THE APPLICATION OF CREATIVE METHOD IN TRADITIONAL MUSIC COURSE FOR 10TH GRADE STUDENTS IN CHINA

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The purpose of this study was to explore the influence of creative methods on the traditional music performance of grade 10 Chinese senior high school students. At the same time, the satisfaction of grade 10 students with learning traditional Chinese music with creative methods was investigated. The study was conducted in a secondary school in China with 50 students over a period of six weeks. Quantitative data was collected through students' achievement tests (pretest and post-test) and students' satisfaction questionnaires. The data was analyzed for students’ learning achievement through the t-test for dependent sampling, mean, and standard deviation, as well as for the students’ satisfaction with the mean and standard deviation. The findings revealed that the creative method was effective in improving the students’ learning achievement, with a post-test mean score of 30.88, which was higher than the mean score of the pretest (15.88). In addition, the students’ satisfaction showed that every part was at its highest level. It means the students felt positive and satisfied with the use of creative teaching methods to improve the performance of traditional music in Chinese secondary schools.

Keywords: creative method; traditional music; Grade 10 Students

Background of the study

Since the beginning of the 20th century, the development of traditional music in China has been at a standstill.
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Due to the outbreak of the "New Culture Movement" on May 4th, 1915, and the influence of Western countries, early Chinese modern musicians began to introduce the European music system to China as the Holy Book. Since then, Chinese traditional music has been gradually marginalized. With the reform and opening up in the 1980s, China has gradually become one of the world's most powerful countries. Guided by the idea of "making foreign things serve China", a large number of Western traditional songs have been known by Chinese people. Nowadays, all kinds of modern music have a great impact on traditional music with the help of the internet and a variety of media. On the one hand, it promotes the music and cultural communication between China and Western countries, broadening the horizons of Chinese people, which promote the development of new Chinese music; on the other hand, it also leads to the phenomenon of neglecting or even belittling Chinese traditional music. (Dong, 2011)

In October 2020, the General Office of the Communist Party of China (CPC) Central Committee and the General Office of the State Council issued a policy on Comprehensively Strengthening and Improving Aesthetic Education among Schools in the New Era. The objective of this document is to improve students' aesthetic and humanistic quality and to promote Chinese aesthetic education. The evaluation of the artistic quality of primary and secondary school students should be carried out in an all-rounded way and the evaluation results should be included in the comprehensive quality assessment of primary and secondary school students. By improving the curriculum, enriching students' aesthetic experience, broadening the humanistic vision, and guiding students to establish correct aesthetic values during secondary school.

This means the government requires music lessons that should be conducted in every school. Schools could not condone an atmosphere in which music lessons were less important than the main subjects. At the same time, the government also requires that the teaching quality and methods be improved. The government also requires students to improve their own artistic skills through music lessons.

More importantly, the government hopes that students will also join in the artistic innovation and inject fresh blood into Chinese traditional music. This series of policies would change the phenomenon that music lessons are not important. At the same time, it also gives students the opportunity to explore their own advantages and develop their interests.

For traditional music education, a teaching plan designed by Zhang Huina explains that, first of all, teachers should carry out classroom activities to stimulate participation in learning music. So before the researchers started the experiment, they compared many teaching methods, such as problem-based learning, game-based teaching, the lecture method, and the creative method. Compared with the above teaching methods, the creative method could give students a specific environment so that they could carry out inquiry-based learning.

The creative method could also let students do some creation within the scope of their' abilities and enhance their creative confidence. At the same time, the creative method gives students the opportunity to learn actively.

Students could discuss the answers freely in class, no matter whether they were right or wrong. The teacher would allow the students to express themselves, and then the teacher would analyze and summarize. This was also an important reason why researchers chose the creative method.
**Definition of creative method**

Creation refers to the activities in which people, in order to achieve a certain purpose, follow the laws of people's creation and produce novel and unique achievements with social or personal value through the process of giving play to their creative ability.

From the essence of creation, it could be seen that the essence of creative teaching was that teachers arrange reasonable and effective teaching situations and attitudes according to the principles of creativity development, using appropriate educational methods and technologies. The teacher guides and encourages the students to think actively in the study so as to foster the development of the students’ creativity (Qin & Zhang, 2014).

