Abstract
This research’s objectives were (1) to study on teaching of practice skills in drum set at Suan Sunandha Rachapat University, (2) to study problems and obstacles in teaching of practice skills in a drum set at Suan Sunandha Rachapat University and (3) to study guidelines of teaching of practice skills in drum set at Suan Sunandha Rachapat University. The sample group that was used in this research was students in a field of Music who studied “Practice Skills in Drum Set”, year 1-3 of Suan Sunandha Rachapat University. Data collection by using interviews and then these data were used for analysis. The summary of this research was 1). An overview of teaching of practice skills in drum set at Suan Sunandha Rachapat University was found that the teaching status in all aspects were excellent, the teaching was planned systemically, 2). An overview of Problems and obstacles in teaching of practice skills in drum set at Suan Sunandha Rachapat University was found that most problems and obstacles mainly occurred from the students i.e. learning attention, study hour and financial aspects, 3) An overview of guidelines of teaching of the practice skills in drum set at Suan Sunandha Rachapat University, Bangkok, Thailand was found that the teachers should pay more attention to the students both in learning and consulting in various aspects. They should have teaching technics to increase motivation with more interesting and should arrange teaching with modern styles in accordance with Thailand 4.0 policy.

Keywords: Teaching, Practice Skills in a Drum Set, Suan Sunandha Rajchapat University, Thailand 4.0
Introduction

Thailand in the present day, Music is one of subjects, which was assigned at all levels of education. It was accepted that music was both science and art, Veha Lataivittaya (2011, Online) said that music was both science and art. It was science because it could be proved and was realistic.

Suan Sunandha Rachapat University has admitted students since 1980, starting from teacher profession courses in Higher Education Certificate, 2 Years Continuous Study Program in 1986, and admitted students in 4 years course with major of music in 1987, after that this was developed into Liberal Arts majoring in music, and then to Fine and Applied Arts majoring in music in 2006. In present day, the major of music curriculum was improved in accordance with the Institutes of Higher Education’s standard criteria during the curriculum improvement plan in 2011. Studying in major of music, apart from studying in theories, music skills were also taught too. One of music skills was Western Music Skills in Drum Set. To success in study on a major of music, it was very necessary to understand in skills of music instrument playing and music theories, for creating good works or correct music performance, and for establishment of major of music’s standard. This research was to study teaching of practice skills in drum set for finding out problems and obstacles in teaching of practice skills in drum set at Suan Sunandha Rachapat University including guidelines of teaching of practice skills in drum set at Suan Sunandha Rachapat University. The sample group of this research was students majoring in music who studied Practice Skills in Drum Set year 1-3 at Suan Sunandha Rachapat University. To develop the course of Practice Skills in Drum Set at Suan Sunandha Rachapat University into standard in accordance with the Institutes of Higher Education’s criteria and corresponding to the university’s goals.

Objectives

1. To study teaching of practice skills in drum set at Suan Sunandha Rachapat University.
2. To study problems and obstacles in teaching of practice skills in drum set at Suan Sunandha Rachapat University.
3. To study guidelines of teaching of practice skills in drum set at Suan Sunandha Rachapat University.

The Scopes of Research

This research was studied in students majoring in music who studied Practice skills in drum set year 1-3 at Suan Sunandha Rachapat University.

Basic Agreements

This research would study teaching of practice skills in drum set only at Suan Sunandha Rachapat University.

The Expecting Benefits from the Research

1. To understand teaching of practice skills in drum set at Suan Sunandha Rachapat University.
2. To understand problems and obstacles of teaching of practice skills in drum set at Suan Sunandha Rachapat University
3. To know guidelines of teaching of practice skills in drum set at Suan Sunandha Rachapat University

Literatures Review

In the study of teaching of practice skills in drum set at Suan Sunandha Rachapat University, Bangkok, in Thailand 4.0, the researcher studied on the related documents and researches in the following aspects:
1. Concepts of teaching
2. Knowledge in drum set
3. Methods of teaching practice skills in drum set
4. The results of the related researches

Summary, Discussions and Suggestions

The study of teaching of practice skills in drum set at Suan Sunandha Rachapat University, Bangkok, in Thailand 4.0 to know teaching methods, problems and obstacles in teaching, and search for guidelines of teaching of practice skills in drum set at Suan Sunandha Rachapat University.

