

**RUNGUS *LONGOI TANGANAK* (CHILDREN'S
SONGS): MUSICAL ANALYSIS AND APPLICATION
FOR MUSIC EDUCATION**

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UMS

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THE REQUIREMENTS FOR THE DEGREE OF
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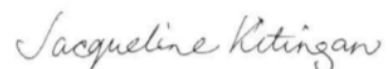
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ABSTRACT

The Rungus are one of the indigenous Dusunic ethnic groups of Sabah, most of whom reside in the administrative Districts of Kudat and Pitas. In Rungus culture, many different genres of intangible cultural heritage have been passed down orally over generations. These heritages are valuable resources for teaching cultural awareness and appreciation among children of different ethnicities in Malaysia. They have yet to be introduced in the national music education curriculum. The purpose of this research was to (a) document and transcribe the particular Rungus children's songs from the field that are recalled by the elderly Rungus; (b) analyse the musical characteristics of the collected children's song; and (c) suggest appropriate Rungus children's songs to be used as curricular support materials in music education. This research employed ethnographic field techniques including participant observations, in-depth and focus group interviews, as well as audio and video recording. The musical transcriptions of selected songs were then analysed using the Kodály Folk Song Analysis. Recommendations were made for the use of the eighty- three songs, these song repertoires can serve as resources for school music teachers through introducing these valuable heritage songs of Sabah's Rungus culture into a multicultural music education curriculum. This study also suggests that more Malaysian folk materials should be collected and utilised for teaching music in schools, as it will build cultural awareness among children of different ethnicities in Malaysia.



ABSTRAK

RUNGUS LONGOI TANGANAK (LAGU KANAK-KANAK): ANALISIS MUZIK DAN APLIKASI UNTUK PENDIDIKAN MUZIK

Orang Rungus ialah salah satu etnik di bawah rumpun Dusunik di Sabah (negeri paling utara di Pulau Borneo). Dari segi budaya, etnik Rungus memiliki pelbagai jenis warisan budaya tidak ketara, yang diwarisi dari satu generasi ke generasi lain secara lisan. Tujuan kajian ini ialah, (a) mendokumentasi dan mengtranskripsi nyanyian kanak-kanak Rungus yang masih diingati warga emas dari lapangan; (b) menganalisis ciri-ciri muzikal dalam lagu kanak-kanak yang terkumpul dari lapangan; dan (c) mengesyorkan lagu kanak-kanak Rungus yang sesuai untuk digunakan sebagai bahan sokongan kurikulum pendidikan muzik. Kajian ini menggunakan teknik etnografi lapangan seperti pemerhatian secara langsung, temu bual secara mendalam dan temu bual secara kumpulan, serta rakaman audio dan video. Seterusnya, transkripsi muzikal lagu-lagu pilihan ini dianalisis berdasarkan Kaedah Kodály. Pengesyoran dibuat berdasarkan lapan puluh tiga buah lagu, dan repertoire lagu ini sesuai dijadikan sumber bahan untuk guru muzik sekolah memperkenalkan warisan lagu Rungus yang bernilai ini ke dalam kurikulum pendidikan muzik pelbagai budaya. Kajian ini turut mencadangkan agar lebih banyak bahan muzik rakyat Malaysia dikumpul dan digunakan untuk mengajar muzik di sekolah, kerana bahan seperti ini dapat menanam kesedaran budaya dalam kalangan kanak-kanak pelbagai etnik di Malaysia.





UNIVERSITI MALAYSIA SABAH

LIST OF CONTENTS

	Page
TITTLE	i
DECLARATION	ii
CERTIFICATION	iii
ACKNOWLEDGEMENTS	iv
ABSTRACT	v
<i>ABSTRAK</i>	vi
LIST OF CONTENTS	vii
LIST OF TABLES	xi
LIST OF FIGURES	xiii
LIST OF PLATES	xvii
LIST OF MAPS	xviii
LIST OF TRANSCRIPTIONS	xix
LIST OF APPENDICES	xxii
CHAPTER 1: INTRODUCTION	1
1.1 Purpose of the Study	1
1.2 Background to the Study	1
1.3 Research Problem Statement	5
1.4 Research Questions	6
1.5 Objectives	7
1.6 Scope of the Study	7
1.7 Limitations of the Study	7