**Research samples and instruments**

For this study, researchers used the creative teaching method in grade 10 of a high school in China, whose class had 50 students. The purpose of this study is to test whether the creative teaching method can improve the achievement of traditional music classes for grade 10 students and their satisfaction with this teaching method.

In this study, the instruments used by the researcher include an achievement test, teaching plans, and a student’s satisfaction questionnaire. Finally, the researcher would collect data and analyze all the data.

Validity was an important standard to measure the quality of the examination and the most basic starting point of the examination (Qin, 2011). The researcher would ask three other teachers who come from China to grade each topic of the paper. After receiving feedback from the three teachers, the researchers used the IOC to calculate their scores. The calculation formula of the IOC includes, and, n. “R” was the sum of the scores of the three teachers. "N" means the number of teachers. If the IOC value of each item was between 0.67 and 1, it indicates that the test item was reliable. If the value of an item was lower than 0.67 to-11, it indicates that the item needs to be improved. For this research, all research instruments had and IOC greater than 0.67.

The reliability of the test paper referred to the degree of consistency of measurement results, and it was also the standard to measure the consistency of test scores.

In order to verify the reliability of the achievement test, the researcher tried it out by giving it to another grade 10 class in secondary school. The Kuder-Richardson formula (KR-20) could be used to calculate the reliability coefficient. The test has a reliable 0.72. And also, the student’s satisfaction with the questionnaire was used as a Cronbach's α coefficient for reliable analysis. The reliability value of this test is 0.89.

**Research processes**

In this study, all of the data was quantitative. The researcher would take the achievement test as the quantitative data for this study. The test score was divided into pretest and posttest. The purpose of this study was to test the effectiveness of the creative method in improving the academic performance of music courses. The second research objective was to investigate students’ satisfaction with the creative method in traditional music class through the students’ satisfaction interviews.

The researcher designed six teaching plans, four of which were divided into listening, folk songs, musical instruments, and Peking Opera.
These four teaching plans were part of the contents of units 1 to 4 of secondary school music appreciation. According to the contents of the unit, the researcher would complete four teaching plans in six classes. Each class has 40 minutes, and there is one class every week. The researcher made a teaching plan by using the creative method.

The researcher also designed a questionnaire that includes four parts, and every part has 12 questions. All participants would be asked to finish and respond about their satisfaction with using the creative method in Chinese traditional music classes.

**Results and analysis**

After a month of experimentation, the researchers collected all the data. Firstly, it is the student’s achievement test (Tab. 1).

Table 1 – Students’ achievements test
(made by co-authors)

<table>
<thead>
<tr>
<th>Group</th>
<th>Pretest SD</th>
<th>Post-test SD</th>
<th>Mean difference</th>
<th>T</th>
<th>P-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sample Group</td>
<td>15.97</td>
<td>30.88</td>
<td>-15.06</td>
<td>43.26**</td>
<td>0.000</td>
</tr>
</tbody>
</table>

From Tab. 1 above, the mean score after the experiment is significantly higher than that before the experiment, and the significance data of the T-test in the table is less than 0.05. This indicates that the mean score of students after the experiment is significantly different from that before the experiment.

This indicates that students’ achievement test scores changed after using the Creative Method. Compared to the scores before the experiment, the scores of the students after the experiment improved a lot.

The researcher used questionnaires to collect quantitative data to check students' satisfaction with the creative music classes.

The questionnaire has 12 questions in total and is divided into four parts: Part 1: Classroom Participation; Part 2: Classroom Activities; Part 3: Music Works; and Part 4: Teacher. Each question has five levels of options: 5 strongly agree, 4 agree, 3 neutral, 2 disagree, and 1 strongly disagrees. The data analysis is shown in the Tab. 2,5.

