ABSTRACT
This study aims to examine how Music Education can be taught through Games and also songs. Teaching Music, especially the notations and note values has always been the core of a Music lesson. As Music Education becomes more prominent in the Education system in this country, there is a growing interest in the teaching and learning process of the Music education in classrooms especially in the basic elements of Music. The activities involved are mainly student centered which are in line with the 21st Century Learning. Instruments used were that of the pre and post tests and the improved grades that were produced. It was found that there were differences in the post tests after the teaching and learning process through games and songs were conducted. There were different recommendations and suggestion from teachers teaching this level of mediocre to weak students in Secondary Schools. Games and songs can be modified and improvised from time to time in the future to suit the students’ interest when learning the Music Education.

Key Words: Secondary schools, games and songs, 21st century learning, theory of music, note values

Introduction
Everyone enjoys Music as it is a universal interest. It cannot be denied that by listening to it, singing or even playing music, one has to know somewhat or a little knowledge on the theory of Music. My main concern in the teaching and learning process of Music Education is that students need to know the fundamental elements because it is through these elements, students can acquire any musical skills in an advanced level. Learning music notations in the theory of music is the core business in Music Education and it is the main key to other skills involving theory, practical for singing, writing, listening and also reading music. I personally feel and noticed that the weakness in these skills is due to the fact that the teaching of musical notations and its values is not being used in the proper manner to enhance the musical skills and interest. The main factor that leads to this is the lack of knowledge in the very fundamental theory of music involving musical notations and the values to these notations. Music teachers should think out of the box and also those who have the interest in this subject to encourage higher order thinking skills during their teaching and learning process in case they would like to get themselves involved in such a process. In other words, this is to see how far students can think critically, logically, reflectively, metacognitively and also creatively in the Music Education classrooms.

Objectives
This study intends to:

i) Investigate the perceptions of students towards learning theory of music (types of notes and the values) through games and songs in the lower secondary schools,
ii) Investigate the students’ performance in learning theory of music (types of notes and the values) through games and songs in the lower secondary schools, and

iii) Investigate the relation between perceptions and the performance / achievement of students in the learning of the theory of music skills in the lower secondary schools.

Research Questions

This study will seek to answer the following research questions related to the perception and the performance of the students’ learning skills in the lower secondary schools:

(i) Are there differences in perceptions and the performance of the students learning theory of music (types of notes and the values) through games and songs?

(ii) To what extend has games and songs in the teaching and learning process contributed to improve Music Education teaching?

(iii) How have students performed after games and songs implementation in the teaching and learning process of Music Education among lower secondary school students?

Theoretical Framework

One way to encourage music knowledge and skills among students and emphasize the importance of it is by getting the students actively involve during the teaching and learning process with each other and get students to work with other students in the class collaboratively. The theoretical framework of this study simply involves the Pre-test which is the input, followed by the treatment which is the teaching and learning process using Games and Songs and the output which is the Post-Test. The output sees the effectiveness of the teaching and learning process method using Games and Songs in a class that is not randomly chosen.

Methodology

This research is a qualitative research whereby results are based on findings and data analysis.

Participants / Samples

Participants / Samples were from the mediocre to weaker group of students in Form 1. They were not chosen randomly but due to their weakness in this subject, they were experimented on. They were given a pre-test on the types and values of notes in music education. Then, the teaching and learning process was conducted using games and songs to see the effectiveness. After that, a post-test (same questions / worksheets) was conducted to see if the students performed better than the pre-test.

The instruments employed in this study were:

(i) Observations and Interviews – Interview data were collected from the random selected weak students to explain and support why music education is not an interesting skill to learn. One-on-one in-person interviews took place. Interviews were approximately 15-20 minutes in length. These students interviewed were based on their performances in class and their achievement as well as their interest in the subject. It is because of the low interest that these students have in learning music education that prompted the researcher to select these weak students. Simple questions were asked at random (refer to Appendix 4)

(ii) Pre and Post Test – (Appendix 2)
Samples (who are weak students from Form 1) are asked to do the post and pre-test. The pre-test is given before teaching and learning process is done (Without games and songs) and the post test is done at the teaching and learning process is done (with games and songs)

(iii) Data Analysis – Comparisons were made for each student for the pre and post test. A comparative study was made for the pre and post tests, whereby data was analyzed between the vast differences and those with less differences (and also with the ones without any changes).