The sample group, which was used in this research, was students majoring in music who studied Practice skills in drum set year 1-3 at Suan Sunandha Rachapat University. The research data were collected during 2018-2019 by interviews and were used for analysis.

The researcher collected data and they were analyzed for understanding in various aspects of data. From the data, the research’s results could be summarized according to the objectives as follows:

The Research Summary

The research’s results could be summarized by categorizing in various topics as follows:

Teaching

1. The Methods of Teaching

The methods of teaching drum set of the instructors could be summarized into 1) teaching in group and teaching one by one, 2) teaching with the individual instructor’s method, this method would be changed and improved for appropriate to an individual student’s needs and conditions of problems. However, it still contained main subject contents for each level of classrooms e.g. first year students would study contents for adjustments of their fundamental knowledge and basic drum set rhythms. The purposes and details of teaching topics of all instructors should be in the same direction, which contained 2 main topics as follows:
1. Theories of basic notes of drum set, the method of teaching by lecturing contents in the assigned topics and let the students remember essential contents and skills, by
familiarizing each other from the beginning of a class between students and instructors, and by mention to importance of theories and practices - how they were important and why each content must be learned. These were regarded as important matters attracting the students’ interests and giving more precedence to the songs. In addition, the instructors also used another technic in teaching that was encouraging and admiring the students who performed well as which was assigned.

Figure 1. Practice.

Figure 2. Exercises used in teaching.
2. Contents of drum set practices for learning, the instructor’s teaching method by lecturing contents in the specified topics for the students to remember important contents of the skills and then most instructors demonstrated by playing examples in various forms in those topics. In addition, they played songs or videos related to those teaching topics. The songs used as instrument, which was complementary to the teaching, were well known and liked by the students. For videos, the instructor intended the students to observe characteristics of drum set drumming of the drummer. Using these media as teaching materials were essential parts to motivate the students to pay more attentions in learning and practicing.

In each teaching period, most teachings were planned and recorded to know the students’ developments and problems, for teaching improvements appropriate to the students, and more effective.

Example of teaching plan in the first period

<table>
<thead>
<tr>
<th>Details of Teaching</th>
<th>Hours</th>
<th>Teaching Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Subject introduction</td>
<td>4 hours</td>
<td>- Tests before learning</td>
</tr>
<tr>
<td>- Tests before leaning</td>
<td></td>
<td>- Explanations of basic music theories</td>
</tr>
<tr>
<td>- Basic knowledge of drum set</td>
<td></td>
<td>- Details explanations, names of drum set components and their functions</td>
</tr>
</tbody>
</table>

Figure 3. Example of teaching plan in the first period.

2. Teaching media and instruments
From the study, teaching media and instruments could be categorized into 2 main groups as follows:
2.1. Media and instruments provided by the university such as:
- Drum sets
- Amplifiers
- Metronomes
- Boards
Media and instruments as mentioned above were very important, any could not be lacked but some of these did not match the number of classrooms, the instructors had to prepare some of these things themselves to solve this problem.

2.2. Instructors’ personal media and instruments, these things the instructors had to bring with them such as:
- Music notes for drum sets
- Complementary books
- Metronomes
Teaching media and instruments must be adjusted appropriately to the lessons.