Table 2 - Classroom participation of grade 10 students
(made by co-authors)

<table>
<thead>
<tr>
<th>Part 1- Classroom participation</th>
<th>Mean</th>
<th>SD</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 The teacher makes you to participate with each other.</td>
<td>4.54</td>
<td>.71</td>
<td>Very satisfied</td>
</tr>
<tr>
<td>2 The students have more opportunities to share ideas in the group or classmates.</td>
<td>4.52</td>
<td>.68</td>
<td>Very satisfied</td>
</tr>
<tr>
<td>3 Do you like participate in this class?</td>
<td>4.58</td>
<td>.58</td>
<td>Very satisfied</td>
</tr>
<tr>
<td>Average</td>
<td>4.54</td>
<td>.65</td>
<td>Very satisfied</td>
</tr>
</tbody>
</table>
Tab. 2 reveals that the satisfaction of grade 10 Chinese students significantly increased after using the creative method, reaching a very satisfied level for classroom participation ($X = 4.54$, $SD = .65$). Question 1 shows that the teacher makes the students participate with each other at a very satisfied level ($X = 4.54$, $SD = .71$).

Question 2 shows that the students have more opportunities to share ideas with one another at the very satisfied level ($X = 4.52$, $SD = .68$). And Question 3 shows that the students like to participate in this class at a very satisfied level ($X = 4.58$, $SD = .58$).

This clearly shows that the creative method was more effective for classroom participation.

Table 3 - Classroom activities of grade 10 students
(made by co-authors)

<table>
<thead>
<tr>
<th>Part 2- Classroom activities</th>
<th>Mean</th>
<th>SD</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Teaching activities are based on creative learning method.</td>
<td>4.44</td>
<td>.79</td>
<td>Very satisfied</td>
</tr>
<tr>
<td>2 Teaching activities encourage you to achieve your learning goals.</td>
<td>4.46</td>
<td>.71</td>
<td>Very satisfied</td>
</tr>
<tr>
<td>3 Do you like classroom activities?</td>
<td>4.08</td>
<td>.75</td>
<td>Very satisfied</td>
</tr>
<tr>
<td>Average</td>
<td>4.33</td>
<td>.75</td>
<td>Very satisfied</td>
</tr>
</tbody>
</table>

In Tab. 3, it is revealed that the satisfaction of grade 10 Chinese students significantly increased after using the creative method, reaching a very satisfied level for classroom activities ($X = 4.33$, $SD = .75$). Question 1 shows that the classroom activities designed by teachers, based on the creative method, achieved a very satisfied level ($X = 4.44$, $SD = .79$).

Question 2 demonstrates that classroom activities make students more active in achieving learning goals, reaching a very satisfied level ($X = 4.46$, $SD = .71$).

Question 3 indicates that students’ enjoyment and recognition of classroom activities also reached a very satisfied level ($X = 4.08$, $SD = .75$). This suggests that the creative method was more effective for the classroom activities.

Table 4 - Music works of grade 10 students
(made by co-authors)

<table>
<thead>
<tr>
<th>Part 3- Music works</th>
<th>Mean</th>
<th>SD</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 The music work guides you to be positive.</td>
<td>4.02</td>
<td>.87</td>
<td>Very satisfied</td>
</tr>
<tr>
<td>2 The music works are very useful.</td>
<td>4.28</td>
<td>.76</td>
<td>Very satisfied</td>
</tr>
<tr>
<td>3 The music works encourage you to achieve your knowledge.</td>
<td>4.18</td>
<td>.83</td>
<td>Very satisfied</td>
</tr>
<tr>
<td>Average</td>
<td>4.16</td>
<td>.82</td>
<td>Very satisfied</td>
</tr>
</tbody>
</table>

Tab. 4 reveals that the satisfaction of grade 10 Chinese students, after using the creative method, reached the highest level ($X = 4.16$, $SD = .82$).

Question 1 shows that the traditional music works given by the teacher for students to appreciate in class received positive feedback at the very satisfied level ($X = 4.02$, $SD = .87$).
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Question 2 indicates that the music works chosen by the teacher are effective for students' learning in traditional music classes, also at the very satisfied level (X̅ = 4.28, SD = .76).

Question 3 demonstrates that students can gain knowledge from musical works at a very satisfactory level (X̅ = 4.16, SD = .82). This indicates that the creative method was more effective for the music.

