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Developing Learning Activities based on Interactive demonstration method on Acoustic guitar learning for Primary students of English Program at a private school in Thailand

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ABSTRACT: The objectives of this research were 1) to develop Learning activities based on Interactive demonstration method on Acoustic guitar learning and 2) to evaluate **the** effectiveness of Learning activities based on Interactive demonstration method on Acoustic guitar learning for Primary students of English Program at a private school in Thailand. The research design was a pre-experimental design. The sample for this research were the 16 Primary students of English Program at a private school in Thailand in the 2nd semester of Academic Year 2024-2025. The research instruments were (1) Learning activities based on Interactive demonstration method on Acoustic guitar learning; (2) Acoustic guitar learning pre-test and post-test; and (3) Acoustic guitar performance test. Wilcoxon Signed Ranks Test was used to analyze the difference between the Acoustic guitar learning pre-test and post-test scores and between the Acoustic guitar performance scores and the criteria of 75 percentage after participation the set of Learning activities based on Interactive demonstration method on Acoustic guitar learning for Primary students of English Program at a private school in Thailand. The findings were as follows:(1) The set of Learning Activities based on Interactive Demonstration Method on Acoustic Guitar Learning for Primary Students of English Program at a private school in Thailand was composed of 8 Contents in 8 periods and was validated by the three experts was at the good level (M = 4.05, SD = 0.25). (2) The Post-test scores of Acoustic Guitar Learning after being taught by Learning Activities based on Interactive demonstration method on Acoustic guitar learning were significantly higher than the pre-test mean score (z-value=3.52, sig=0.00). (3) The Acoustic guitar Performance score of students after participation the set of Learning Activities based on Interactive Demonstration Method on Acoustic Guitar Learning for Primary Students of English Program at a private school in Thailand was significantly higher than the Criteria of 75% of scores of students' guitar performance at the level of .05 ((z-value=3.55, sig=0.00).

Keywords - Interactive demonstration method, Acoustic guitar learning, Primary students of English Program

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1. INTRODUCTION

Music education encourages critical thinking, self-discipline, self-confidence, independence, and imagination. Through music, we can help our students learn creativity, leadership, teamwork, and responsibility. Holton [1] states that music stands to be one of the most influential aspects of modern education providing students with opportunities no other class can provide. Playing a musical instrument often results in positive cognitive behaviors including goal setting, self-motivation, and even a higher IQ. Music education, spanning from orchestra to band, equips students for success in academics, work, and in adult life. Additionally, Gruendler [2] states that music education creates lifelong benefits that can enrich a child's life, including increased social skills

to higher levels of confidence and self-esteem. From the guitar to the drums, it does not matter what instrument a child learns to play— the experience will allow them to cultivate their identity and kindle a life-long passion for learning.

Most schools recognize the value of music education. Therefore, efforts have been made to provide music education instruction to students in the school. The musical instrument that most schools use in teaching is the acoustic guitar because it is not very expensive. Most parents can provide for their children. School guitar classes and guitar education are growing trends in schools throughout the world and Thailand. Many schools now offer guitar studies in addition to traditional band, orchestra, and choral programs.

Today, learning how to play a guitar has become so popular worldwide. This is because in general it is not very difficult to master it. It is much easier to master as compared to other instruments like drums or piano which may take many years to play a simple song. The price of an average guitar is also not very expensive. Other instruments like drums or piano cost a lot and not many can afford it. Guitar is also a perfect musical instrument to complement singing. Due to its portability, many singers choose to play guitar while singing when doing a solo performance. Guitar complements singing very well and many people are starting to like this performance which is called Acoustic performance.[3]

Reid [4] states about problems of Acoustic guitar learning that students between the ages of 5 and 12 have not been learning play guitar because they have not been able to easily learn to play the chords, they need to accompany themselves in keys they can sing in. The instruments they are typically given are not the best choice, and there is not a compelling repertoire of songs to motivate them to learn to play. Reid purposed that teachers should use smaller, child-sized acoustic guitars. These guitars have a smaller body and lighter strings, making them more manageable for young children. Teachers should focus on fun and engaging learning methods, incorporate songs that students enjoy, use games, and provide positive reinforcement to keep them motivated.