3. Evaluations and estimations of results
Evaluations and estimations of the research’s results of teaching of practice skills in a drum set at Suan Sunandha Rajchapat University, Bangkok, in Thailand 4.0 could be summarized as follows:
3.1. Strategies for evaluations of effectiveness on each course by the students

- Evaluations from skill developments in the students, that how much their skills could be developed
- Evaluations from the “Music Band Assembly” course
- Evaluations from interviewing for the students’ feelings

3.2. Strategies for evaluations of teaching
- Presenting musical performances and provided opportunities to the students to perform their musical talents for evaluations of the results after studying throughout a semester

3.3. Reviewing effectiveness standards of the students in each course
- Presenting musical performances for all students to show

3.4. Reconsiderations and planning for improvements on effectiveness of each course.
- Searching for new songs or exercises to be used for the students’ skills enhancements.
- Analyzing defects on the students’ skills and then corrected them

3.5. Improvements of teaching
- Study and searching for new songs or exercises and let the students to play
- Study and searching for new related evolutions for using to teach skills

4. Problems status and obstacles in teaching

Problems status in teaching, from the study and interviewing the instructors, the following problems and obstacles were found:

4.1. Problems in teaching which originated from the students such as.
- Students were absent from classes.
- Students came to university late or not on time.
- Students paid no attentions to the classes and did not practice as which were assigned by the instructors.

4.2. Problems in teaching due to teaching media and instruments
- Supplementary teaching instruments were insufficient for instructors and students’ requirements or lacked e.g. double pedals, stereos, Amplifiers, computers or mirrors.
- Classrooms were not soundproof enough, and then noises happened.

Results

Discussions of the Research’s Results

From the research of teaching of practice skills in drum set at Suan Sunandha Rachapat University, Bangkok, in Thailand 4.0, the results were discussed as follows:

1. Methods of technics teaching and motivations

Methods of technics teaching and motivations were regarded as the importance of teaching process and activities arrangement in classrooms for the students to learn and understand according to the instructors’ objectives.

The main contents were discussed in brief and in corresponding to the theories as follows:
1. Teaching by demonstrations and then let the students to practice by imitating the instructors. This method corresponded to Sukri Charoensuk (2014: p.59), who stated that learning by imitating was instinctive, natural, and it was a traditional method. This was learning by imitating the instructors. It also was corresponded to Tissana Khammanee (2010: p.330), who interpreted teaching by demonstrating as a process that the instructor used for help learner to be learned according to the specified objectives by demonstrating or doing what he wanted the learner to be learned.

2. Methods to teach technics and build up motivations, instructors would teach how to practice simultaneously with learning theories in every period. This corresponded to Narut Suttajit (2002: p. 8), who stated that musical matters composed of 2 parts i.e. musical contents and musical skills. The instructor gave the most precedence to basic musical theories learning. All students must be able to read music notes, which corresponded to Narut Suttajit (1988: p.12), who stated that skill of musical signs reading was one of the important basic skills in music study.

3. In each teaching period, the instructors would plot teaching plans every time. Mostly, they plotted teaching plans for a short period, week by week. It might have
long-term plans, which mainly depended on individual student. In the first teaching period, most instructors gave the most precedence to this period. This period would be a chance to learn each other i.e. asking the students for personal data such as ages, which schools they graduated from, their reasons for study drum set, why they liked drum set, which types of music they preferred to listen, which drummers they liked. This was a technic and method for motivating, teaching, and familiarizing between the instructor and the students for learning and teaching with more effectiveness, which corresponded to Tissana Khammanee (2011: p.415), who stated that technic teaching was a tactic to enhance process, step, or any action to be more quality and effective. Teaching technic was a necessity to enhance teaching with more effectiveness.

4. In each teaching, most instructors gave exercises to students to practice, which corresponded to Boonchom Srisa-ard and Nipa Sripairoj (1988: p.20), who stated that exercising was an activity that helped learners to review knowledge and understanding, and practice to use knowledge in any situation, increase experiences in those lessons broader and deeper, get more skills. They might exercise in classrooms after understanding the lessons or after schools such as at homes or both. In addition, the instructors suggested the students to practice every time when they had free time because music was a skillful subject, which needed practices for being skillful, which corresponded to Sukri Charoensuk (2001: p.116), who stated that music was a matter of skills related to practices.