1.8	Conceptual Framework	8
1.9	Operational Definitions	9
1.9.1	Kodály's Methods	9
1.9.2	Multicultural Music	10
1.10	Significance of the Study	10
1.11	Outline of the Thesis	11
 CHAPTER 2: LITERATURE REVIEW		 12
2.1	Introduction	12
2.2	Background of the Rungus	12
2.3	Music in Malaysian Primary Music Curriculum	20
2.3.1	Primary School Music Education in Malaysia in Recent Years	22
2.4	Philosophy of Multicultural Music Education	23
2.5	The Kodály Approach	27
2.5.1	Kodály's Philosophy	29
2.5.2	The Objectives of the Kodály Approach	30
2.5.3	The Materials of the Kodály Approach	30
2.5.4	Kodály Pedagogy	32
2.6	Adaptation of the Kodály Approach in Different Countries	33
2.6.1	Taiwan	33
2.6.2	Vietnam	34
2.6.3	Malaysia	35
2.7	Summary	37
 CHAPTER 3: METHODOLOGY		 38
3.1	Introduction	38
3.2	Research Design	38
3.3	Participants and Setting	40
3.4	Procedures	40
3.5	Data Collection	45
3.6	Transcribing the Songs	55

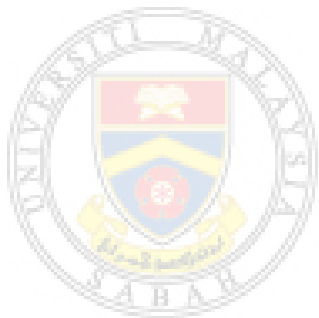
3.6.1	Data Analysis	56
3.7	Conclusion	60
CHAPTER 4: THE SINGERS AND THEIR SONGS		61
4.1	Introduction	61
4.2	The Interviews	61
4.3	<i>Longoi Tanganak</i>	66
4.3.1	<i>Longoi dot Pongizap</i> (Counting Songs)	68
4.3.2	Word Chain Songs	74
4.3.3	Call-and-Response Songs	97
4.3.4	<i>Longoi Pogondo</i> (Lullabies)	105
4.3.5	Singing Games	111
4.3.6	Songs That Tell a Story	114
4.3.7	Tickling Songs	127
4.9	Summary	129
CHAPTER 5: MUSICAL ANALYSIS OF SELECTED RUNGUS LONGOI TANGANAK		131
5.1	Introduction	131
5.2	Rungus <i>Longoi Tanganak</i> Analysis	131
5.3	Analysis of Scale-like Melodic Material	132
5.4	Analysis of Tone Sets	135
5.5	Analysis of Rhythmic Patterns	147
5.6	Analysis of Form	156
5.7	Analysis of Metre	157
5.8	Conclusion	159
CHAPTER 6: DISCUSSION: DEVELOPING LONGOI TANGANAK FOR CLASSROOM TEACHING		160
6.1	Introduction	160
6.2	Variations among Rungus <i>Longoi Tanganak</i>	162

6.3	Categories of Rungus <i>Longoi Tanganak</i>	163
6.4	Kodály's Concept and Folk Repertoire-Based Curriculum	166
6.4.1	Melodic Patterns	167
6.4.2	Rhythmic Patterns	169
6.5	Counterpoint in the Kodály Approach	171
6.6	Suggested Music Curriculum	172
6.6.1	Crotchet and Quavers 	172
6.6.2	<i>do-mi-so</i> (F major)	174
6.6.3	Semiquavers 	176
6.6.4	<i>Re</i>	178
6.6.5	<i>Ti-tiri,</i> 	179
6.6.6	<i>Tiri-ti</i> 	181
6.7	Conclusion	184
CHAPTER 7: CONCLUSIONS		185
7.1	Conclusion	185
7.2	Implications of the Study	185
7.3	Recommendations for Further Study	187
REFERENCES		189
APPENDICES		198