Richard [5] states that when teaching acoustic guitar to students in school, common problems include: difficulty with hand strength and finger coordination due to the thicker strings and larger guitar size, potential frustration from a lack of immediate sound quality, improper instrument fit for smaller hands, limited access to quality instruments, lack of age-appropriate learning materials, and challenges in motivating young students to practice consistently; often making it harder for them to progress compared to learning on an electric guitar with lighter strings and a smaller size. Richard purposed that teachers should design lesson plans with simplified chord progressions and techniques that are appropriate for young students and schools must ensure that teachers are equipped with the knowledge and skills to effectively teach young students how to play guitar.

Learning an instrument requires disciplined study, good time management, and the use of new learning models within the framework of activities. In every area of life and at every stage of life, music and instruments are indispensable. As a Guitar teacher of Grade 5 students, the researcher found some problems of teaching guitar for students as follows: (1) playing guitar is too difficult for some students: when some students encounter a problem playing guitar i.e. a song is above their current level, they are not able to apply some technical stuff etc., frustration usually occurs, sometimes this feeling can be motivating; (2) Some students have some problems of using English as a medium of instruction for Acoustic guitar learning, they cannot understand English when teachers explain the content of guitar; (3) Some students lack of motivation to practice guitar caused by a lot of things such as their improper organ, etc.; and (4) Some students have no time to practice: some students have heavy-loaded schedule. School is early in the morning, later the extracurricular classes in the evening. When they come back home and have some time for guitar, they are already tired. The researcher tries to find the effective teaching method to teach guitar for the students and carefully designed to make learning fun and easy for primary students in EMI Program.

Dearden et al. [6] states that there are three phases of learning a new skill. These are as follows: i) Cognitive phase; ii) Fixation phase; and iii) Autonomous phase. In the Cognitive phase the students make attempts to intellectualize the skill which they are to perform. In Fixation (practice) phase the correct patterns of doing a task are practiced by the students until the chance of making errors is reduced to zero. In this phase the behavior is conditioned. In the Autonomous phase the speed of performing the task by the students is increased. The Fixation (practice) phase makes major difference between learning skills and learning knowledge.

Zimmerman [7] states that Interactive demonstration method is an instructional method in which number of steps are used to promote the learning of a new skill or practice with active participation of the students. The distinctive feature of the Interactive Demonstration method is that the teacher first explains and performs a step, and then all the students perform the same step under the guidance of teacher. The sharing of experience between teachers and students takes place through the demonstration. Interactive demonstration method is most useful and effective for developing new skills and teaching students to perform new tasks.

Harizah et al. [8] states that Interactive demonstration learning has four main steps, namely Predict, Observe, Discuss, and Synthesis. At Predict stage the teacher gives a demonstration of phenomenon without giving a detailed explanation. The teacher can instruct some students to do the demonstration in front of the class with the teacher. After that, the teacher tells students to write an explanation of why the phenomenon can occur on a piece of paper. Then the teacher does the same demonstration with the results. At this stage students observe the demonstrations carried out by the teacher. Then students discuss the explanation of the phenomenon with their peers. Students also conduct experiments to increase students' understanding. Finally, students synthesize their knowledge by linking the results of experiments with phenomena demonstrated by the teacher. If students are still having difficulty connecting the two, teachers can provide explanations to help students. The teacher can also show demonstration videos or conduct other demonstrations to increase students' understanding.

Timilsena and Devkota [9] found that interactive demonstration substantially impacts student achievement and that gender does not play a role in student success. Thus, the interactive demonstration method (IDM) is advocated for use in the classroom to help students learn and understand the types of chemistry they will experience in their daily lives.

The researcher was interested in using Interactive Demonstration Method in the guitar classroom because the demonstration method was a teaching method that presented learning material by showing directly the object or how to do something, this method actively involves permitting students to observe and participate in the demonstration so the students who are struggling to learn music in English can understand better. Additionally, with Interactive Demonstration Method, the researcher would like to help students better confident and motivate them by some interactive activities.

2. STATEMENT OF OBJECTIVES

2.1 To develop Learning activities based on Interactive demonstration method on Acoustic guitar learning for Primary students of English Program at a private school in Thailand;

2.2 To evaluate the effectiveness of Learning activities based on Interactive demonstration method on Acoustic guitar learning for Primary students of English Program at a private school in Thailand.

3. HYPOTHESIS

H1: The post-test of Acoustic guitar learning score of Primary students of English Program at a private school in Thailand after implementing Learning activities based on Interactive demonstration method is higher than the pre-test of Acoustic guitar learning score.

