



Analysis Of Playing Technique On Flute Musical Instrument From The *Russisches Zigeunerlied* Repertoire By Wilhelm Popp

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Abstract

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This research aims to describe the playing techniques used and applied to the flute instrument in the *Russisches Zigeunerlied* repertoire by Wilhelm Popp which is expected to improve the quality of flute practitioners in playing the flute instrument. The method used in this research is qualitative research. The focus of this research is to find out how and what are the processing of playing techniques used on flute instruments in Wilhelm Popp's *Russisches Zigeunerlied* repertoire by using data collection techniques such as documentation and literature study. The results showed that the playing techniques used on the flute instrument in the *Russisches Zigeunerlied* repertoire predominantly used *Legato*, *Staccato*, *Legato-staccato*, *Accent*, and *Acciacatura* techniques. In addition to the above techniques, flute players must also pay attention to which parts there are signs to take a breath with the right breathing technique, so that the flow of the repertoire played sounds clearly one whole sentence is not interrupted.

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INTRODUCTION

Nowadays, music has become an inseparable part of people's lives, whether it is performed indoors, outdoors, or in public places such as shops and cafes, almost everyone still enjoys music (Lestari, 2019). This shows that music is increasingly accepted and even needed by society, both as a medium in educational institutions and as a form of entertainment (pop music). Dynamic developments from previous eras have driven the development of various musical genres, including classical, jazz, rock, pop, crossover, and others (Said & Limbong, 2021).

Among these various types of musical works, classical music has been the most influential, from ancient times to the present. Classical music is often associated with palace music with magnificent accompaniment. The term "classical" comes from the Latin "Classicus," meaning a work produced in ancient times, generally of artistic value and beauty, highly scholarly, and timeless, according to Shadily in the Encyclopedia of Indonesia (Kustap, 2006). Classical music can be divided into several eras according to its development, namely the Middle Ages (600-1450), the Renaissance (1450-1600), the Baroque (1600-1750), the Classical (1750-1820), and the Romantic (1800-1920). In the development of music over time there have been many significant changes, starting from the form of the repertoire, musical style, and the development of musical instruments that existed at that time, including the flute.

The flute is a wind instrument played like a flute. When classified by type, the flute is an aerophone, meaning "aer" means air, and "phone" means sound (Boehm, 1964). The flute is a member of the woodwind family, although today it is made of metal. In ancient times, flutes were made of wood and began using metal from the Romantic era until now. The sound

character of the flute is soft and bright, and it can achieve agility in playing melodies. The flute has advantages in its flexibility, namely in terms of standard price which is not too expensive, compact and easy to carry because of its slim shape, distinctive sound which is soft, and also the techniques and how to play it are not too difficult so it is easy to learn (Dewantara et al., 2019). In playing the flute, techniques are needed to be able to play it, such as embouchure techniques, breathing, tonguing, fingering, and also the position of playing the flute (Boehm, 1964).

The embouchure technique is a technique for placing the mouthpiece (the blow hole on the flute) on the lower lip. It is important to note that the position for blowing the flute must be adjusted to the embouchure according to the player's comfort. For those who want to learn, it is best to first determine the embouchure on the mouthpiece because the main part of the flute is the blowing from the mouthpiece, which is determined by the embouchure (Boehm, 1964; Sipahutar et al., 2021; Üstun, 2012). The breathing technique used when playing the flute is diaphragmatic breathing, which uses the muscles between the chest and abdominal cavities. This occurs because diaphragmatic breathing can produce more air than pulmonary breathing, and if using pulmonary breathing, the air produced will be less than using diaphragmatic breathing (Boehm, 1964; Sipahutar et al., 2021). The position for playing the flute is by holding it like a flute, and the flute is on the player's right side. Many flutists do not hold the position parallel but lower than the parallel position, with their heads tilted to the right. For those who want to learn, the position when holding the flute should be parallel and not tilted (Boehm, 1964; Debost, 2002). Techniques in playing the flute are very important to pay attention to, especially if you want to play a repertoire by playing the flute, such as playing the repertoire *Russisches Zigeunerlied* by Wilhelm Popp.

