# *Sight-Singing in Movie* Method as Musicality Improvement in Solfeggio Mastery

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*Abstract*-The purpose of this study is to measure the improvement in student musicality after obtaining the sight-singing in movie method in the solfeggio course. The significance of this research for students is to contribute to musicality thinking, considering that students will become prospective educators especially in the field of musical arts. The method used in this research is qualitative. Data collection techniques include interviews, observation, and documentation. Data analysis techniques used are the stages of reduction, data presentation, and verification or conclusion. There are four structured cycles towards the stage of mastery of solfeggio. They are is reading, listening, writing, and sight-singing in movie. The result shows that sight-singing in movie can improve musicality of solfeggio mastery. To be effective, the elements that are considered include aspects of content, duration of audio (music illustrations), form of film media, use of chords, characters, use of language, and assignments via video or film.

*Keyword*-sight-singing, musicality, solfeggio

## I. INTRODUCTION

Universitas Negeri Semarang is one of the state universities in Semarang that has Department of Drama, Dance, and Music especially study program of music. The learning process in this study program is carried out by transferring much knowledge about the art of music in addition to the effective content in education. This study program is highly expected to produce students who are truly ready to practice their skills as one of the skills to live in society after graduating, especially in the field of musical arts, creating quality and talented teachers in the field of music. One of the basic courses in the study program of music is solfeggio. Solfeggio is one of the important basic musical sciences which greatly influences the level of development of musicality to the next level. This means that if students can master Solfeggio, it will be easy to take part in music learning to the next level, which is more difficult, but vice versa. Problems that occur at this time are very difficult for students to concentrate on one material, which is just a series of sounds or melodies. The fact is that students are easier to concentrate and appreciate when listening to tones or melodies that become one with another media or multimedia. For example, a short film in which there is a music illustration. That illustration music is easily responded appreciatively by students to the level of imitating music notation. The media used in this study is musical illustrations from a film which is a multi-media series. There must be a question of why it should be from a film. The results of previous studies prove that in the same context, solfeggio, most students when asked to listen to melodies or songs from guitar passages or piano strains of approximately twelve times then sound them in the same voice using notation turned out to be less they liked and saturated. As a result, it appeared less satisfying results. The results of the second study showed that when a lecturer showed a film, it appeared appreciative response from the students, as evidenced instead of responding to the contents of the film's story they also appreciated illustrated music. From the problems that occured, researchers wanted to make experiments using listening methods then singing melodies from musical illustrations in movies (sight-singing in movie).

We can know that multimedia has elements including video, audio, text, animation, and images. One characteristic of multimedia can be seen from the presence of audio in a product. Not except in films or soap operas. Audio or sound gives an important role. There are two basic types of sound in the film, they are storytelling and story supporting. The researchers used the story supporting as media in the singing method. Story supporting consists of a sound effect to raise the tension of the film and make the audience feel the sound generated. Besides, illustration music also plays a role in it.

A hypothesis is found that the formal world seemed to be a scourge or a tense thing for students, especially in the atmosphere of direct assignment or assessment. Therefore, it is necessary to have supporting things that are entertaining from stressful things. Here the supporting object is a film.

From the problems above, the object of the film is not only an interesting thing but also important to study, so that the questions arise from the researcher, they are: 1) how the sight-singing in movie method is applied in Solfeggio learning; 2) what musical improvement is seen by students after obtaining the sight-singing in movie method; 3) why is sight-singing in movie method used as a method to improve solfeggio musicality.

## II. RESEARCH METHODS

This research employs qualitative research. Based on sources, qualitative research is research based on the phenomena experienced by research subjects such as behavior, perception, motivation, etc. (Maleong, 2010: 6). He concludes the definition of descriptive methods, that is a research report that contains quotations — citation of data to give a picture of the presentation of the report. Based on the theory above, the research data is not numerical but in the form of description by words and images. Discussion of research topics is explained through observation, interviews, and documentation then will be described in a descriptive report.

This research is a practical action, it is multidimensional. This study refers to the opinion of Moleong (1994) with a series of adaptations and implementations following the opinion of Robinson (2006). The design of the study according to Moleong are 5 stages, namely: (1) initial dialogue; (2) planning of learning actions; (3) implementing actions, observation and monitoring; (4) reflection; and (5) evaluation. The subject of this study was the second-semester music education students. Research informants were lecturers at the solfeggio lecture course. Research informants are expected to provide source of information relating to several research questions: (1) Know the method of Sight Singing in movie applied in Solfeggio learning; (2) Know the improvement in musicality seen by students after obtaining the method of sight-singing in movie; (3) Know the reason for the Sight-singing in movie method that is used as a method of increasing solfeggio musicality. Methods of collecting data about learning problems are collected by methods (techniques) of observation, interviews, and questionnaires. Data analysis was conducted in qualitative descriptive, data reduction, data presentation, drawing conclusions and verification.

## III. RESULTS AND DISCUSSION

This research is conducted in three elements. One cycle consists of one technique as many as two meetings. This cycle is done to find out how multimedia movies work in a formal atmosphere. The formal meant is in class.

Brame (2016) states that videos can function as learning experiences. It is important for instructors or educators to consider the elements for film design and implementation. Among them are (1) Cognitive load; (2) Student Engagement; (3) Active learning together. These three elements provide a solid basis for the development and use of film as an effective educational tool.

1. Cognitive Load

The cognitive burden that occurs in students is natural. But if this happens continuously, it will have an adverse effect for both in terms of individuals who will be difficult to develop from the way of thinking and science, and in terms of subject matter that is not smooth so that in the end the material is not completed as intended. So, Cognitive theory of multimedia learning is very important, with the presence of learning experience that effectively minimizes the extrageous load, optimizes the germane load, and manages the intrinsic load.

2. Student engagement

With this observation, it can be applied to learning such as peer tutors including making music illustrations with a duration which does not last long. The fact shows that the average of student involvement in listening to music notation is four to six times. The rest is answered less correctly, forgetfully, and loosely. The rhythmic use from the simple one for example ¼, ½ count, just goes to 1/16 count notation to the use of the sink-up sign, and other notation symbols. And the last is to ensure that film materials can be used for various classes, remember that the ability of each student is different.

3. Active learning together

It has been found that to achieve active learning together, it is needed to provide media/facilities, tools to help students process information goals to successfully master solfeggio. The important thing in learning solfeggio must be underlined that mastering and memorizing are different. The next step is to monitor the understanding seen from the students themselves and the instructors to students.

## IV. CONCLUSION

There are three elements for designing a supporting film in the process of mastering solfeggio and its implementation. They are: (1) Cognitive load; (2) Student Engagement; (3) Active learning together. These three elements provide a solid foundation for film development and implementation as an effective educational tool. The results of the study show that the sight-singing in movie which has been designed can improve musicality of solfeggio mastery.

## V. SUGGESTION

To be effective in improving student musicality, the elements that must be considered include the aspects of content, the duration of the film (musical illustrations, the form of film media, the use of chords, characters, the language usage, and assignments from viewing film shows).

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