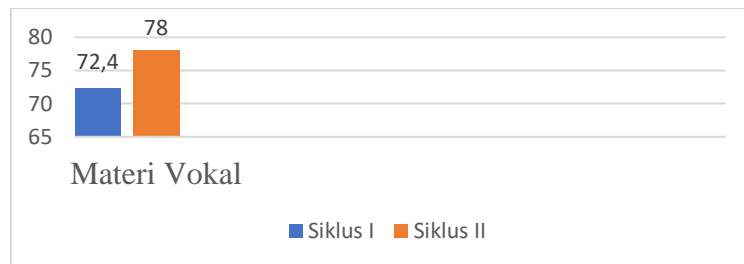


**Graph 12 Improvement in basic singing skills on vocal material indicators.**

In indicator A (Vocal Material), there was an increase in the average score from 72.4 to 78.0.
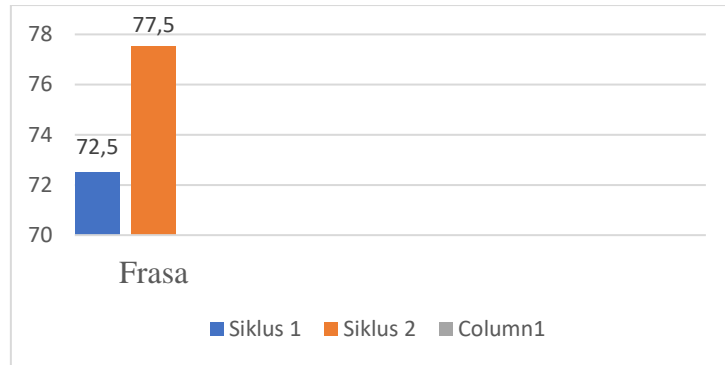
**Intonation (G 13)**



**Graph 13 Improvement in basic singing skills on intonation indicators**

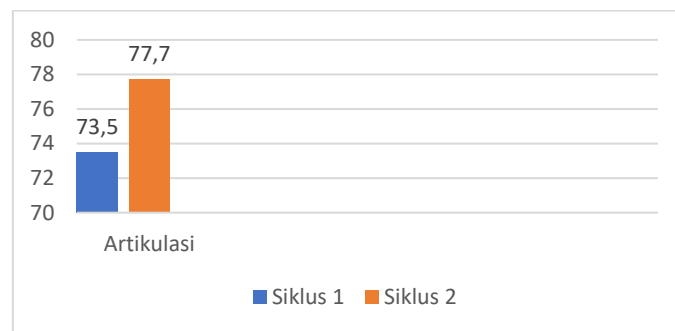In indicator B (Intonation, there was an increase in the average score from 73.2 to 78.8.

**Phrase (G 14)**



**Graph 14 Improvement in basic singing ability on the phrase indicator.**

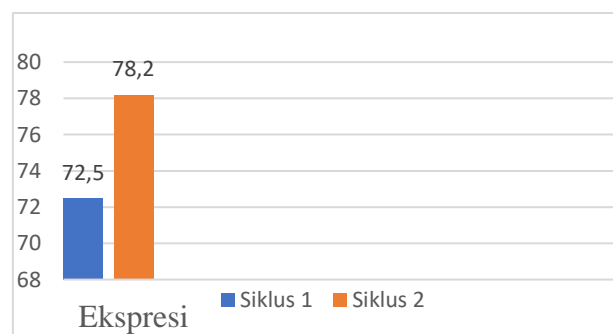In indicator C (Phrasing) there was an increase in the average score from 72.5 to 77.5.