Wilhelm Albrecht Otto Popp was born on April 29, 1828, in Coburg and died on June 25, 1903, in Hamburg. He was a German composer and flautist. He also used the French name Guillaume Popp and the pen name Henry Alberti. Wilhelm Popp was the court pianist and flutist at the Ducal Saxon Court Theater in Coburg-Gotha. He received flutist training from Caspar Kummer and Louis Drouet, although no information is currently available about his pianist training and is still conducting further research. After a dispute with the theater director in Coburg, he himself asked for his release and moved to Hamburg in 1867. There he was the principal flutist in the Philharmonic Orchestra. During his life, Popp was a renowned and respected composer, and in D. Ehrlich's "The History of the Flute," published in 1920, his works are described as "very famous in the world of music" (De Lorenzo, 1951; Goldberg et al., 1987; Haider, 2020; Repertory Project & Dstrickler, 2024; Rus, 2018). One of the flute pieces he composed is *Russisches Zigeunerlied*. This work is a repertoire for flute and accompanied by piano. This flute piece uses common flute playing techniques, namely legato, staccato, and accent techniques. The legato technique is a playing technique that connects notes from one note to the next by blowing continuously. The staccato technique is a playing technique that is played by breaking up each note. The accent technique is a technique of emphasizing certain notes in a way like staccato but louder than staccato (Boehm, 1964; Debost, 2002; GÜL et al., 2019; Üstun, 2012). Apart from these techniques, there are techniques for flute fingering that are related to repertoire scores. Fingering techniques are related to scales which basically train fingering on the flute musical instrument. If the notes in the sheet music are spaced or what is usually called skipping, the fingering technique used is the interval technique. Basically, interval techniques are usually trained with tritones (Boehm, 1964; Toff, 2019).

METHOD

This research employed a qualitative method with a library and documentation approach. Data collected were sourced from literature and written sources (Sugiyono, 2014). In qualitative research, the researcher is the instrument, playing a crucial role in collecting data, analyzing problems, and concluding the research. This study involved several stages: data collection, analysis, and report writing. Data collection techniques used included internet access, journals, and literature review. The study employed a flute playing analysis method based on Theobald Boehm's book "The Flute and Flute Playing" and articles from relevant journals. The results of this study are described in the final report.

In qualitative research, the quality of the research is highly dependent on the quality and completeness of the data generated. Qualitative research relies on data triangulation generated from three methods: interviews, participant-to-participant observation, and review of organizational records (document records). In qualitative research, data collection typically uses observation, documentation, and interviews, and the possibility of using non-human sources of information such as available documents and recordings is also not ignored. The implementation of qualitative data collection methods also involves various other supporting activities, such as building rapport, selecting informants, and recording data/information from data collection results. For the research that the author is examining, data in the form of scores, audio, and video are reviewed through a process of playing technique analysis assisted by books supporting flute technique analysis. The location used in this research is Yogyakarta and the focus of this research is to determine how and what playing techniques are used on the flute musical instrument in the repertoire of Wilhelm Popp's *Russisches Zigeunerlied*.

The author employed two data collection techniques: documentation and literature study. Documentation is a data collection technique related to documents, both published and unpublished. Documentation is written material or other recorded film prepared at the request of an investigator (Moleong, 2014). Documentation in this study was used to supplement the data obtained through interviews. Documentation techniques were used to expand the research, for justifiable reasons and to add completeness to the data. In this study, the researcher will examine documentation in the form of scores from songs that will be the object of research. Literature study involves collecting data from written sources such as books, journals, articles, or other research reports. This technique helps researchers understand theories relevant to the research being conducted. For example, in a scientific study, researchers typically refer to existing literature to develop a solid theoretical foundation.