LIST OF TABLES

		Page
Table 3.1	: Summary of Recording Sessions	41
Table 3.2	: Summary of Field Trips	47
Table 3.3	: Outcomes of the Field Trips and Other Information	50
Table 4.1	: Summary of the Number of Song(s) by the Singers	62
Table 4.2	: Numbers One to Ten in the common Rungus Language	70
Table 4.3	: Variation of Rungus <i>Longoi dot Pongizap</i>	70
Table 4.4	: The Differences of Song Titles among Different Singers	74
Table 4.5	: Variations of <i>Ku Kuoku Tasuku/Kuku Asuku/Gigi-Gigiko Ku Kakangku</i> Among Different Singers	75
Table 4.6	: Differences of Song Titles among Informants	85
Table 4.7	: Variations of <i>Kung Ki Adau/Pun Di Adau/Puun di Adau</i> among Different Singers	85
Table 4.8	: The Differences of Song Length among Informants	93
Table 4.9	: Two Variations of <i>Kung Ki Darun</i> Among Different Singers	93
Table 4.10	: The Differences of Song Length among Different Informants	115
Table 4.11	: Variation of <i>Yabaron/Yobouron/Yontubaron</i> Among Different Singers	115
Table 5.1	: Scale-like Tonal Material in Selected Rungus <i>Longoi Tanganak</i>	133
Table 5.2	: Tone Sets of Rungus <i>Longoi Tanganak</i>	136
Table 5.3	: Rhythmic Patterns of Rungus <i>Longoi Tanganak</i>	147

Table 5.4	:	Forms of the Selected Rungus <i>Longoi Tanganak</i>	156
Table 5.5	:	Metres of the Selected Rungus <i>Longoi Tanganak</i>	158
Table 6.1	:	Tonal Sequences for Rungus <i>Longoi Tanganak</i>	168
Table 6.2	:	Rhythmic Sequences for Rungus Children's Songs	169
Table 6.3	:	Sequence for Teaching Melodies and Rhythms of Rungus <i>Longoi Tanganak</i> in a Kodály-Based Curriculum	183



UMS
UNIVERSITI MALAYSIA SABAH

LIST OF FIGURES

		Page
Figure 3.1	: Audio Score Ultimate	44
Figure 3.2	: Rhythmic Patterns of <i>Tung Tung</i>	57
Figure 3.3	: Extractable Rhythmic Patterns of <i>Tung Tung</i>	57
Figure 3.4	: Kodály Song Analysis Template	58
Figure 3.5	: Melodic Form of <i>Didi</i>	59
Figure 3.6	: Melodic Form of <i>Abakayu</i>	59
Figure 4.1	: Rhythmic Patterns of <i>Longoi Dot Pongizap</i> among Different Singers	73
Figure 4.2	: Tone Sets of <i>Ku Kuoku Tasuku/Kuku</i> <i>Asuku/Gigi-Gigiko Ku Kakangku</i> among Different Singers	80
Figure 4.3	: Rhythmic Patterns of <i>Ku Kuoku Tasuku/Kuku</i> <i>Asuku/Gigi Gigiko Ku Kakangku</i> among Different Singer	81
Figure 4.4	: Melody of <i>Gigi-Gigiko Ku Kakangku</i> Variation A Sung by Madam Tawagas Tawadan	82
Figure 4.5	: Melody of <i>Kuku Asuku</i> Variation B Sung by Mr. Edward Modirim bin Mongurog	82
Figure 4.6	: Melody of <i>Ku Kuoku Tasuku</i> in Variation C Sung by Mr. Ranjamal Montuduk	82
Figure 4.7	: Melody of <i>Ku Kuoku Tasuku</i> in Variation F Sung by Madam Mongundihi Binti Mogilin	83
Figure 4.8	: Melody of <i>Ku Kuoku Tasuku</i> in Variation G Sung by Azlan @ Raymond Majumah	83
Figure 4.9	: Melody of <i>Ku Kuoku Tasuku</i> in Variation D Sung by Jelny binti Borukot	83
Figure 4.10	: Melody of <i>Gigi-Gigiko Ku Kakangku</i> in Variation A Sung by Madam Tawagas	84