5. In the beginning of each teaching period, the instructors would motivate the students on those lessons by using psychology, mentioning to the importance of the lessons and their impacts on the students, or motivating by playing music for the students to listen. Teaching with music notes, which the students were familiar to, or they could play or let the students watch concerts or performances of their favorite artists. These would be motivations for interesting teaching, which corresponded to Tissana Khammanee (2011: p.474), who stated that knowledge and knowledge applications such as psychology of learning, methods and various technics in each teaching situation helped make teaching was interesting, joyful and lively, and helped the learners to learn easily, conveniently, quickly, smoothly and happily, which corresponded to Daldy Max F. (1993: pp.60-63), who briefly stated that attentions made motivation. Selecting songs, which were appropriate to the musicians or matching with their imaginations was one of the good methods to create motivations. Another motivation creating, which the instructors used in teaching was encouragement. Admiring students who could practice well in which the instructors had assigned corresponded to Walberg (1984: p.22), who stated that reinforcement was a very important activity for learning. Walberg had collected the researches from 1970-1983, around 3,000 topics, he found that reinforcement was an important component which affected learning most. There were 2 types of reinforcements i.e. positive reinforcement and negative reinforcement. Positive reinforcement focused on making the learners to know what they did correctly and they were acknowledged and praised e.g. admiring with wordings (good, skillful, excellent, splendid etc.)

2. Teaching media and instruments

Teaching media and instruments were categorized into 2 main parts:
1. Teaching media and instruments those provided by the university e.g. drum sets, stereos, music note stands, which corresponded to Rungkia Siriwongsuwan (2018, pp.86-94).

2. Teaching media and instruments that the instructors took to the university by themselves, were those supplementary instruments, which were not available at the university, and needed to be additional teaching media for the students to understand the lessons easier, which corresponded to Srimongkol Thep-re-nu (2002: p.192), who stated that teaching media meant the media, which were used in teaching for making teachers and students well understood what they transferred to each other, and they were in accordance with the objectives of teaching.

3. Evaluations and estimations of the research’s results

From study of the research, the evaluations and estimations by the instructors could be categorized into the following topics:
3.1. Measuring from developments of the students’ skills
3.2. Measuring from the “Music Band Assembly” course
3.3. Measuring from interviewing the students

Those mentioned above corresponded to Orawan Bunjongsillapa (Khantasiri), (n.d., p.69), who stated that in evaluation of the children’s progressions, the teacher should evaluate both in concepts and skills, and should do continuously to know the children’s effectiveness in each classroom, which would help setting up plans for the next lessons.

Suggestions

1. Reviewing and planning for improving effectiveness of each course
1.1. Searching for new songs or exercises to be used for enhancing the students’ skills
1.2. Analyzing defects on the students’ skills, and then corrected them
2. Improvements of teaching
2.1. Study and searching for new songs or exercises and let the students to play
2.2. Study and searching for new related evolutions for using to teach skills

Conclusions

This research in qualitative research. The summary of this research was
1. An overview of teaching of practice skills in drum set at Suan Sunandha Rachapat University was found that the teaching status in all aspects were excellent, the teaching was planned systemically.

2. An overview of Problems and obstacles in teaching of practice skills in drum set at Suan Sunandha Rachapat University was found that most problems and obstacles mainly occurred from the students i.e. learning attention, study hour and financial aspects.

3. An overview of guidelines of teaching of the practice skills in drum set at Suan Sunandha Rachapat University, Bangkok, Thailand was found that the teachers should pay more attention to the students both in learning and consulting in various aspects. They should have teaching technics to increase motivation with more interesting and should arrange teaching with modern styles in accordance with Thailand 4.0 policy.

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