RESULT AND DISCUSSION

In the initial stage, an understanding of the composer, period of origin, and its characteristics, as well as Gypsy music and its characteristics, is carried out. After that, the structural framework of the work is observed, such as tempo markings (*Allegro risoluto* = very happy) or expression instructions (*lento grazioso* = slow and graceful, *dolce* = sweet and gentle). The structural framework of a musical work is very important for a musician to understand. This is necessary for applying interpretation/delivery and to give different timbres to each part. The application of interpretation and differences in timbres helps convey the message from a composer to the listener. Analysis of playing techniques is very important for players to know before performing a work. The purpose of technical

analysis is so that players understand the techniques contained in the song they will play, so they can choose appropriate practice methods and etudes to support the techniques in the repertoire.

Before playing Wilhelm Popp's *Russisches Zigeunerlied*, a flutist must be able to play the harmonic D minor scale with various articulations. The harmonic D minor scale is essential for flutists because this repertoire uses it.



Figure 1. D Minor Scale

Practice should not be done solely for technique, but should always be based on musical intent and always follow the melodic pattern. In this way, interest in the playing can be maintained longer, and moreover, potential technical difficulties such as unstable air, uncontrolled fingers, and imprecise articulation can often be resolved more easily (Cheng, 2016). For fluency in playing the *Russisches Zigeunerlied* repertoire, it is necessary to pay attention to proper breathing technique. Breathing technique when playing a repertoire refers to the phrases in the sentence so that the repertoire sentences will sound connected and not interrupted. Similarly, when singing, if you sing a very long word and then break it, it will result in the sentence not connected.



Figure 2. Provides cues for breathing techniques in the repertoire

Discussing the repertoire, in the first part, *Allegro risoluto* from measures 1 to 16, there are 3 first accented notes that do not create an excessive impression with short and clear articulation even with repeated notes and the notes are still clearly audible because the accent articulation already indicates the opening for the introduction of the work. With accented notes the player can imagine a small decrease so that the air is not pushed again after the beat. Then after the accented notes there are notes with a sixteenth rhythm using staccato articulation followed by eighth notes using legato articulation until measure 5 using the Perfect 4 (P4) interval pattern. Furthermore, the tone pattern is the same as before, only in measure 7 there is a slight difference, namely the higher tone, and until the interval pattern in measures 9 to 12 using Perfect 5 (P5), Perfect 4 (P4), Major 3 (M3), and Major 2 (M2). In measures 13 to 15 using an eighth rhythm with legato-staccato articulation. Starting from the 13th measure, the piano dynamics are written, which means it is played slowly, followed by a dim sign, which means the sound gets quieter over time, followed by a ritardando sign, which means the tempo gets slower over time, and in the 16th measure, it ends with a 2-beat note with a decrescendo sign, which is the same as a dim sign, and also above the note there is a fermata sign, which is a momentary extension of the note.



Figure 3. First Part

Then in the second section there is a change in tempo from the previous section which was fast. This second section uses the *Andantino* tempo. The *Andantino* tempo is a tempo that is moderately fast and slightly below *Andante*.

This section starts from measure 17 to measure 32. In measure 17 it begins with a sixteenth-degree rhythmic note using *legato* articulation and using the *dolce* expression sign which means played sweetly and softly. In measure 19 there are *crescendo* and *decrescendo* dynamics which means the notes are sounded from soft to loud then continued from loud to soft, like in a rising wave. In measures 21 and 22 there are notes with a triol or triplet rhythmic with *legato-staccatto* articulation with *mezzoforte* (*mf*) dynamics and continued in measure 23 notes with a sixteenth-degree rhythmic and decrescendo dynamics. Bar 24 is a bridge to repeat as in bar 17 but then there are differences such as in bar 26 directly using *crescendo* dynamics to slowly strengthen the theme of the section in bar 27. Bars 29 to 31 the first beat uses notes with triplet rhythmic only a slight difference in bar 30 the second beat all notes use *staccatto* articulation, and in bar 31 directly uses *ritardando* (*rit.*) which indicates that the tempo is gradually getting slower.



