THE EFFECT OF CLASSICAL MUSIC ON STUDENTS' READING COMPREHENSION AT SMP WACHID HASYIM 4 SURABAYA

THESIS

Submitted in partial fulfillment of the requirement for the degree of Sarjana

Pendidikan (S.Pd) in Teaching English



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ABSTRACT

Agustin, Isnaini Maulidiyah. (2018). The Effect of Classical Music on Students'

Reading Comprehension at SMP Wachid Hasyim 4

Surabaya. A thesis. English Teacher Education

Department, Faculty of Education and Teacher

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Key words: Classical Music, Reading Comprehension.

Reading is one of the most important skills as an output of the language, but, most of students' are not interested in reading skill. Reading is an activity which includes drafting and outlining. Narrative text is an imaginative story to entertain people. Classical music is a wonderfull music for a series of the tones that are played regularly and in rhytm, so as to produce a series of sounds beautiful and pleasant. The aimed of this study is to know what the effect of classical music on students' reading comprehension in narrative text and also to know what the students responses during teaching reading using classical music. In this study the researcher used quasi experimental approach. The researcher took two classes as the sample; 7B consist of 30 students as the experimental group and 7C consist of 30 students as control group of SMP 4 Wachid Hasyim 4 Surabaya. The researcher using pre test, post test and also questionnaire as the instruments of this study. The researcher operates classical music by using speaker. To know the effect of classical music on students' reading comprehension in narrative text

proved by the test. Based on the result, the average of post test in experimental group is 69.33, while the average of post test in control group is 64.33. Based on students' response after using classical music is 50% students said they are feel enjoy. 40% students said they are feel tight. 33.3% students said they are feel relax. 33.3% students said they are feel comfortable. 13.3% students said reading English text is a very fun activity to do if accompanied by classical music. 50% students said they are feel anxious when their reading activities accompanied by classical music. 56.6% students said became motivated to read English texts by classical music or without classical music are the same. 36.6% students said under pressure read English texts by classical music. In sum, students reading comprehension in narrative text was increased by using classical music.

ABSTRACT

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Membaca adalah salah satu kegiatan penting sebagai output dari bahasa, tetapi banyak siswa tidak tertarik dengan kegiatan membaca. Membaca adalah kegiatan yang terdiri dari penggambaran and penguraian. Teks narratif adalah cerita fiksi untuk menghibur pendengarnya. Classical musik adalah musik yang indah dari serangkaian nada yang dimainkan secara teratur dan berirama, sehingga menghasilkan suara yang indah dan menyenangkan. Tujuan dari penelitian ini untuk mengetahui dampak dari penggunaan musik klasik terhadap pemahaman mmbaca siswa dalam teks naratif dan juga untuk mengetahui respon siswa selama pembelajaran pemahaman membaca siswa menggunakan musik klasik. Pada penelitian ini, peneliti menggunakan quasi eksperimental desain.Peneliti mengambil 2 kelas untuk sampel, 7B terdiri dari 30 siswa sebagai grup eksperimen dan 7C terdiri dari 30 siswa sebagai grup kontrol dari SMP Wachid Hasyim 4 Surabaya. Peneliti menggunakan pre tes, pos tes dan kuesioner dalam penelitian ini. Peneliti menjalankan musik klasik menggunakan speaker. Untuk

mengetahui dampak dari penggunaan musik klasik terhadap pemahaman membaca siswa dalam teks naratif dibuktikan dengan tes. Berdasarkan hasil, ratarata setelah penggunaan treatmen dari grup eksperimen adalah 69.33, sementara itu hasil rata-rata dari grup kontrol adalah 64.33. Berdasarkan respon siswa setelah penggunaan musik klasik, 50% siswa menikmati, 40% siswa merasa senang, 33.3% siswa termotivasi, 33.3% siswa merasa tegang, 13.3% siswa merasa santai, 50% siswa merasa mempunyai kemampuan membaca dengan diiringi musik klasik, 56.6% siswa merasa kegiatan membaca menyenangkan dengan diiringi musik klasik, 10% siswa merasa cemas, 50% siswa merasa kegiatan membaca diiringi dengan dan tanpa musik klasik sama saja, 36.6% siswa merasa tertekan. Kesimpulannya, pemahaman membaca siswa dalam teks naratif meningkat dengan menggunakan musik klasik.

