

# Guitar Accompaniment for Folk Songs Learning Material for Junior High School Students

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## ABSTRACT

This study aims to: 1) develop a student textbook on guitar accompaniment for folk songs; and 2) examine the feasibility of the developed student textbook. This is research and development with the Borg and Gall model that has been modified in six stages, namely: 1) research and information collection, 2) product manufacturing planning, 3) product development, 4) internal testing, 5) product revision, and 6) try out. The research instruments comprised of questionnaires for experts, music teachers, and students. The collected data were then analyzed by means of descriptive analysis by changing the data on the average rating into feasibility score interval. The results suggest that: 1) teaching material that was developed was in the form of a student textbook on guitar accompaniment for folk songs; 2) the developed student textbook is very suitable as a source of teaching material to help students learn guitar accompaniment for folk songs according to the experts, music teachers, and students. The textbook was considered feasible by experts (82.9% in ‘the very feasible category’), by music teachers (92.1% in ‘the very feasible category’), and the try out on students showed that 91.9% is in ‘the very feasible category’.

**Keywords:** *Teaching materials, student textbook, guitar accompaniment for folk songs*

## 1. INTRODUCTION

In the field of education, music class is a subject that is fundamentally different from others. Music education at school must allow students to have an enjoyable experience and consider music as a source of beauty and joy [2]. In some schools, the music subject is often overlooked and only considered as a mere entertainment. In fact, one of the many problems found in the learning process in this subject is the gap between the curriculum, syllabus, and lesson plan and the learning process.

Aside from the system, there is also a lack of synchronization in the learning material between theory and practice, which results in the assumption that the music subject is difficult to learn. This problem can be found at junior high school SMPN 1 Sewon.

The learning materials for the music subject at SMPN 1 Sewon consists of theory and practice. During the research process, researchers found several obstacles in the learning process, particularly in Grade 8 on the learning material for Guitar Accompaniment for Folk Songs. One of the problems is the lack of adequate learning material. The material used as the main reference did not include the techniques to play the guitar correctly and properly. As a result, the learning material does not have a good structure, and teacher needs to improvise to teach them the proper and correct techniques for playing the guitar. In addition to those obstacles, students also find it difficult to read the chords diagrams and practice strumming. The short

learning duration of 40 minutes also affect students’ learning results.

Based on the problem identification, it is found that the main problem lies in the students’ lack of mastery on the learning materials due to the lack of learning resources, the minimal time allocation for the music subject, and the fact that teachers must improvise in teaching the techniques of guitar-playing, causing the learning materials to have a poor structure.

In regard to those problems, this study attempts to develop a student textbook to improve their guitar playing skills, particularly for folk songs accompaniment, that is easy to understand for junior high school students, which can also help them to study on their own independently at home. The objective of the study is to develop and generate a product in the form of a student textbook for folk songs guitar accompaniment and examine its feasibility.

In this study, learning material refers to the textbook. According to Muslich [1] a textbook can be defined as a book containing learning materials or content on a certain subject or field of study which is developed systematically and undergone a selection process to achieve certain goals, learning orientation, and student development to be assimilated. The learning material is on the accompaniment of folk songs using the guitar as the musical instrument. According to Maurice J. [3], the guitar is a popular musical instrument among the public, and hence it tends to be easier to own a guitar and learn to play it for students. Accompaniment, according to Tambajong

[4] is the noun form of the verb “to accompany,” which in music, refers to the instrumental music used as a background of the vocal. The songs in the learning material in the student textbook are all folk songs. Ali [5] defines folk songs as songs originated from particular regions which become popular as they are sung by the people.

In other words, guitar accompaniment for folk songs serves as the learning material for students to practice learning to play the guitar to accompany folk songs, as well as learn about the meaning of the folk songs.

Student textbook must be developed to be effective, efficient, practical, and attractive. The specifications of the textbook are based on these following problems and goals: 1) the textbook must consist of two integrated components of theory and practice; 2) the textbook must be able to be applied for practicing the basic guitar chords, accompaniment with the right hand, and accompaniment for folk songs; and 3) the textbook must address the music subject learning process for junior high school students.

## **2. RESEARCH METHOD**

### **2.1. Research Type**

The research and development (R&D) model was the type of research employed in developing the learning materials for folk songs guitar accompaniment for junior high school students. This type of method is used to generate and test products. The R&D model is a very common method in the STEM fields [6]. Despite using the Borg and Gall’s model as the main reference for the research method, this study modified the ten stages in the model into 6 stages, namely 1) research and collecting data, 2) product planning, 3) product development, 4) internal test, 5) product revision, and 6) limited field test for students.

### **2.2. Research Procedure**

- Research and data collection. The initial stage of the study was done by conducting a research on the previously existing learning materials using participatory observation, followed by a literature review. The literatures were those related to the learning materials on folk songs guitar accompaniment.
- Product planning. The result of the participatory observation and literature study was used to design the product. This stage involved a) defining the skills to learn by mapping the basic competencies that students must master; b) formulation of the objective; and c) determining the learning sequence.
- Product development. Once the product was designed, it was further developed by considering the following aspects a). learning materials; b). textbook

development/procedure; and c). assessment instrument.