**Articulation (G15)**



**Graph 15 Improvement in basic singing skills on articulation indicators**

In indicator D (Articulation) there was an increase in the average score from 73.5 to 77.7

**Ekspresi (G 16)**



**Graph 16 Improvement in basic singing skills on expression indicators.**

In indicator E (Expression), there was an increase in the average score from 72.5 to 78.2. In graphs G.1 to G.5 above, it is clear that there has been an increase in the ability to sing in students even though the percentage increase varies. The highest increase occurred in the assessment indicators B (Intonation) and E (Expression), which increased to a score of 78.8 and 78.2. Let's compare the research results based on this score with the increase in basic singing skills in children based on frequency or

number of people. Graph 17 Improvement in basic singing skills per indicator in Cycle I (first) and Cycle II (Two) based on the number of people/frequency.

**Students' Basic Singing Skills In Cycle I (First)**
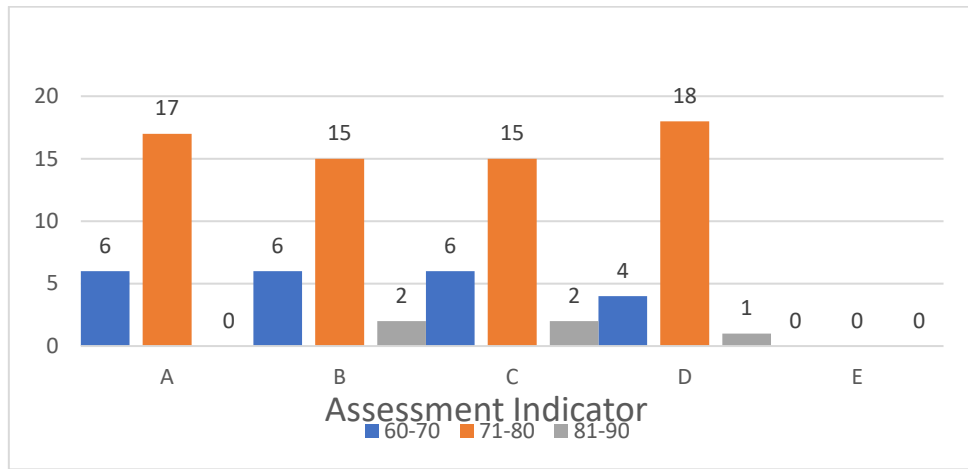


**Graph 17 shows the acquisition of scores in each indicator in cycle I.**

Graph 6 above explains that the number of students who obtained a score of 71-80 was a lot; this happened in almost all indicators of assessment in the basic techniques of singing, especially in indicator B (Intonation), indicator C (Phrasing) 15 people and articulation indicators 18 students obtained these scores.

We can compare this situation with the following graph.

BASIC SINGING ABILITY OF STUDENTS IN CYCLE II (G 18)
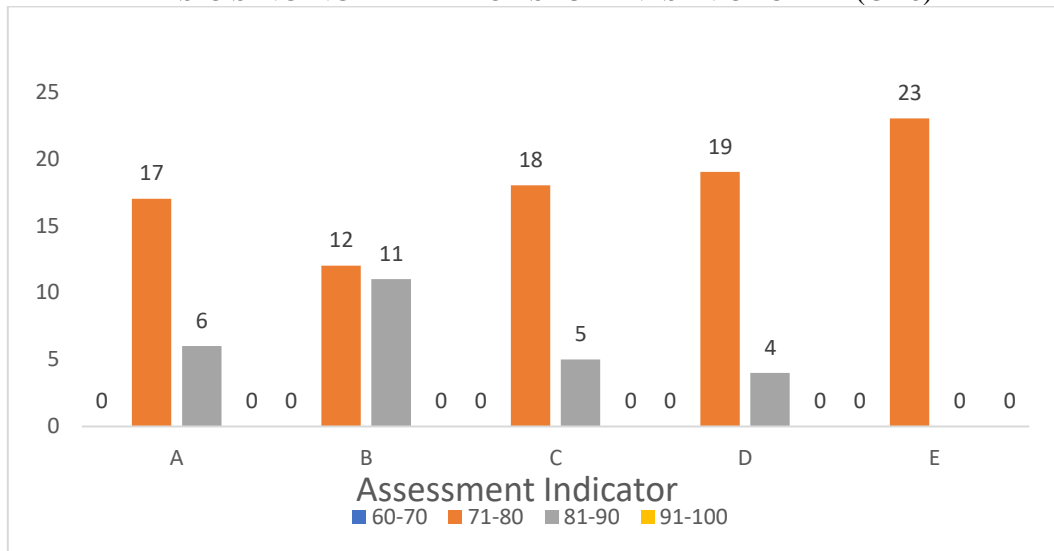