H2: The Acoustic guitar learning performance score of Primary students of English Program at a private school in Thailand after implementing Learning activities based on Interactive demonstration method is higher than the criteria of 75%.

4. RESEARCH METHODOLOGY

4.1 Research design

The researcher will use a pre-experimental design in the form of - a group Pre-test and Post-test design using a quantitative approach.

O_1	X	O_2
Pre-test	Treatment	Post-test
Acoustic guitar learning scores	Implementing Learning activities based on Interactive demonstration method	Acoustic guitar learning scores

Fig.1

4.1 Respondents

4.1.1 Population: The population for this research will be 15-20 students per batch of the enrolled Primary students of the music program in Private School in Thailand.

4.1.2 Sample: The sample for this research was the 16 students of the current enrolled Primary students of the music program Academic Year 2023-2024 in Private School in Thailand.

4.2 Research Instruments

There were 2 research instruments as follows;

4.2.1 The Instructional Instrument

The instructional instrument created by the researcher was the lesson plans with the Learning activities based on Interactive demonstration method on Acoustic guitar learning. There were 8 Lesson plans of Learning activities based on Interactive demonstration method on Acoustic guitar learning covered (1) Introduction to the Guitar, Tuning and Strumming basics; (2) Chords – C family (C, Dm, Em, F, G, Am, Bdim); (3) Playing Chords C family along with Songs 1; (4) Playing Chords C family along with Songs 2; (5) Chords-G family (G, Am, Bm, C, D, Em, F#Dim); (6) Playing Chord G family along with songs; (7) Playing Chord G family along with songs; and (8) Introduction to Basic Music Theory and Rhythm. The 8 lesson plans with the Learning activities based on Interactive demonstration method on Acoustic guitar learning were validated by the three experts at the good level (M = 4.05, SD = 0.25)

4.2.2 Data Collection instruments

There were 2 data collection instruments for this research created by the researcher as follows: (1) The Acoustic guitar learning pre-test and post-test consisted of three parts as follows: Part 1: the 15-items multiple choices, Part 2: the 11-items Filling parts of guitar in the blanks, and Part 3: the 24 -items Filling notes of guitar related to the Acoustic guitar learning topic. The Acoustic guitar learning pre-test and post-test was validated by the three experts and the IOC values of the Acoustic guitar learning Pre-test and Post- test was between 0.67 – 1.00 that was within the acceptable range and (2) Acoustic guitar learning performance test measured student's Acoustic guitar performance achievement on Chord Playing, Song Performance, Rhythm & Timing, Music Theory Knowledge, and Barre/Power Chords & Fingerpicking. Acoustic guitar performance test was validated by the three experts at the very good level (M = 4.67, SD = 0.58).

4.2.3 Data Gathering Procedure

The Data gathering procedures for collecting data were as follows: (1) Pre-test: The pretest was done before treatment intended to obtain students' Acoustic guitar learning score; (2) Treatment: The treatment was the learning with the Learning activities based on Interactive demonstration method on Acoustic guitar learning; (3) At the end of some learning activities based on Interactive demonstration method on Acoustic guitar learning, the researcher tested students' performance by using Acoustic guitar performance test outside the classroom; and (4) Post-test: The post-test was given at the end of the research.

4.2.4 Data analysis

4.2.4.1 The Pre-test and post-test analysis: Wilcoxon signed ranks test statistics was used to test the difference between pre-test and post-test of the study. The level of significance was 0.05. The mean with standard deviation was calculated by using the SPSS program.

4.2.4.2 The Post-test and criteria of the percentage of 75 analysis of the Acoustic guitar performance scores analysis: Wilcoxon signed ranks test statistics was used to test the difference between Post-test scores and criteria of the percentage of 75 by using the SPSS program.

5. RESEARCH FINDINGS

TABLE 1: Components of a set of Learning activities based on Interactive demonstration method on Acoustic guitar learning for Primary students in Thailand.