Figure 4.11	:	Melody of <i>Ku Kuoku Tasuku</i> in Variation C Sung by Ranjamal Montuduk	84
Figure 4.12	:	Melody of <i>Ku Kuoku Tasuku</i> in Variation D sung by Jelny binti Borukot	84
Figure 4.13	:	Melody of <i>Ku Kuoku Tasuku</i> in Variation G sung by Azlan @ Raymond Majumah	84
Figure 4.14	:	Melody of <i>Ku Kuoku Tasuku</i> in Variation F Sung by Madam Mongundihi binti Mogilin	85
Figure 4.15	:	Melody of <i>Kuku Asuku</i> in Variation B sung by Mr. Edward Modirim bin Mongurog	85
Figure 4.16	:	Tone Sets of <i>Pun Di Adau and Puun di Adau</i> among Different Singers	88
Figure 4.17	:	Melody of <i>Pun Di Adau</i> in Variation C Sung by Mr. Mojihut bin Malisap	89
Figure 4.18	:	Melody of <i>Puun Di Adau</i> in Variation D Sung by Mr. Edward Modirim bin Mongurog	89
Figure 4.19	:	Rhythmic Pattern of <i>Kung Ki Adau/Pun Di Adau/Puun di Adau</i> among Different Singers	89
Figure 4.20	:	Rhythmic Pattern of <i>Kung Ki Adau</i> in Variation A Sung by Mr. Ranjamal Montuduk	90
Figure 4.21	:	Rhythmic Pattern of <i>Kung Ki Adau</i> in Variation B Sung by Mr. Azlan @ Raymond Majumah	91
Figure 4.22	:	Rhythmic Pattern of <i>Pun Di Adau</i> in Variation C Sung by Mr. Mojihut bin Malisap	91
Figure 4.23	:	Rhythmic Pattern of <i>Puun Di Adau</i> in Variation D Sung by Mr. Edward Modirim bin Mongurog	91
Figure 4.24	:	Rhythmic Pattern of <i>Kung Ki Adau</i> in Variation A Sung by Mr. Ranjamal Montuduk	90
Figure 4.25	:	Rhythmic Pattern of <i>Kung Ki Adau</i> in Variation B Sung by Mr. Azlan @ Raymond Majumah	91
Figure 4.26	:	Rhythmic Pattern of <i>Pun Di Adau</i> in Variation C Sung by Mr. Mojihut bin Malisap	91
Figure 4.27	:	Tone Sets of <i>Kung Ki Darun</i> Between Two Different Singers	95

Figure 4.28	:	Melody of <i>Kung Ki Darun</i> in Variation A Sung by Mr. Ranjamal Montuduk	95
Figure 4.29	:	Melody of <i>Kung Ki Darun</i> in Variation B Sung by Mr. Azlan @ Raymond Majumah	95
Figure 4.30	:	Rhythmic patterns of <i>Kung Ki Darun</i> between Two Different Singers	96
Figure 4.31	:	Rhythmic Patterns of Variation A Sung by Mr. Ranjamal Montuduk	96
Figure 4.32	:	Rhythmic Patterns of Variation B Sung by Mr. Azlan @ Raymond Majumah	96
Figure 4.33	:	Variation A of <i>Kononokou</i> Melodic Patterns Sung by Mr. Ranjamal Montuduk	108
Figure 4.34	:	Variation B of <i>Kononokou</i> Melodic Patterns Sung by Mr. Ranjamal Montuduk	109
Figure 4.35	:	Variation A of <i>Kononokou</i> Rhythmic Patterns Sung by Mr. Azlan @ Raymond Majumah	109
Figure 4.36	:	Variation B of <i>Kononokou</i> rhythmic patterns sung by Mr. Azlan @ Raymond Majumah	109
Figure 4.37	:	Tone Sets of <i>Yabaron/Yobouron/Yontubaron</i> among Different Singers	121
Figure 4.38	:	Rhythmic Patterns of <i>Yabaron/ Yobouron/ Yontubaron</i> among Different Singers	122
Figure 4.39	:	Tone Sets of <i>Ongkul Paara</i> among Different Singers	123
Figure 4.40	:	Rhythm Patterns of <i>Ongkul Paara</i> among Different Singers	124
Figure 4.41	:	Tone Set of <i>Turuwik-Ruwik</i> among Different Singers	124
Figure 4.42	:	Rhythmic Patterns of <i>Turuwik-Ruwik</i> among Different Singers	125
Figure 5.1	:	Percentage of Scale-Like Tonal Material in Selected Rungus <i>Longoi Tanganak</i>	135
Figure 5.2	:	Percentage of Tone Sets in the Songs	146
Figure 5.3	:	Percentage of Rhythmic Patterns	155

Figure 5.4	:	Percentage of Form Types	157
Figure 5.5	:	Percentage of Metre Use	159