Table 5 - Teachers of grade 10 students
(made by co-authors)

<table>
<thead>
<tr>
<th>Part 4- Teacher</th>
<th>Mean</th>
<th>SD</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>4.10</td>
<td>.84</td>
<td>Very satisfied</td>
</tr>
<tr>
<td>2</td>
<td>4.20</td>
<td>.78</td>
<td>Very satisfied</td>
</tr>
<tr>
<td>3</td>
<td>4.66</td>
<td>.59</td>
<td>Very satisfied</td>
</tr>
<tr>
<td>Average</td>
<td>4.32</td>
<td>.74</td>
<td>Very satisfied</td>
</tr>
</tbody>
</table>

Tab. 5 reveals that the satisfaction of grade 10 Chinese students after using the creative method with the teacher reached the very satisfied level (X̅ = 4.32, SD = .74).

Question 1 shows that the teacher's teaching plan is clear and the teaching goal is clear, both at the very satisfied level (X̅ = 4.10, SD = .84).

Question 2 indicates that the teacher asks questions, focuses on the students, and allows them to actively participate in class learning, also at the very satisfied level (X̅ = 4.20, SD = .78).

Question 3 demonstrates that the creative method makes students enjoy learning traditional Chinese music at the very satisfied level (X̅ = 4.66, SD = .59). This shows that the creative method was more effective for the teacher.

Conclusion

The first purpose of this study was to investigate the performance of Chinese students in grade 10 who studied traditional Chinese music before and after using the creative method. The researcher used a T-test to analyze pretest and posttest results to compare differences in performance between the sample groups.

The researcher analyzed the data and came to the following conclusions:

According to the T-test analysis, the average score of the post-test (30.88) in this study is higher than that of the pretest (15.97), and the average difference is 14.91. The standard deviations of the pretest and posttest in the sample group were 2.30 and 1.41, respectively. The average score of the sample group in the post-test is significantly higher than that in the pretest, indicating that the creative method can help students improve their scores in traditional Chinese music courses as a whole.

According to the above quantitative data analysis, students' achievements have made obvious progress.

Therefore, the research results show that the creative method can improve the performance of grade 10 students in traditional Chinese music courses.
Most students chose "strongly agree" and "agree" on the questionnaire. The average scores of the four parts of the questionnaire were 4.54, 4.33, 4.16, and 4.32, respectively. This indicates that students' satisfaction with the study is high.

Frequency analysis of the questionnaire results shows that students hold a positive attitude towards the use of the creative method in Chinese music lessons.

When the researchers collected and analyzed the data, they did not find that the students chose the "strongly disagree" option. This shows that all students are very interested in using the creative method.

All studies on the combination of the creative method and music teaching show that the creative method can help improve students' performance in traditional Chinese music lessons. It also makes learning Chinese traditional music easier and more active.

**Recommendation**

This study aims to explore the effects of creative teaching methods on the academic performance of Chinese 10th grade students. The results show that the application of the creative teaching method can improve students' academic performance and enhance students' cognition of the creative teaching method. Therefore, these recommendations are based on research findings.

The application of the creative teaching method is helpful to improve students' academic performance. Therefore, this strategy can be used as an alternative strategy for other courses in secondary school.

This study only considers the use of creative pedagogy in a music curriculum. It can be used for teaching other subjects, and all teachers should master the use of creative teaching methods and apply them to the classroom. This study has certain reference value for future research in related fields.

There are some suggestions that the researchers hope to make for future research, including:

1. This study considers the application of the creative teaching method in traditional music lessons for Grade 10 students. Future researchers could also apply the method to other grades and subjects to see how effective it is.

2. The study was only conducted for six weeks. To test the reliability and validity of the study, future researchers could conduct a longer study.

In music teaching, the creative teaching method is helpful to improve the teaching effect. According to the questionnaire, students like to learn the music in class activities. By being actively involved, students are often better able to learn and create music.

The application of the creative teaching method provides students with active participation in the classroom learning environment, which is helpful to improve their academic performance.

Therefore, the researchers conclude that the use of creative pedagogy is an important tool that can help improve the performance of Chinese students in music lessons. Finally, teaching and learning using the method will be of great benefit.
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References


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