Week	Lesson plan No.	Contents	Period (50 minutes)
1	1	Introduction to the Guitar, Tuning and Strumming basics	1
2	2	Chords – C family (C, Dm, Em, F, G, Am, Bdim)	1
3	3	Playing Chords C family along with Songs 1	1
4	4	Playing Chords C family along with Songs 2	1
5	5	Chords-G family (G, Am, Bm, C, D, Em, F#Dim)	1
6	6	Playing Chord G family along with songs	1
7	7	Playing Chord G family along with songs	1
8	8	Introduction to Basic Music Theory and Rhythm	1
		Total	8

Regarding TABLE 1: The set of Learning Activities based on Interactive Demonstration Method on Acoustic Guitar Learning for Primary Students of English Program at a private school in Thailand was composed of 8 Contents in 8 periods. The topic contents composed of (1) Introduction to the Guitar, Tuning and Strumming basics, (2) Chords-C family (C, Dm, Em, F, G, Am, Bdim), (3) Playing Chord C family along with songs, (4) Playing Chord C family along with songs, (5) Chords-G family (G, Am, Bm, C, D, Em, F#Dim), (6) Playing Chord G family along with songs, (7) Playing Chord G family along with songs, and (8) Introduction to Basic Music Theory and Rhythm.

TABLE 2: Effective level of the set of Learning Activities based on Interactive Demonstration Method on Acoustic Guitar Learning for Primary Students of English Program at a private school in Thailand by the three experts' opinions (n=3)

Lesson plan No.	Content	M	S.D.	Level
Lesson plan 1	Introduction to the Guitar, Tuning and Strumming basics	4.04	0.26	Good
Lesson plan 2	Chords-C family (C, Dm, Em, F, G, Am, Bdim)	4.00	0.25	Good
Lesson plan 3	Playing Chord C family along with songs	3.96	0.29	Good
Lesson plan 4	Playing Chord C family along with songs	4.13	0.33	Good
Lesson plan 5	Chords-G family (G, Am, Bm, C, D, Em, F#Dim)	4.08	0.31	Good
Lesson plan 6	Playing Chord G family along with songs	4.13	0.33	Good
Lesson plan 7	Playing Chord G family along with songs	4.08	0.26	Good
Lesson plan 8	Introduction to Basic Music Theory and Rhythm	4.00	0.13	Good
	Average	**4.05**	**0.25**	**Good**

Regarding Table 2: The mean of the effectiveness of the set of Learning Activities based on Interactive Demonstration Method on Acoustic Guitar Learning for Primary Students of English Program at a private school in Thailand evaluated by the three experts was at the good level (M = 4.05, SD = 0.25).

TABLE 3: Different scores of the Pre-test and the Post-test of the Primary students of the School in Thailand who were taught by the Learning Activities based on Interactive demonstration method on Acoustic guitar learning

No	Primary Students	Pre-test scores	Post-test scores	Post-Pre	Different
1	Student 1	5	41	41-5	36
2	Student 2	15	46	46-15	31
3	Student 3	13	39	39-13	26
4	Student 4	12	43	43-12	31
5	Student 5	40	47	47-40	7
6	Student 6	19	43	43-19	24

7	Student 7	29	47	47-29	18
8	Student 8	37	48	48-37	11
9	Student 9	28	48	48-28	20
10	Student 10	28	49	49-28	21
11	Student 11	27	34	34-27	7
12	Student 12	38	41	41-38	3
13	Student 13	31	40	40-31	9
14	Student 14	35	46	46-35	11
15	Student 15	45	47	47-45	2
16	Student 16	34	44	44-34	10
	Average	**M=27.25**	**M=43.94**		
	Standard deviation	**SD=11.43**	**SD=4.11**		

Regarding TABLE 3: The mean of the primary students in the school in Thailand before taught by Learning Activities based on Interactive demonstration method on Acoustic guitar learning for Primary Students of English Program at a private school in Thailand were 27.25 (SD=11.43) and after taught by Learning Activities based on Interactive demonstration method on Acoustic guitar learning for Primary Students of English Program at a private school in Thailand were 43.94 (SD=4.11).

TABLE 4: Wilcoxon Signed Ranks Test was conducted to compare the Pre-test score and the Post-test score of Acoustic Guitar Learning of the primary students of the School in Thailand before and after being taught by Learning Activities based on Interactive demonstration method on Acoustic guitar learning for Primary Students of English Program at a private school in Thailand.

No	Test	n	M	SD	z-value	df	Sig.
1	Pre- test	16	27.25	11.43			
					3.52*	15	0.000
2	Post- test	16	43.94	4.11			

*p >0.05

Regarding TABLE 4: There was a significant difference in the Pre-test scores (M=27.25, SD=11.43) and the Post-test scores (M=43.94, SD=4.11) of Acoustic Guitar Learning of the primary students of the School in Thailand before and after being taught by Learning Activities based on Interactive demonstration method on Acoustic guitar learning for Primary Students of English Program at a private school in Thailand. Hence, the Post-test scores were significantly higher than the pre-test mean score (z-value=3.52, sig=0.00). The hypothesis was accepted.