The Process and Procedures

Level 1: Firstly, I will teach and drill them the types of notes and its values by using the Chart (refer to Appendix 1). The chart is used as reference. Songs will also be sung to enhance the teaching process. I will then take out this chart and test the students without showing them (orally – question and answer).

Level 2: Pre-test (refer to Appendix 2)

Level 3: Based on the results of the Pre-Test, the teaching and learning process is conducted with Games and Songs.

Level 4: Post test (Appendix 2) – same set of questions to see if students remembered what was taught.

Level 5: Interviews

Procedure of Game:

What is needed:
- Cards numbered 1 to 20. 3 extra cards with the word “END” to show that the game has stopped whereby game stops, count the marks and declare the winner. Some numbers can be repeated with the rationale to drill students in case they pick the same number, they will be able to remember the answer and they can answer with confidence at the 2nd or 3rd time. This can be a way to drill them with the easy and difficult questions.
- 4 cards for each student (Answer card – same colour)
- A set of question paper for each player (with questions 1 to 20) – Appendix 2
- Time keeper
- Game master (Teacher or student) who has the answers for each question.
- Score sheet (with names of each player with their marks – kept by the game master) – Appendix 3
Cards are numbered 1 to 20 and shuffled and put in the middle (some numbers can be repeated – if necessary). Each player (student) takes turns to pick / open a deck of cards (1 each for each time). If card no. 5 is opened, then question no. 5 is read. Player takes the answer card and faces down without showing the others. Master then instructs all to open up and show their respective cards. Master also opens to show the answer and explains – guided by the teacher if he / she is a student (if needed). Whoever gets the answer right will get 1 mark in the score sheet (refer to Appendix 3). Game continues till the “END” card is picked.

*This game can be played again if the “END” card comes out earlier than expected provided that the same questions can be used and the numbered card are not re-shuffled.

Data Collection Procedure and Data Analysis

As mentioned earlier, pre and post tests were conducted together with interviews and observations. After these 2 tests were done, a comparison was made to see if there were any vast or small differences (or no change at all). The procedure for data analysis was explained for the following:-

(a) Frequencies and percentages would be used to determine the samples’ perceptions for the games and songs method when learning music education. (Research Question 1)

(b) Frequencies and percentages would be used to determine to see to what extend this teaching method could solve attitude and motivation towards learning music education through games and songs. (Research Question 2)

(c) Frequencies and percentages would be used to determine the success in the games and songs implementation during the teaching and learning process through the difference between the pre and post test (Research Question 3)

Literature Review

Generally, learning theory of music is the core business in the Music Education and it is the purpose in learning the skills. In other words, to be efficient and musically inclined, one has to be professional in theory wise. The hallmarks of good knowledge of music especially in the theory aspects then are the hallmarks of all good music knowledge and skills in the Music Education.

Teachers play an important role in determining future nations’ success as to produce high quality, successful and highly skilled. According to Senge (1990), in order to manipulate the existing human resource in an organization effectively, leaders for an organization (especially teachers, have to ensure that all the individuals in the organization, especially students, are well-prepared to learn at every opportunity that comes. Thus, the school teachers can be lead and encouraged to continuously learn as to enhance the teacher education quality as human resource that its potential can be sharpened through learning.

Games

Rosshalde Pak in [www.teachhub.com/engaging-classroom-games-all-grades](http://www.teachhub.com/engaging-classroom-games-all-grades) stated that games are not only fun, interactive and social, but they can also be great tools for the learning process. With the many demands and standards that teachers have to focus on, games can sometimes be a distraction rather than instruction. It is a fact that games can add flair and it motivates as well as energizes students towards learning better. According to Kathleen Holyoak in [https://wehavekids.com/education/Teaching-Children-Note-Values-in-a-Fun-Way](https://wehavekids.com/education/Teaching-Children-Note-Values-in-a-Fun-Way) says that learning note values in Music is mathematical and it can be taught creatively. Mullett (2013) in [https://www.letsplaykidsmusic.com/music-note-values/](https://www.letsplaykidsmusic.com/music-note-values/) says that although music theory can be boring at times, games can be used as tools to teach theory to
combine into the lesson proper. Note values can be taught through games as how many beats they are worth.