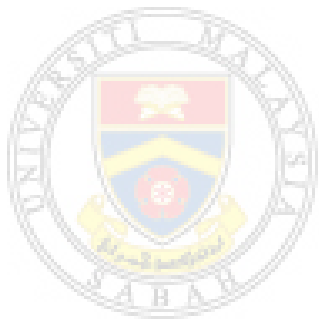


LIST OF PLATES

	Page
Plate 4.1 : Ranjamal bin Montuduk from Kg. Matunggong, Kudat	67
Plate 4.2 : Inowoling binti Montoku from Kg. Tinangol, Kudat	69
Plate 4.3 : Mojihut bin Malisap from Kg. Barambangon II, Kudat	72
Plate 4.4 : Mr. Azlan @ Raymond Majumah (left) and Mr. Ranjamal Montuduk (right) from Kg. Matunggong, Kudat	92
Plate 4.5 : Mr. Jomihot bin Sasam (left) and Madam Jelny binti Borukot (right) from Kg. Tinangol, Kudat	98
Plate 4.6 : Madam Domoii Sugimbung from Kg. Taradas, Pitas	101
Plate 4.7 : Madam Inulisan binti Sasam from Kg. Tinangol, Kudat	103
Plate 4.8 : Madam Inombiaa binti Gunsodong from Kg. Tinangol, Kudat	103
Plate 4.9 : Madam Tinongkihik binti Sogintap (right)	106
Plate 4.10: : Madam Mangunsiring binti Magazak from Kg. Manduring, Kanibungan, Pitas	107
Plate 4.11 : Madam Tawagas Tawadan from Kg. Taradas, Pitas	113
Plate 4.12 : Madam Rundabang Rinsapu (left) from Kg. Matunggong, Kudat	123

LIST OF MAPS

	Page
Map 3.1 : Research Sites: Villages in Kudat District	45
Map 3.2 : Research Sites: Villages in Pitas District	46



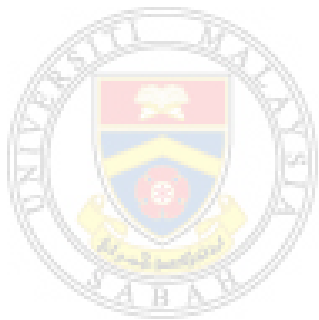
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LIST OF TRANSCRIPTIONS

		Page
Transcription 4.1	: <i>Naru Tinduk di Asat</i> by Jelny binti Borukot and Jomihot bin Sasam	99
Transcription 4.2	: <i>Didi</i> by Mr. Mojihut bin Malisap	100
Transcription 4.3	: <i>Soru-Soru</i> by Domoï Sugimbung	102
Transcription 4.4	: <i>Yontubaron</i> by Jelny binti Borukot, Inulisan binti Sasam, and Inombiaa binti Gunsodong	104
Transcription 4.5	: <i>Iyang Iyang</i> by Tinongkihik binti Sogintap	106
Transcription 4.6	: <i>Ontigi Ku Ontigi</i> ("Millipede, My Millipede") by Madam Domoï Sugimbung	110
Transcription 4.7	: <i>Dua Didamba</i> by Madam Dowoyin binti Makumbu	112
Transcription 4.8	: <i>Limboi Gobuk</i> by Madam Tinongkihik binti Sogintap	113
Transcription 4.9	: <i>Turuwik-Ruwik 1</i> by Mr. Azlan @ Raymond Majumah	125
Transcription 4.10	: <i>Turuwik-Ruwik</i> by Madam Rundabang Rinsapu	126
Transcription 4.11	: <i>Surudo Oku Ondig</i> ("Comb My Hair, Friend") by Madam Tawagas Tawadan	126
Transcription 4.12	: <i>Tap Pilabi 1</i> ("Tap on the Palm" 1) by Azlan @ Raymond Majumah	128
Transcription 4.13	: <i>Tap Pilabi 2</i> ("Tap on the Palm" 2) by Ranjamal Montuduk	129
Transcription 6.1	: <i>Iyang-Iyang</i> by Madam Tinongkihik binti Sogintap	164
Transcription 6.2	: <i>Tuk Tuk</i> by Madam Rundabang Rinsapu	172
Transcription 6.3	: <i>Monsu Tokou Tanganak</i> by Madam Mangunsiring Binti Magazak	173