TABLE 5: Comparison the Performance score of students' acoustic guitar and the criteria of 75 percentage (scores=18.75) by using Wilcoxon Signed Ranks Test after participation the set of Learning Activities based on Interactive Demonstration Method on Acoustic Guitar Learning for Primary Students of English Program at a private school in Thailand (n=16)

Assessment	n	Mean	S.D.	df	z	Sig.
Performance test scores (Full score (25)	16	19.44	2.87	15		
					3.55*	0.000
Criteria 75%	16	14.58	2.16			

p<0.05

Regarding TABLE 5: After analyzed by using Wilcoxon Signed Ranks Test, it was found that the Performance score of students' Acoustic Guitar learning achievement after participation the set of Learning Activities based on Interactive Demonstration Method on Acoustic Guitar Learning for Primary Students of English Program at a private school in Thailand was significantly higher than the Criteria of 75% of score of students' guitar performance at the level of .05 (z-value=3.55, sig=0.00). The hypothesis was accepted.

6. DISCUSSION

According to the results, the researcher proposed the discussion as follows:

6.1 It was found that the set of Learning Activities based on Interactive Demonstration Method on Acoustic Guitar Learning for Primary Students of English Program at a private school in Thailand was composed of 8 Contents in 8 periods and was validated by the three experts was at the good level (M = 4.05, SD = 0.25). The reason for this research result may be due to the researcher developed the set of Learning Activities based on Interactive Demonstration Method on Acoustic Guitar Learning for Primary Students of English Program at a private school in Thailand by preparing all Learning Activities based on Interactive Demonstration Method on Acoustic Guitar Learning in the 8 Lesson plans. Each lesson plan composed of (1) Learning objectives by determining what teacher wanted students to learn and be able to do at the end of class, ranking learning objectives in terms of their importance, and managing class time and accomplishing the more important learning objectives; (2) Selecting suitable content of Acoustic Guitar Learning for Primary students; (3) Implementing steps of Interactive Demonstration Method covered 6 steps of teaching such as Step one: Set the Climate, Step two: Objectives clarification, Step three: Arrange the students, Step four: Experience or Display and describe the Materials, Step five: Generation or Operation, and Step six: Closure or Evaluation; (4) Checking students' understanding with time managing; (5) Making conclusion of learning. Objectives of Primary students and Steps of preparing the 8 Lesson plans were related to Steps for Preparing a Lesson Plan of Milkova [10] covered (1) Outline learning objectives; (2) Develop the introduction; (3) Plan the specific learning activities (the main body of the lesson); (4) Plan to check for understanding; (5) Develop a conclusion and a preview; and (6) Create a realistic timeline. Because of effective steps of developing Learning Activities based on Interactive Demonstration Method on Acoustic Guitar Learning in the 8 Lesson plans, these Lesson plans was validated by the three experts was at the good level (M = 4.05, SD = 0.25). The good level of the 8 Lesson plans and the teaching process caused the teacher to be ready for teaching and to formulate learning activities according to the students' preparation level.

6.2 This study found that the Post-test scores of Acoustic learning of Primary students after participation Learning Activities based on Interactive Demonstration Method on Acoustic Guitar Learning for Primary Students of English Program at a private school in Thailand were significantly higher than the pre-test mean score (z-value=3.52, sig=0.00). The reason for this research result may be due to Learning activities based on Interactive Demonstration Method is consistent with Lev Vygotsky's Sociocultural Theory of Cognitive Development. Vygotsky [11] provides additional insights into the social and interactive nature of the learning process. Vygotsky emphasized that cognitive development is fostered through social interaction, particularly when learning occurs within the Zone of Proximal Development (ZPD). Vygotsky emphasized that learning occurs most effectively within the Zone of Proximal Development (ZPD), which refers to the range of tasks a learner can perform with assistance but cannot yet perform independently. The Interactive Demonstration Method utilized in this study aligns with Vygotsky's framework by offering students the opportunity to observe the teacher demonstrations and participate in scaffolded learning activities. This social interaction between teacher, peers, and the learning material likely supported the students' development, enabling them to perform tasks beyond their current abilities. Moreover, the results of this study are related to many research shown the effectiveness of the interactive demonstration method such as:

Timilsena and Devkota [9] carried out Learning Chemistry through Interactive Demonstration to determine the achievement of school students in learning chemistry based on a quasi-experimental research strategy. This study's findings implied that interactive demonstration substantially impacts student achievement and that gender does not play a role in student success. Thus, the interactive demonstration method (IDM) is advocated

for use in the classroom to help students learn and understand the types of chemistry they will experience in their daily lives.