Figure 4. Second Section

Next in the third section is the expression of *un poco piu animato*, which means the player must play this section with a slightly more lively expression. This third section still uses the tempo of the second section and the pattern of notes when played feels agile, seen in the *acciaccatura* technique and the notes with a rhythmic sixteenth using *staccatto* articulation. In bar 33, the *acciaccatura* technique uses *mezzoforte* dynamics with *staccatto* articulation notes and on the second beat uses accent articulation like in the first bar. In bar 40 there is

a *diminuendo* dynamic which is the same as the *decrecendo* dynamic. In bar 41, the notes are seen jumping with *staccatto* articulation with *piano* dynamics. In bars 41 to 47, the player must practice interval notes because the notes played are notes that jump using the intervals Perfect 4 (P4), minor 6 (m6), minor 7 (m7), minor 3 (m3), Augmented 4 (Aug4), Major 2 (M2), Perfect 8 (P8), Perfect 5 (P5), and Major 3 (M3). In bars 45 and 46, there is a *crescendo* dynamic followed by *mezzoforte* which indicates that the notes are sounded from soft first then slowly rise to a bit louder. Then in bar 48, there is a *ritardando* which is a slow decrease in tempo and indicates a change in tempo and section in the next bar.



Figure 5. Third Section

The fourth section is *lento grazioso*, which means slow and graceful. This section predominantly uses notes with triplet rhythms and predominantly uses legato articulation. The beginning of this section begins with piano dynamics and until bar 53 changes to *mezzoforte* dynamics and continues at bar 55 using a *crescendo* to *forte*. Starting at bars 60 to 63 is a bridge to the next section which is marked by all the notes using accent articulation and *forte* dynamics and at bar 62 the tempo is very slow starting to slow down marked by the *molto rit* (*ritardando*) sign.



Figure 6. Fourth Section

In the fifth section, *Vivo*, which means fast and light, faster than the *Allegro* tempo. It can be seen at the beginning of this section that the notes are written agilely with typical *acciaccatura* and *staccato*. In bars 68 and 69, the note pattern with sixteenth and eighth rhythms is played descending, just like bars 76 and 77. Then in bars 79 to 81 there is a change in rhythm and the notes use the tritone of Es major, after that in bar 83 using the tritone A7. In bars 86 and 87 there are *forte* and *decrecendo* dynamics which means the notes are sounded starting from loud then slowly after that loud again then slowly. Bars 88 to 89 are written *diminuendo e ritardando* which indicates that the note flow is played and sounded slowly and slowly and the tempo speed is also getting slower because it will enter the next section which has a slow tempo.



Figure 7. Fifth Section

In the sixth section, it is actually a combination of the *Andantino* and *lento grazioso* sections, but there is a difference in the measure 106 which goes straight to the *lento grazioso* section and a difference in the measure 111, the second beat which should be a D note for one

and a half beats changes into a triplet note which then continues in the next measure and ends in measure 113.



Figure 8. Sixth Section

The next section is the *Cadenza* section which is an additional decoration or solo section in a musical work that is usually played before the final measure or other important measures. The *Cadenza* section gives the player the opportunity to play a solo that does not have to follow the structure or tempo of the original song. In this *Cadenza* section, it begins with the note E with *forte* dynamics with a *fermata* sign and continues with notes with a sixteenth rhythm and uses *legato-staccato* articulation in the descending pattern and then changes to *legato* in the ascending pattern. Before changing the bar, it is marked with an eighth note with *staccato* articulation. In the next bar, the note F with *forte* and *diminuendo* dynamics and uses *accent* articulation and a *fermata* sign continues to the note E, which indicates that the *Cadenza* section is finished and continues to the next section.



Figure 9. Cadenza Section

After the *Cadenza* section is finished, it continues without a break in the final section, namely *Presto possibile*. This section is the peak of the repertoire of Wilhelm Popp's *Russisches Zigeunerlied* with a fast tempo and notes that are close to each other with a rhythmic sixteenth. Starting from bars 119 to 129, it predominantly

uses notes with a rhythmic sixteenth and uses *legato-staccato* articulation. Uniquely, the first note in the rhythmic sixteenth from bars 119 to 122 always changes tone, then the 2nd to 4th notes remain on the note A, and in bars 123 to 126 each measure the notes played use a descending pattern. Then in bars 133 to 136 there are notes with an ascending pattern that is emphasized on *accent* articulation, and continued in bars 137 to 140 the notes use *staccato* articulation with sixteenth rhythm with *forte* dynamics and the tone pattern used is the triad of D minor. In bars 141 to the last, it depicts the splendor of this repertoire by using the D note accompanied by *accent* articulation and the dynamics use *fortissimo*, namely the notes are sounded louder than *forte*.