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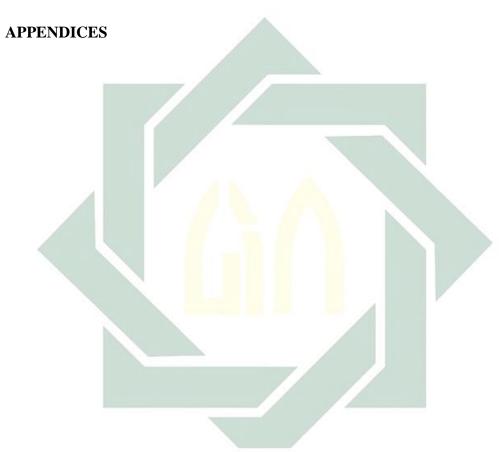
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CHAPTER 1

INTRODUCTION

This chapter presents the background of the study that describes the reason why the writer conducts the study. It also contains the problem of the study, research objective, scope and limitations of the study and significance of the study. Next, significance of this study is provided. Finally, the definitions of the key term are given to avoid misunderstanding of those terms.

A. Background of Study

Reading is very important. Reading competent is essential, because it is not only underlies success in all areas of the study in the school but also to personal enrichment and the development of intelligent citizenship. In this case, reading is regard as important skill that be taught. Because by reading a language learner be able to develop his or her language competence. Success in reading is very important to students both for academic and vocational advancement and also for the student physiological well-being. Reading comprehension weakness can be caused by internal attitude, such as motivation, interest, intelligence, aptitude and attitude. According to Gage, many psychologist state "students possesss favorable internal factors be more successful in reading comprehension than the less ones".

¹Berlier, Gage. "Education Psychology" (Boston:Houghton miffli Company; 2004)

The physical condition has a great effect on learning. It can alter student's motivation either positively or negatively. Classroom is a place where children live with other children and with grown-up, they are grouped into the same class based on the same needs. A pleasant place can make learning enjoyable. This conditions have a great effect on learning and can alter students' motivation. Music can bring positive effect and make convenient for many classes. Music has function as the background in some classrooms to mute industries on traffic sounds. According to Merrit, music also can be used with successed to make motivation, let loose stress before exams and to strengthen the main material successfully². The scientist also finds that music make higher creativity, improve the students' confidence, develop social skill and increase motorist perception and psychomotor skill development.

Music has power. According to Daniel J Schneck and Dorita S Berger music can change attitudes, relax or energize the body, animate the spirit influence cognitive development, enhance the body's self healingmecanism, amuse, entertain, and foster a general response which can be astate of comfort, or in some instance even discomfort³. We listen to music everywhere, in the restaurant, in the shop, in the gallery, and may be in the bus. We listen music much but we are unconscious of their

-

² Merrit, "Symfoni Otak", (Bandung: Penerbit Kaifa: 2003)

³ Daniel, J Schneck and Berger, S Dorita, "*The Music Effect*", (Jessica Kingsley, Publisher: 2006)

presence. On the other hand, muic can help the situation becomes more relaxed and convenient. This condition makes the study more optimal and stress can be decreased and when the students receive new materials they will be more interested.

Music can be used by both teacher and students. As a teacher, we can used music to make our students feel comfortable, change the way of the students' thinking and support learning environment. Music can help students learn and memorize better. We can use rhythm as a means to improve memory and intelligence because music especially classical music can stimulate our right brain learning. According to Dr kevin Labar, classical music can improve the intellectual performance, and also classical music can produce a calming effect by releasing pleasureinducing dopamine and inhibiting the released of stress hormones, all of which generates a pleasant mood⁴. It means classical music has many formula to improve their reading comprehension, such as formula to anticipating their stress because lack of vocabulary. Using classical music as a background can influence the work of our brain and change our ways of thinking to do activity. Classical music that has tone, rhythm chant soft and touching that affect the state of physical, mental, emotional for someone who hear. Therefore, classical music is an appropriate for

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⁴ https://googleweblight.com

students to relieve boredom when the lesson. So that students can learn comfortable.

According to John Jerolimek, reading skill becomes the problems for the students, it is arises not only in the word analysis and in decoding, but also in knowing what the words mean, processing information gain through reading and understanding what is being communicate in print⁵. It means in reading skill has many problems for students. In reading skill the students must understand what the meaning of the material to answer the question.

As the English teacher, the teacher must create an innovative method for learning process. Teacher also must create the condition that makes students relax and fun in the classroom to comprehend in reading narrative text. However, the researcher helps students to comprehend of reading narrative text to decrease their anxiety by using classical music. The researcher would like to know the effect of classical music especially of Mozart music on students reading comprehension.