Sari et al [12] studied the effectiveness of the interactive demonstration method on the discussion of temperature and heat in the tenth-grade students of the Segedong Number 1 Senior High School. The researchers used student learning outcomes test, observation sheets of student activities, and the questionnaire of student responses to the learning methods. It was found that the average student learning outcomes reached completeness of 86.67%, and is classified as complete in classical, student learning activities classified as good with a percentage of 67.65%, and student responses are classified as very strong with a percentage of 82.58%, so the interactive demonstration method is effective at the temperature and heat of the material in the tenth-grade students of the Segedong Number 1 Senior High School.

Triayomi [13] studied the effect of interactive demonstration method on heat energy Learning to determine whether there was a significant influence in using the interactive demonstration methods on heat energy learning. The research method used was an experimental method, quasi-experimental design form, and Nonequivalent Control Group Design. It was found that there was a significant influence in using interactive demonstration methods on heat energy learning. If one plans using this method, it is recommended to use it for materials that are often encountered by students in everyday life.

It was said that the significant increase in post-test scores provides strong evidence for the effectiveness of the Interactive Demonstration Method in enhancing acoustic guitar learning among primary students. The theoretical frameworks of Vygotsky provided valuable explanations for how Interactive Demonstration Method can foster deeper engagement, reinforce learning, and support skill acquisition in Acoustic Guitar learning. Additionally, prior research has consistently shown that Interactive Demonstrative Method is effective for Acoustic learning. These findings support the conclusion that incorporating Interactive Demonstration Method in Acoustic guitar learning, particularly for Primary students, can significantly enhance their skill development. As such, this study suggested that the Interactive Demonstration Method was a valuable pedagogical method that could be widely adopted in Acoustic guitar learning, particularly in English Program settings in Thailand.

6.3 The findings of this study indicate that the acoustic guitar learning performance of students who participated in the set of learning activities based on the Interactive Demonstration Method was significantly higher than the pre-established performance criteria of 75%. The post-performance scores achieved by the students were significantly above this benchmark, with a z-value of 3.55 and a significance level of 0.00. This demonstrates that the students not only met but exceeded the expected standard of guitar proficiency, supporting the effectiveness of the Interactive Demonstration Method as an instructional strategy for enhancing guitar performance.

Learning activities based on Interactive Demonstrative Method was related to Thorndike's Theory of Connectionism. Thorndike [14] states that Learning is the result of associations forming between stimuli and responses. Such associations or “habits” become strengthened or weakened by the nature and frequency of the S-R pairings. The paradigm for S-R theory was trial and error learning in which certain responses come to dominate others due to rewards. Thorndike’s theory consists of three primary laws: (1) law of effect – responses to a situation which are followed by a rewarding state of affairs will be strengthened and become habitual responses to that situation, (2) law of readiness – a series of responses can be chained together to satisfy some goal which will result in annoyance if blocked, and (3) law of exercise – connections become strengthened with practice and weakened when practice is discontinued. A corollary of the law of effect was that responses that reduce the likelihood of achieving a rewarding state (i.e., punishments, failures) will decrease in strength. The theory suggests that transfer of learning depends upon the presence of identical elements in the original and new learning situations; i.e., transfer is always specific, never general. Thorndike also introduced the “spread of effect” idea, i.e., rewards affect not only the connection that produced them but temporally adjacent connections as well Culatta [15]. The Acoustic guitar was a stimuli and students responded to the Acoustic guitar learning, learning performance of students was significantly higher than the pre-established performance criteria of 75%.

