

ABSTRACT

To access towards the effectiveness of higher order thinking skills towards children's sight-reading ability improvement individually, this study used qualitative observations and a qualitative analysis of sight-reading ability improvement, upon four young piano beginners, with age, 7, 8, 9, and 10. The four subjects in this study were selected based on their distinct behaviors and distinct sight-reading abilities.

All students participate in seventh week of sight-reading lessons, which the first week was a pretest of sight-reading before proceeding towards the first lesson in the second week, and the seventh week was a posttest of sight-reading after a period of five-week sight-reading lessons associated with higher order thinking skills. This qualitative case study was determined to observe the following issues through the sight-reading tests and lessons: a) students' commitment during the lessons, and manipulation of the lesson materials, b) role of higher order thinking skills and thinking techniques of the sight-reading lesson contents, c) the contribution of higher order thinking skills towards the students' sight-reading experience, and d) comparison of students' sight-reading improvement before and after the lesson period.

Researcher chose to conduct the research in case study form due to the importance of reveal the bits and details of how thinking skills play role in the whole process of teaching and learning, and how students' gain benefits towards their sight-reading ability. The data collection was based upon the observation towards the video recording of each session, of each four students, focusing upon each subjects sight-reading performance and behavioral performance during their participation in the lessons.

ABSTRAK

Kajian ini merupakan kajian kualitatif, dengan memerhati secara teliti terhadap keberkesana kemahiran berfikir secara mendalam terhadap keupayaan membaca notasi muzik (*sight-reading*) pada kanak-kanak secara individual, dengan umur 7, 8, 9, dan 10. Keempat-empat kanak-kanak dalam kajian ini merupakan pelajar piano pada tahap permulaan. Pengkaji memilih empat kanak-kanak tersebut sebagai subjek untuk pemerhatian berdasarkan dengan perbezaan keupayaan membaca notasi mereka, dan juga perbezaan tingkah laku mereka secara individu.

Pelajar-pelajar piano tersebut menghadiri tujuh sesi pembelajaran keupayaan membaca notasi muzik dalam tujuh minggu, dengan ujian keupayaan membaca notasi mereka pada sesi pertama sebelum menghadiri sesi pembelajaran pada minggu kedua, dan sekali lagi dengan ujian keupayaan membaca notasi pada minggu ketujuh, setelah mereka selesai menghadiri lima sesi pembelajaran membaca notasi muzik yang disesuaikan dengan elemen kemahiran berfikir. Melalui ujian dan sesi pembelajaran tersebut, kajian kualitatif ini berazam untuk memerhatikan: a) kebolehan pelajar memberi kerjasama dan perhatian dalam pembelajaran, dan kebolehan mereka untuk memanipulasikan bahan bahan pembelajaran, b) peranan kemahiran berfikir secara mendalam dan teknik kemahiran berfikir untuk memupuk kemajuan keupayaan membaca notasi bagi pelajar-pelajar tersebut, c) sumbangan kemahiran berfikir secara mendalam terhadap pengalaman keupayaan membaca notasi pelajar-pelajar tersebut, dan d) menbandingkan kemajuan keupayaan membaca notasi pelajar-pelajar tersebut sebelum dan selepas sesi pembelajaran

Analysis kajian ini adalah berdasarkan pemerhatian secara teliti terhadap rakaman video untuk setiap lima sesi pembelajaran “sight-reading” yang disesuaikan dengan elemen kemahiran berfikir, ke atas empat pelajar tersebut. Begitu juga dengan pemerhatian terhadap rakaman video yang merakamkan keupayaan “sight-reading” mereka sebelum bermula dengan pembelajaran, dan keupayaan “sight-reading” mereka selepas lima sesi pembelajaran. Pengkaji menggunakan cara penceritaan secara teliti terhadap setiap sesi rakaman untuk keempat-empat subjek tersebut. Dengan cara ini, keberkesanan kemahiran berfikir dalam peningkatan “sight-reading”, dan juga kemajuan mereka secara individu dapat dibincang dengan lebih jelas.

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DEDICATION

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