Internal test. This stage was conducted to test the product’s feasibility level. Internal test was conducted by experts or reviewers and the subject teacher. The expert conducted two tests, namely by discussion and product assessment.

- Product revision. In this stage, the product underwent revision based on the assessment, comments, and suggestions of the experts on the product design, which served as the basis of refining the product.
- Limited field test by students. Once the textbook had been validated by the experts (reviewers), the next stage was the limited field test for students. This was done to obtain inputs from the students as the users of the textbook on the quality of the textbook for learning folk songs guitar accompaniment.

## **3. RESULTS AND DISCUSSION**

### **3.1. Research Findings**

During the data collection stage, the result of participative observation suggests that the state of learning at junior high school SMP N 1 Sewon is fairly acceptable. However, the learning process could be improved as there was a lack of learning resources to support student mastery on playing guitar with the correct and good technique. In this study, the original textbook for the Music subject is called *Seni Budaya (Arts and Culture)*. The book serves as the main reference in the Music class. The literature review of the *Seni Budaya* textbook involves three aspects, namely the learning materials, types of activity, and supporting components. The findings reveal that the textbook is deemed to be inadequate to serve as the main reference for the teaching learning process of folk songs guitar accompaniment.

### **3.2. Discussion**

The result of the product development is as follows.

1) Learning material: The *Guitar Accompaniment for Folk Songs* textbook is divided into three main topics, namely: a) introducing the guitar, b) the basic techniques of playing guitar, and c) guitar accompaniment for folk songs. The first lesson, *Introducing the Guitar*, covers materials on the short history of the guitar, as well as the components, the names and sequence of the guitar strings, as well as the basic chords of guitar. The second lesson, *The Basic Techniques of Playing Guitar*, contains the learning material on the correct seating position and ways of holding the guitar, the positions of the right and left hands when playing guitar, the fingering and strumming techniques, and practicing basic chords. The final lesson is *Guitar Accompaniment for Folk Songs*, which consists of the learning material on the accompaniment pattern using the strumming techniques to accompany folk songs. For

each material developed, there is a goal that must be achieved. In this case, the goal refers to the learning objective in each basic competency that serves as the material. The goal consists of the skills or elements that student will master after learning. The general goal of this textbook is for students to master the ability to play folk songs guitar accompaniment in the correct and proper technique.

On the other hand, the following are the specific goals of the textbook: a) students are able to identify the components of a guitar, the sequence of guitar strings, and the basic chords; b) students are able to play the guitar well; and c) students are able to accompany folk songs with guitar in a correct and proper way.

2) Textbook development: The student textbook consist of the following components: a) cover; b) introduction (preface, table of contents, list of figures); c) the main content (introduction, chapter titles, sub-chapter titles, illustrations); and d) end sections (glossary, references).

3) Instruments of assessment: The instruments of assessment in the Guitar Accompaniment for Folk Songs textbook includes a) personal assessment, b) written exercises, and c) practice exercises.

The final product then undergoes a validation test. The validation of the product is conducted using questionnaire sheets or survey which contains the aspects of assessment, including the content or material, presentation, language, and graphics. The validation is conducted by experts, music teacher, and limited student test. The results show that the textbook is highly feasible, scoring 82.9% among the experts, 92.1% among the music teachers. The validation also provides inputs and suggestions which are then used to revise the product before applying it for the limited test for the students.

The last stage of the research is the limited test of the product on the students. In each stage of the limited product test, student learns to play the guitar based on the instruction in the textbook with the assistance of the instructor (researcher). At the end of the limited product test, student response and comments on the textbook are noted. Student assesses the textbook based on how much learning material they understand when using the book. Based on the percentage of the calculation results, the Guitar Accompaniment for Folk Songs textbook scores 91.9%, affirming that it is highly feasible for use.

Nevertheless, the product generated from this research and development study still has several weaknesses. First, it does not contain all of the materials on chords and accompaniment pattern, and only focuses on the basic materials. The technical terms have not entirely been adjusted to terms that are more familiar among students. The textbook will be much improved and easier to use if it contains additional materials on more varied chords and accompaniment pattern, so that the book can last longer as the class moves on to a more advanced guitar learning. There is little revision from the music teacher as the product examined by teacher is one that has been adjusted based on a revision by the experts. No revision is made on the material feasibility, presentation feasibility, and graphics feasibility. On the language aspect, the suggestion

from the music teacher is to use simpler language forms and to keep the unfamiliar terms that are hard to understand by students to a minimum.

#### 4. CONCLUSION

Based on the problem formulation and discussion on the product development in the form of a student textbook for the Music subject entitled Guitar Accompaniment for Folk Songs, the following conclusion is obtained.

The product generated in this study is a student textbook entitled Guitar Accompaniment for Folk Songs. The textbook consists of learning material on the guitar accompaniment for folk songs, which is one of the learning materials taught at junior high school SMP N 1 Sewon.

The student textbook is proven to be highly feasible for use as a resource for learning materials as it helps students to learn how to play the guitar accompaniment for folk songs. The textbook obtains 82.9% from the expert validation, 92.1% from the music teacher validation, and 91.9% at the product's limited test with the students. All three results are categorized as "highly feasible."

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