Moreover, Interactive Demonstration Method is consistent with Kinesthetic learning theory that involves physical activity. Kinesthetic learning occurs as students engage a physical activity: learning by doing, exploring, discovering. Dunn & Dunn [16] states that Kinesthetic learning is a style in which individuals learn best through physical activities rather than passive absorption of information. It involves using the body to interact with learning materials, making concepts more tangible and easier to understand. Gupta [17] states that the benefits of kinesthetic learning extend beyond personal preferences, making it an essential method for many schools seeking to improve students training and development. Engaging learners through physical activities and real-world scenarios provides several key advantages that can significantly improve learning outcomes: (1) Enhanced learning retention: Kinesthetic learning fosters deeper understanding and long-term retention of information. When students actively participate in the learning activities through simulations, role-playing, or hands-on tasks—they are more likely to retain the material because they can directly apply the concepts. This helps bridge the gap between theory and practice, ensuring that new skills are acquired and learning retention is ingrained. (2) Improved cognitive development: Engaging in physical activities while learning stimulates both the brain and body, improving cognitive function. Students develop better problem-solving skills, critical thinking, and adaptability when interacting directly with the material. The Interactive Demonstration Method also enhances the ability to link physical actions with mental processes, making it particularly effective for technical or skill-based roles. (3) Greater engagement and motivation: By incorporating active learning techniques, the teacher can keep these students more engaged, increasing motivation and enthusiasm for the training. This high level of engagement translates into improved performance and a more positive attitude toward professional development. (4) Development of fine motor skills: Kinesthetic learning often involves tasks that require precision and coordination, contributing to developing fine motor skills. Whether assembling equipment or handling Acoustic guitar, these physical tasks increase hand-eye coordination and manual dexterity—crucial skills in many practical work environments. (5) Better adaptation to practical environments: Because students thrive in practical situations, they adapt quickly to practical work environments. This makes them ideal for roles that require on-the-job training, physical activity, or direct problem-solving in dynamic settings. Interactive Demonstration Method emphasize real-world application over theoretical knowledge. There were some prior researches supported this study result as follows:

Karadut [18] observed the effects of E. L. Thorndike's educational psychology rudiments, The Theory of Connectionism, on beginner cello students to encourage their creativity and self-actualization while being instructed in traditional cello education. Thirty beginner cello students from different social backgrounds between the ages of 11-15 were observed for a year during cello lessons, designed according to the essentials of Connectionism: Incremental learning, law of effect, law of exercise, multiple responses, prepotency of elements, response by analogy, identical theory of transfer, associative shifting, law of readiness, law of trial-error, and availability. Technical and musical development of the students were observed while teaching the works of Romberg, Dotzauer, Lee, and Schröder, and the relevant data was collected via recordings of these performances and cello lessons. It is observed that Students have gained adequate technical efficiency to express unique musical ideas regardless of their social background and personal differences during the study.

Ofili and Omuku [19] applied Thorndike's Theory of Behavioral Learning to Music Education in a regular classroom. The researchers suggest that it is necessary for music teachers to apply this envious theory in their music classrooms to ensure effective learning experiences. The study therefore, recommends that music teachers in regular classrooms should ensure proper utilization of the theory to achieve an effective music education. The pupils and students should be fully prepared for a new lesson. They should be given ample opportunity to be active in all classroom activities by taking part where necessary.

Djatmiko et al.[20] determined the differences between students' learning outcomes using kinesthetic learning demonstration learning methods on the oxy-acetylene welding practice subject for welding technique class grade X students at Sayegan 1 Vocational High School. The research method used was an experimental method with quasi-experimental design research as the research type. The results showed differences between the learning outcomes of welding technique class grade X students between before they were given the treatment and after, using the kinesthetic learning style demonstration method. It could be seen in the results of the

assessment: the average post-test scores in the two classes are the highest on the aspect of the assessment criteria number 2 for the experimental and control groups with a value of 0.4. The lowest is in criterion number 8, with a value of 0.25 for the experimental group. For the control group, the lowest is on criterion number 4, with a value of 0.11. This was proved by the increase of the average score on assessment criteria before and after the treatment. Thus, the demonstration method's effect using kinesthetic learning style on oxy-acetylene welding practices of welding technique class grade X students at Sayegan 1 Vocational High School.

It was said that the significant improvement in students' guitar performance scores—well above the 75% performance criterion—supports the efficacy of the Interactive Demonstration Method. The findings suggest that this approach can significantly enhance students' musical skills and that the method is particularly effective in helping students reach and surpass predefined learning goals. The integration of Thorndike's, and Kinesthetic learning theory provides a robust theoretical foundation for understanding the mechanisms behind this improvement and highlights the value of interactive, scaffolded learning in music education.