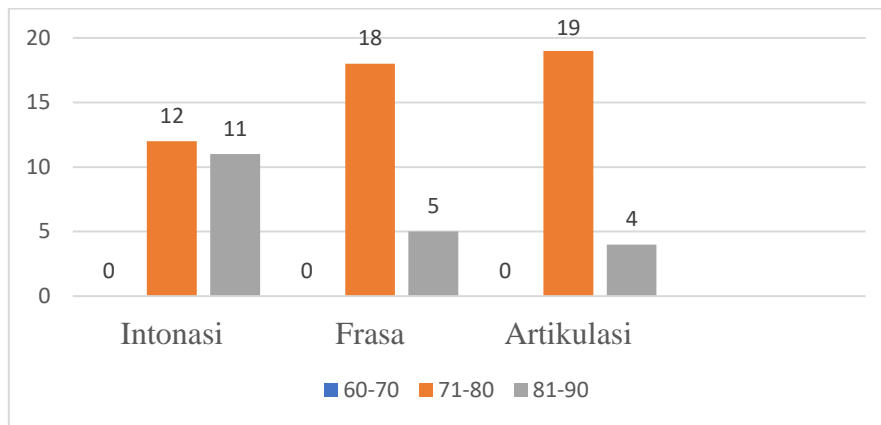**Graph 18. Shows the acquisition of scores in each indicator in cycle II.**

Graph 18 is the determining cycle of this study; when viewed from the increase in the number of people / frequency, there has been a tremendous increase in the essential ability of students to sing. Thus, the project learning model assisted by Audio Song Program media causes an accelerated improvement in the crucial knowledge of students to sing better

Assessment Results In Cycle I (First) (G19)
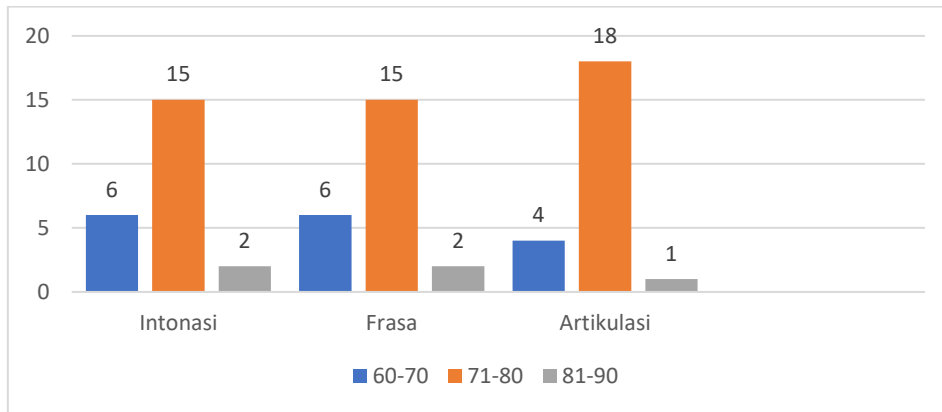


**Graph 19. Shows The Scores In Each Indicator In Cycle I.**

Assessment Results In Cycle Ii (Second) (G20)



**Graph 20. Shows the acquisition of scores in each indicator in cycle II.**

If we compare the results of student assessments in the first and second cycles (see Graph eight and Graph 9), it will be apparent that the difference in frequency is relatively high; this shows that according to student assessments, there has been an increase in basic singing skills. Thus, the assessment by the teacher as the subject of research and students as the object of study both show an increase in basic singing skills in class VIII F SMP N 2 Tempuran students.