Songs

Songs that are taught to fit in the lesson content can be challenging. It is not only fun but also adds the interest among the students throughout the lesson (Simpson, 2015 in https://www.britishcouncil.org/voices-magazine/how-use-songs-english-language-classroom. He says that the techniques that are used should be creative because it is a great teaching tool which connects all cultures and languages since its universal appeal which is very motivating in the classroom for all ages and learners’ background. When improvising songs which students already know, lesson can be even more fun because they already know the songs and learn new lyrics that go with it (which is parallel to the lesson that is to be taught) https://www.teachingenglish.org.uk/article/using-music-songs.

Findings

I saw that the students enjoyed the lessons very much and even the weak students were very enthusiastic because they were learning indirectly while playing games and singing songs. They even had the sense of belonging with one another besides facing the spirit of competition to perform well. Through games and songs, students will have a better capacity to remember and much better understanding on what is taught. This creativity maintains motivation which does not limit to the teaching approach but the activity through the lyrics and games; which is also parallel to the findings of Simpson (2015), who felt that through songs, students can understand the meaning from the lyrics and then focus on the message that is conveyed through it and also Kirkland and O’Riordan who felt that games are indeed motivating learning tool which can lead to better performance and objective achievement in the teaching and learning process. Songs do serve good contexts and clear meaning and understanding through the values of notes which will surely come to light through this method.

Students were also attentive and active in excitement and enthusiasm while the lesson was being carried out by willingly listening to the instructions. Thus, listening and understanding the musical notations values skills were also enhanced simultaneously. The tables below show the responses and data obtained from the students based on the pre and post tests:

<table>
<thead>
<tr>
<th>Grades</th>
<th>Frequencies</th>
<th>Percentages (%)</th>
<th>Total Of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>85 – 100 (A)</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>70 – 84 (B)</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>60 – 69 (C)</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>50 – 59 (D)</td>
<td>4</td>
<td>10.53</td>
<td>4</td>
</tr>
<tr>
<td>40 – 49 (E)</td>
<td>6</td>
<td>15.79</td>
<td>6</td>
</tr>
<tr>
<td>01 – 39 (F)</td>
<td>28</td>
<td>73.68</td>
<td>28</td>
</tr>
</tbody>
</table>

Figure 1: Pre-Test
It is obvious from the 2 tables above show that the achievement in the tests is much better and had increased. Students have gained positively in the knowledge of the theory of music in values of notes especially after these musical elements were taught through games and songs. They participated actively and were ready to face the post test (with modified questions).

In the Pre-Test, only 10 students passed the test (4 students had D and 6 students had E), whereas in the Post-Test, 18 students passed (4 students had B, C and D respectively, while 6 students had E) – Research Question 1. All of them agreed that this teaching method could solve attitude and motivation towards learning music education through games and songs through the interview that was carried out – Research Question 2. All the 38 samples / students (100%) have perceived that learning music education through games and songs had a great impact to the little achievement they have had for the Post-Test – Research Question 3.

**Discussion**

It is doubtless that this research has given more insights and proved the many ways which can be implemented to impart content teaching into students’ learning in Music Education. Teaching notes and its values through games and songs is a good strategy which I used among the Form 1 students (mediocre to weak group). This was to enable them to be interested not only in the game and songs but the content of the game and songs which included the music elements that is to be taught. The low acquisition level in Music Education, especially among students that are weak in the theory aspect using versatile methods in schools, had aroused the anxiety among Music teachers. This weakness among students had caused the teaching and learning process for further skills, such as singing / reading with music scores, playing instruments, listening skills, writing music and such be interrupted.

Therefore, choosing games and songs as an approach to study in is a good measure to gather great support in schools in order to enhance the learning of any subject. If it is not used creatively in schools, lessons will be the same monotonous process during any teaching and learning process as there may not have any improvement in achievement.

**Limitations**

Students in this mediocre to weak group often faced difficulty in learning the values in the different notes as in crotchets, minims, semibreves and quavers. It cannot be denied that the Music Education is not placed as an important subject in major exams. So, the interest to learn the theory in Music among the students is minimal compared to other subjects. Probably this is one of the reasons the students do not fare well in the Music examinations. Thus, leads them to not being confident to be able to learn Music especially in the aspects of theory although they may be interested in practical.

