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ABSTRACT

LADY RIA MAHRANI SITOANG. The Effect of Learning Strategy and Auditif Sensitivity for Playing Scale Skill on Piano : An Experimental Study at the Art and Language Faculty University of Medan. *Thesis*. Medan : Postgraduate Program of University of Medan, June 2005.

The aim of this study is to know the effects of (1) Learning Strategy using whole and part quatre mains strategy, (2) Auditif Sensitivity, i. e. high and low auditif sensitivity, and (3) the interaction between learning strategy and auditif sensitivity for skill in playing scale piano.

This experiment was done in the second level of playing scale piano at the Art and Language Faculty, University of Medan using a 2x2 factorial design with 44 students of entire sample number. The independent variables of the research were (1) learning strategy and (2) auditif sensitivity, while the dependent variable was playing scale on piano.

The skill in playing scale on piano was measured by using a performance test with an observation sheet involving three raters (coefficient of interrater reliability = 0,67). ANOVA-2 way was used to test the hypotheses at the level of significance $\alpha = 0.05$.

The result of this study revealed that (1) there is a significant difference between the scores in playing scale skill piano by using whole and part quatre mains strategy ($F_o = 13,13 > F_t = 4,08$; $X_w = 50,13 > X_p = 47,54$), (2) There is significant different between the score in playing scale skill piano with low and high auditif sensitivity ($F_o = 12,26 > F_t = 4,08$; $X_h = 83,75 > X_l = 66,55$) and (3) there is an intracction effect found between learning strategy and auditif sensitivity that make differences in playing scale skill piano ($F_o = 15,76 > F_t = 4,08$).

Analysis using scheffe revealed that (a) students with high auditif sensitivity and receiving whole quatre mains learning strategy have a higher performance in playing scale skill piano than students receiving part quatre mains learning strategy ($F_o = 0,37 < F_t = 2,84$; $X_w = 51,00 > X_p = 50,25$), (b) students with low auditif sensitivity and receiving part quatre mains learning strategy have a higher performance in playing scale skill piano than students receiving whole quatre mains learning strategy ($F_o = 3,79 > F_t = 2,84$; $X_p = 50,80 > X_w = 43,50$), (c) students with high auditif sensitivity and receiving whole quatre mains learning strategy have a higher performance in playing scale skill piano than students with low auditif sensitivity and receiving part quatre mains learning strategy ($F_o = 0,10 < F_t = 2,84$; $X_p = 51,00 > X_w = 50,80$), (d) students with high auditif sensitivity and receiving whole quatre mains learning strategy have a higher performance in playing scale skill piano than students with low auditif sensitivity receiving whole quatre mains learning strategy ($F_o = 33,92 > F_t = 2,84$; $X_p = 51,00 > X_w = 43,50$), (e) students with low auditif sensitivity and receiving part quatre mains learning strategy have a higher performance in playing scale skill piano than students with high auditif sensitivity receiving part quatre mains learning strategy ($F_o = 0,31 < F_t = 2,84$; $X_p = 50,80 > X_w = 50,25$), (f) students with high auditif sensitivity and receiving part quatre mains learning strategy have a higher performance in playing scale skill piano than students with low auditif sensitivity and receiving whole quatre mains learning strategy ($F_o = 3,81 < F_t = 2,84$; $X_p = 50,25 = X_w = 50,80$).