Figure 10. Seventh Section

Overall, there are six dominant techniques used in this repertoire: *legato*, *staccato*, *legato-staccato*, *accent*, *acciaccatura*, and various dynamics. Flutists must master these six techniques before playing Wilhelm Popp's *Russisches Zigeunerlied*. After understanding the techniques used in this repertoire, the next step is to identify the different and potentially difficult sections and study them in more detail. Sections of the work are played at a slow tempo, focusing on technical parameters such as sound quality, score reading, rhythm, tempo terms and character markers, dynamics, and articulation. At this stage, emerging difficulties and necessary positions or approaches usually begin to become apparent. Each section is analyzed individually, followed by an

examination of the musical phrases from beginning to end and the identification of the essential elements within each phrase.

The piece is then played again, taking into account the musical intent and the intended character, including selecting the primary style and recognizing the underlying emotions. This aspect is crucial in musical interpretation and expression, as understanding the intended message will support a natural and convincing delivery. Here are ways to address the various techniques found in Wilhelm Popp's *Russisches Zigeunerlied* repertoire, particularly in sections that are considered difficult for the performer:



Figure 11. Accent and acciaccatura articulation

1. Accent and Acciaccatura

To address unclear *accent* articulation, players first practice *forte* dynamics, using a beat without tonguing. Once fluent, they can use tonguing using the syllables TUH or DUH. Between the accented notes, there are three *acciaccatura* notes before the third accented note. These *acciaccatura* notes use the A-B-Cis sequence. It's important to note that *acciaccatura* notes are played quickly, moving to the next note, as the *acciaccatura* notes are ornamental notes. To overcome this, players can practice fast fingering using the scale method, initially at a slow tempo. Once fluent at a slow tempo, practice gradually increasing the tempo toward the natural tempo. After practicing scales, players can practice sequentially shifting two notes from D-E, E-F, F-G, and so on, starting at a slow tempo and then moving up. *Acciaccatura* notes are also found in bars 33, 34, 37, 38, 64, 66, 72, 74, and 89.

2. Legato, Staccato, and Legato-staccato

In addition to accented articulation, *legato*, *staccato*, and *legato-staccato* are also dominant for all sections. Note that in measures 2 and 6, sixteenth notes use *staccato* articulation. The *staccato* used in this rhythmic pattern utilizes a double-tonguing technique, making it easier for the player to play notes with *staccato* articulation quickly and at a fast tempo. Double-tonguing techniques can also be found in the *cadenza* and *presto* sections. To overcome difficulties with double-tonguing, it's important to practice by playing the etude from Joachim Andersen's "100 Classical Studies for Flute" No. 17.



Figure 12. Etude by Joachim Andersen

In the *un poco piu animato* section, bars 41 to 48, there are notes that jump or are commonly called intervals. Interval notes allow flutists to practice fingering and ambience while playing. Often flutists experience difficulty when playing interval patterns where the notes are far apart from each other, from high to low or vice

versa. To overcome interval sections that are far apart or close, it is necessary to practice at a slow tempo first as a reference to maximize the notes played and maximum fingering. To maximize playing, it is necessary to read the etude from Hugo "125 Easy Classical Studies for Flute" No. 114.



Figure 13. Etude by Hugo

It should be noted that each section represents a tempo change. However, the *cadenza* section, specifically before the *presto* possible section, indicates a section played according to the skill of the player playing the repertoire and the tempo also adjusts to the player, so there is no fixed tempo. The *cadenza* section uses *legato-staccato*, *legato*, *staccato*, and *accent* techniques. The beginning of the next note and measure in the *cadenza* section is marked with a *fermata* sign, which functions to extend the note with its original tone. At the beginning of the next measure, an accent mark is used.