**Changes in Student Behaviour in Cycle I and Cycle II (G21)**
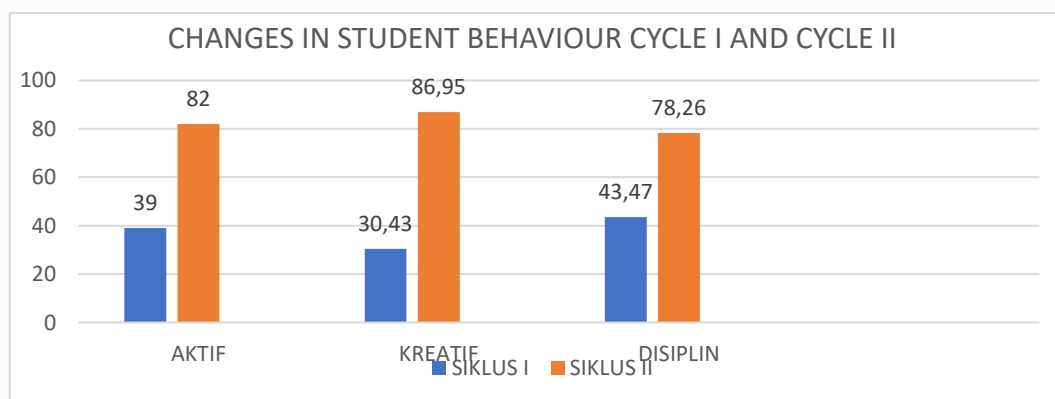


**Graph 21. Changes in Student Behavior in Cycle I and Cycle II**

If we compare the results of changes in student behavior in the first and second cycles (see graph 10), it will be apparent that the difference in frequency is relatively high; this shows that according to the researcher's observations, there has been an increase in changes in student behavior. There were nine active students in cycle I (39%), and cycle II increased to 19 (82%). In creative students cycle I, there were seven students (30.34%); in cycle II increased, there were 20 students (86.95%). Discipline students in the process I, there were ten students (43.47%); in cycle II grew, there were 18 students (78.26%). Thus, the observation by the teacher as the research subject shows an increase in changes in student behavior in participating in teaching and learning activities of singing Manuk Dadali songs in class VIII F students of SMP N 2 Tempuran.

## CONCLUSIONS

Based on the results and discussion above, the basic singing skills of students can be improved through the application of learning by using project learning models assisted by Audio Song Program media can improve basic singing skills in students. After using Audio Song Program media, the most striking improvement in basic singing techniques occurred in all aspects (vocal material, intonation, phrasing, articulation, and expression) increased significantly. In cycle I, indicator A (Vocal Material), the average score obtained was 72.4; in cycle II, the average score obtained was 78.0. Indicator B (Intonation) In process I, the average score obtained was 73.2, and in cycle II, the average score obtained was 78.8, indicator C (Phrase) cycle I, the score obtained was 72.5, while in cycle II, the score obtained was 77.5. In process I indicator D (Articulation), the average score obtained was 73.5, and in cycle II was 77.7. Indicator E (Expression) During the revolution, the average score obtained was 72.5, while in cycle II, the score obtained was 78.2. The students' abilities improved in the essential knowledge to sing and behavioral changes. Active students: In process I, there were nine students (39%); in cycle II increase, there were 19 students (82%). In creative students cycle I, there were seven students (30.34%); in cycle II increased, there were 20 students (86.95%). Discipline students in the process I, there were ten students (43.47%); in cycle II increased, there were 18 students (78.26%). These results also show that this class action research achieved the specified completeness indicators. From the results of this study, the researcher suggests; In learning music, especially singing, the teacher should not only use vocals but must be supported by the proper musical instruments because the human voice must be very limited in its ability to present different sound areas. The use of project learning models assisted by Audio Song Program learning media can be applied to other schools, especially in schools that have adequate learning facilities, for example, keyboards with complete facilities (Diskette, Memory Card, Flash Disk, etc.), or in schools that have teachers who can make the media themselves.

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