Transcription 6.4	:	<i>Naru Tinduk Di Asat</i> by Madam Jelny binti Borukot and Jomihot bin Sasam	173
Transcription 6.5	:	<i>Ongkul Paara 4</i> by Mr. Azlan @ Raymond Majumah, Ranjamal Montuduk	173
Transcription 6.6	:	<i>Kung Ki Darun 2</i> by Mr. Azlan @ Raymond Majumah	174
Transcription 6.7	:	<i>Raha di Pandangan</i> by Mr. Azlan @ Raymond Majumah	175
Transcription 6.8	:	<i>Turuwik-ruwik 2</i> by Madam Rundabang Rinsapu	175
Transcription 6.9	:	<i>Kung Ki Adau 1</i> by Mr. Ranjamal Montuduk	176
Transcription 6.10	:	<i>Pun di Adau 4</i> by Mr. Mojihut bin Malisap	176
Transcription 6.11	:	<i>Tamba Kayu Naga</i> by Madam Undigas binti Mongigong	177
Transcription 6.12	:	<i>Naru Tinduk Di Asat</i> by Madam Jelny binti Borukot, and Mr. Jomihot bin Sasam	178
Transcription 6.13	:	<i>Takai Oku Mundangol 2</i> by Mr. Ranjamal Montuduk	178
Transcription 6.14	:	<i>Timboi</i> by Madam Tinongkihik binti Sogintap	178
Transcription 6.15	:	<i>Lompuai 1</i> by Mr. Ranjamal Montuduk	179
Transcription 6.16	:	<i>Sing- Sing</i> by Azlan @ Raymond Majumah	179
Transcription 6.17	:	<i>Tamba Kayu Naga</i> by Madam Undigas binti Mongigong	179
Transcription 6.18	:	<i>Torinanggo-rinanggo 2</i> by Mr. Ranjamal Mantuduk	180
Transcription 6.19	:	<i>Gigi-Gigiko Ku Kakangku</i> by Madam Tawagas Tawadan	181
Transcription 6.20	:	<i>Kayou Monsu Tokou Tanganak</i> by Madam Mangunsiring Binti Magazak	181
Transcription 6.21	:	<i>Dua Didamba</i> by Madam Dowoyin Binti Makumbu	182
Transcription 6.22	:	<i>Kung Ki Adau 1</i> by Mr. Ranjamal Montuduk	182

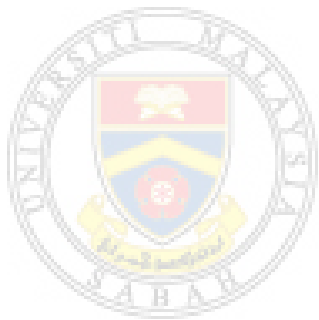
Transcription 6.23 : *Kung Ki Darun 1* by Mr. Ranjamal 182
Montuduk



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LIST OF APPENDICES

	Page
Appendix A : Consent Form	198
Appendix B : The Collected Songs (Descriptive Notation)	200
Appendix C : The Collected Songs (Prescriptive Notation)	328



UMS
UNIVERSITI MALAYSIA SABAH

CHAPTER 1

INTRODUCTION

1.1 Purpose of the Study

The purpose of this study is to document, transcribe, translate, and thereafter select appropriate Rungus children's songs to be introduced into Malaysia's general music classroom for children aged between 6 to 12 years old. This study also provides suggested pedagogical approaches based on the Kodály method in which the sequence of musical concepts is to be taught. There is a need to choose excellent teaching materials for primary education in Malaysia. Thus, it is hoped that this collection of Rungus children's songs can eventually serve as high quality song materials that will inspire the children in Malaysia to appreciate their musical heritage. Essentially, it may help local children build an awareness of other ethnic groups' folk songs. Hence, this research can be a valuable resource for elementary school teachers who practice multiple pedagogies, including Kodály.

1.2 Background to the Study

In the past few decades, many researchers and music educators have been concerned with the importance of multicultural music education (Anderson, 1992; Blair & Kondo, 2008; Campbell, 2002; Loong, 2008; Wong *et al.*, 2015; Wong & Chiu, 2017). Multicultural music education offers a wealth of rich musical works for children to explore. Through active engagement with new musical ideas, students learn about unfamiliar music and the culture of others.