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**Grades**

<table>
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<tr>
<td>01 – 39 (F)</td>
<td>20</td>
<td>52.63</td>
<td>38</td>
</tr>
</tbody>
</table>

**Figure 2: Post-Test**
examination oriented, thus making teachers wanting to finish their syllabus fast. Due to this, students have no room to ‘academically interact’ which is found to be a valuable experience and resourceful. Their teachers do not have time to help the students to interact and learn naturally and in depth apart from having to rush for time to finish their syllabuses. Thus, the learning process in “isolation” (learning solely the theory of Music to merely fulfill the syllabus) among students to achieve the learning process objective that had been set is disallowing the students to learn Music naturally. Therefore, students have little confidence in this subject which although as an elective subject, it is an importance to the education system in developing the areas of the brain (left side) in many ways.

**Recommendations**

There is a need to impose music in order to allow students to be able to benefit from it and enhance their talents to fulfill the aims, goals and objectives of the education system which includes being musically inclined holistically. Howard Gardner’s (1983) multiple intelligence which includes music and rhythm suggests that music and rhythm can be expanded if the student has the capability to accommodate adapt and adopt to this skill. By teaching using improvised Games and songs, students will tend to remember not only the Games and Songs learnt but what contents, lyrics and play method in the Games and Songs that had been taught during the teaching and learning process.

**Conclusion**

In the nutshell, it can be concluded that using Games and Songs during the teaching and learning process enhances the students’ alertness to think and indirectly get them to engage towards the learning process in the classroom. They surely would look forward to the next lesson if a Games and Songs method is used, but of course in another improvised manner. Students will naturally have a flair for Games and Songs if these elements are inculcated in the lesson plan to suit the students’ interest and at the same time, learning music skills is indirectly enhanced among them.

**References**


APPENDIX 1 Note Chart

LYRICS (In the tune of I’d Love To Go A Wandering / Valderi, Valdera)
I love to Sing some songs I know,
With Musical Notes I learnt,
And when I sing, I’ll remember
The Music Notes I have learnt.
*Crotchet – 1 count
Minim – 2 counts
Semibreve – 4 counts
Valdera-a-a-a-a, Quaver – ½ a count
Dotted notes…A-haa… Add ½ Value of the Note.

APPENDIX 2 (Worksheets) For Pre-Test and Post-Test
1. 1 Count Note
2. A 3 Counts Note
3. A Whole Note
4. A note which has 4 counts
5. Half of Crotchet
6. A 2 Counts Note
7. 2 Minims are equal to ______________
8. 4 Crotchets are equal to ______________
9. A Dotted Minim is equal to ___________ crotchets.
10. A Quarter Note
11. A Semibreve has 2 ______________
12. A Whole note has 4 ______________
13. There are 3 ______________ in a ______________. (HOTS)
14. A dot is placed after a note to show that the dot has half of the note’s value. So it is the note value plus half of its value.

15. 1 Crotchet + 1 Minim = _______________ (HOTS)

16. 1 Minim + 1 Minim = _______________

17. 1 Minim has 4 ________________

18. 2 Quavers make 1 _____________

19. There are 4 quavers in 1 ______________

20. Another name for this note is Half Note

**APPENDIX 3** (Score Sheet) - Sample

| NAMES and QUESTIONS | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | TOTAL MARKS |
|---------------------|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----------|
| 1. Ali              |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |         |
| 2. Ahmad            |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |         |
| 3. Balan            |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |         |
| 4. Mary             |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |         |
| 5. Ah Chong         |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |         |

**APPENDIX 4** Interview Questions (for students)

1. Do you like being part of this research and lesson?
2. Which part of the Music skill do you like most?
3. In Theory of Music, what do you like?
4. Do you dislike Theory of Music? Why?
5. How did you learn the basic Theory of Music skills?
6. Did you ever make any effort to upgrade your Music skills especially in the Theory aspect?
7. Did you like playing games and learning songs while learning Music?
8. How did these methods make you like Music Education?
9. How will you feel if ever you do well in any Theory of Music skills test after some interesting enforcement during the teaching and learning process?