The playing techniques found in Wilhelm Popp's *Russisches Zigeunerlied* are very different from those of the pre-Romantic era. In the Romantic era, the sound characteristics produced by these techniques were freer, more expressive, and broader. Before the Romantic era, the sound characteristics produced by these techniques were very different. With the same technique, the resulting sound was shorter and fixed to the tempo. One example is Concerto No. 7 in E minor, a piece by Francois Devienne created during the Classical era. In the

repertoire of *Russisches Zigeunerlied* and Concerto No. 7 in E minor, there are similarities in techniques, one of which is *legato*, *staccato*, and *legato-staccato* techniques. In the Classical era, the playing techniques were different from the Romantic era. Overall, the playing techniques used were the same, the resulting sound was also almost the same, but playing in the Classical era must follow the tempo stated in the score, while in the Romantic era, playing was freer than the written tempo.



Figure 14. Concerto No. 7 in E minor

In general practice, it is necessary to practice at a slow tempo first before playing at the original tempo. The increase in tempo should occur gradually and in a controlled manner, especially in fast and more technically demanding sections, and always ensure that the sound quality does not change at either slow or fast tempos. As an additional insight into the repertoire, the following is a parallel repertoire

literature besides the classical repertoire of Concerto No. 7 in E minor according to Rus (2018):

- a. Barbara Gisler Haase: Die Neue Magic Flute, Band 3
- b. Ernesto Köhler: Etüden für Flöte, op. 33
- c. Bill Holcombe: 12 Intermediate Jazz Etudes for Flute
- d. Marcel Moyse: De la Sonorite
- e. Robert Dick: Neuer Klang durch neue Technik
- f. Antonio Vivaldi: Konzert "Il Gardellino"
- g. Marcello Benedetto: 12 Sonaten für Querflöte und Basso continuo
- h. Carl Stamitz: Konzert in G-Dur
- i. W. A. Mozart: 6 Sonaten, KV 10-12; Andante in C-Dur
- j. Nino Rota: 5 Pezzi Facile per Flauto e Pianoforte
- k. Jules Moquet: 5 Pieces Breves

CONCLUSIONS

Based on the analysis and discussion of the data, the author draws conclusions from the study regarding the analysis of playing techniques for the flute in the repertoire *Russisches Zigeunerlied* by Wilhelm Popp. The dominant flute techniques used in the composition include *legato*, *staccato*, *legato-staccato*, *accent*, and *acciaccatura*. *Legato* technique includes playing notes in smooth, fluid fashion without the interruption of airflow (tonguing) between note changes. It results in the creation of melodious and flowing musical phrase. *Staccato* technique includes playing detached, short, and separated notes to make an energetic impression. *Legato-staccato* technique combines *legato* and *staccato*, including playing of the notes alternately in one rhythmic group,

e.g., sixteen-note group. *Accent* technique includes applying stronger breath pressure on particular notes to make an accent and distinct articulation. *Acciaccatura* technique (a short grace note or ornament) should be played very fast before the main note to get the lively character of Gypsy musical style.

All these techniques should be performed progressively: from D minor scales using different articulations and etudes to performing the piece at the slow tempo before getting its original tempo. Special attention should be paid to the rhythmic flow, for example, eight-note or sixteen-note groups. Furthermore, the flutist must carefully plan breath placement and utilize proper diaphragmatic breathing to ensure the musical line sounds like a cohesive, unbroken phrase.

Proficiency in these techniques will provide the key basis for communicating the message and interpretation of *Russisches Zigeunerlied*. This set of pieces, which is inspired by Russian Gypsy music, features emotional contrast between slow sections of *Andante* (which means walking pace or moderately fast music tempo) filled with *rubato* (Free tempo where there is an opportunity to accelerate and decelerate the music tempo freely) and high-energetic, fast, *Allegro* or *Presto* music. It will be necessary for the flutist to perform dynamics like *crescendo* (the sound grew louder and louder) and *decrescendo* (the sound grew fainter and fainter) with tempo flexibility and tone color so that the message of Gypsy music is performed for the audience in its full glory. Besides, learning these techniques for performing this piece of music can help the flutist to perform other compositions of the Romantic age and later periods.

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