7. CONCLUSION

7.1 Advantage

This study aimed to improve acoustic guitar learning for primary school students through the interactive demonstration method. The results showed that students were more focused, interested, and able to learn guitar skills better when they saw clear step-by-step demonstrations.

The method made learning more active and enjoyable, and students were more willing to participate. However, many students in the study had weak English skills, which made it harder for them to follow instructions when English was used. To support these learners, it is important for teachers to use simple language, visual aids, and allow students to ask questions in their native language when needed.

Teaching guitar through interactive demonstration is effective, especially when combined with language support. It is recommended that music teachers receive training in this method and also learn strategies for teaching students with limited English. This can help improve both their musical and language learning experiences.

7.2 Recommendation

7.2.1 Recommendation for teachers, schools and educators:

Based on the research using the interactive demonstration method for teaching acoustic guitar to primary students, it was found that the Post-test scores of Acoustic learning of Primary students after participation Learning Activities based on Interactive Demonstration Method on Acoustic Guitar Learning for Primary Students of English Program at a private school in Thailand were significantly higher than the pre-test mean score and the acoustic guitar learning performance of students who participated in the set of learning activities based on the Interactive Demonstration Method was significantly higher than the pre-established performance criteria of 75%. Therefore, the researcher recommends the music teachers, schools, and educators as follows:

7.2.1.1 Applying the interactive demonstration method in teaching acoustic guitar to primary students provide students with engaging learning experience that can enhance their musical understanding and foster the acoustic guitar learning performance of students. The significant increase in post-test scores provides strong evidence for the effectiveness of the Interactive Demonstration Method in enhancing acoustic guitar learning among primary students and the acoustic guitar learning performance of students who participated in the set of learning activities based on the Interactive Demonstration Method was significantly higher than the pre-established performance criteria of 75%. Thus teachers, schools, and educators can apply this method for teaching Acoustic guitar for Primary students in other schools.

7.2.1.2 Steps of applying the interactive demonstration method in teaching acoustic guitar to primary students composed of six steps such as Step 1: Set the Climate, Step 2: Objectives clarification, Step 3: Arrange the students, Step 4: Experience or Display and describe the Materials, Step 5: Generation or Operation, Step 6: Closure or Evaluation. After applying these steps, it was found that the significant increase in post-test scores provides strong evidence for the effectiveness of the Interactive Demonstration Method in enhancing acoustic guitar learning among primary students and the acoustic guitar learning performance of students who

participated in the set of learning activities based on the Interactive Demonstration Method was significantly higher than the pre-established performance criteria of 75%. Therefore, teachers, schools, and educators can apply these steps for teaching Acoustic guitar for Primary students in other schools. Or teachers, schools, and educators may develop some news steps based on these six steps to develop the knowledge and the performance on Acoustic guitar learning for Primary students.

7.2.2 Recommendation for future research:

Based on the findings of the present study, several avenues for future research are proposed. These recommendations aim to expand upon the current study's scope and provide further insight into the effectiveness of the interactive demonstration method for teaching acoustic guitar to primary students as follows:

7.2.2.1 The researcher recommends that future studies in the same field include a comparative study between the interactive demonstration method and other emerging teaching methods in music education, particularly those suited for primary students. This will help identify which approaches are most effective for young learners in developing acoustic guitar skills.

7.2.2.2 The sample size in this study was limited to 16 primary students, all of whom were of similar age. Future studies should consider a larger and more diverse sample, incorporating a broader range of student demographics, including different age groups, genders, and educational backgrounds. This would provide a more comprehensive understanding of how the interactive demonstration method can be applied to various types of learners.

7.2.2.3 The current study focused on students with similar levels of musical experience. However, it would be valuable to investigate how the interactive demonstration method performs with students at different skill levels, ranging from beginners to more advanced players. Future research should explore whether this method is equally effective for students with varying degrees of prior knowledge in music and guitar playing.

7.2.2.4 This study primarily focused on short-term skill development, but an important area for future research is evaluating the long-term effectiveness of the interactive demonstration method. Specifically, studies should investigate whether students are able to retain the skills and techniques learned over an extended period, to understand how the method influences long-term proficiency in acoustic guitar playing.

7.2.2.5 This study did not study the satisfaction of Primary students after implementing the interactive demonstration method for Primary students. Future researcher may study the satisfaction of Primary students after implementing the interactive demonstration method for Primary students.

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