In this research, the researcher chooses the students of SMP Wachid Hasyim 4 Surabaya. The researcher chooses the seventh grade of SMP Wachid Hasyim 4 Surabaya because in fact, they has several problems in reading comprehension, one of factor is their motivation in learning

⁵ John Jerolmek, "Studies Competition and Skills", (Ne York: McMiillan publishing Co, Inc 1977),p.142

English is still low. Other that, the researcher chooses SMP Wachid Hasyim 4 Surabaya as subject of this research because of some reasons. First, students has lack vocabulary, and also in learning process, so the teacher should select the appropriate reading techniques in teaching reading to make the materials deliver to the students.

There are some previous studies that similar to this study. The first previous study is about "The Effects of Classical Music on Children with Learning Disabilities in a Sixth Grade Mathematics Classroom", it was done by Amy C. McKeever. The purpose of this study were to (a) determine if sixth grade students would improve their math performance (in areas of staying on task, focusing, and completing work) hile classical music was being played, (b) determine if students will report they feel differently and more successful in the mathematics classroom while classical music was being played, and (c) determine if students with learning disabilities will improve their mathematical performance (in areas of staying on task, focusing, and completing work) while classical music is being played. In this study, there were 19 students. And the results showed that classical music had an overall positive effect on the students in the classroom.

⁶ McKeever. Amy C, "The effects of Classical Music on Children with learning Disabilities in a Sixth grade Mathematics Classroom".

Another research study is "The Effect of Background Music on Math Test Performance of High School Students" ⁷. It was done by Sarah Elizabeth Maas, the aim this research study was to investigate this relationship using a variety of subjects and testing many different variables. Since there was very little research done on the effect of background music on test, the writer sought out to test if classical, rock, or rap background music has a positive effect on quiz scores. The data revealed that classical music had the most positive relationship with the quiz scores, even though most of the students confessed that they do not typically listen to classical music while doing homework.

Two previous studies are different with the objective of the current study. In this study, the researcher has purpose to know the effect of classical music on students reading comprehension toward narrative text. And also to know the responsess of students toward use classical music during learning reading comprehension in seventh grade at SMP Wachid Hasyim 4 Surabaya.

Considering the importance of using classical music in learning, the researcher is interest in concluding whether the effect of classical music on students reading comprehension by using this research title: "The Effect of Classical Music on Students' Reading Compehension at SMP Wachid Hasyim 4 Surabaya".

⁷ Sarah Elizabeth Maas, "The Effect of Background Music on Math Test Performance of High School students"

B. Research Question

Based on the background study described above, the researcher formulated the problem as the following question.

- 1. What is the effect of classical music on students' reading comprehension to the student's seventh grade at SMP Wachid Hasyim Surabaya?
- 2. What are the student's responses towards the use of classical music during the teaching of reading comprehension?

C. Objective of Study

Based on research questions above, in this research the researcher would like to find out about:

- 1. The effect of classical music on students' reading comprehension
- 2. The responses of students in reading activities using classical music.

D. Significance of the Study

1. Students

The researcher expects that the students will be not find any troubles in reading and have strong basis reading skill to take reading subject at higher level.

2. English Teacher

The researcher greatly expects that the use of classical music on reading comprehension can be useful for English teacher in applying teaching and learning process.

3. Researcher

The resarcher gets knowledge and experience about learning English by using classical music.

E. Scope and limitation

This research gives scope and limitation on the target of research to make the more significant research.

a. Scope of the study

The scope of this study is on the effect of classical music on students' reading comprehension. What the research attempted to found out the effect of classical music have an impact on students value. The researcher focused on students' reading comprehension by classical music especially in narrative text, and also the researcher want to know the responsess of students' towards of classical music as a learning method in reading activity.

b. Limit of the study

In this study limited on the students' value in reading skill by using classical music especially mozart sonata for two pianos in D Major.

F. Definition of key term

To make the topic easy to understand the researcher defines the key terms used in this study.

1. Classical Music

According to Donald Jay Grout, classical music is art music produced or rooted in the traditions of western music. Including both liturgical (religious) and secular music⁸. In this research, researcher used classical music especially mozart music on students' reading comprehension in narrative text.

2. Reading comprehension

According to Jeremy Harmer, reading comprehension is a complex intellectual process involving number abilities⁹. In this research, reading comprehension is define as the level of understanding of a text or message.

⁸ Donald Jay Grout, "A Hisstory of Western Music" (W.W.Norton.1973)

⁹ Jeremy Harmer, "How To Teach English" (Longman: New Edition 2007)P. 100

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter talks about all of related review of the study. There are some points will be discussed such as; reading comprehension, classical music, mozart music, response and previous study.

A. Reading Comprehension

a. Definition of reading comprehension

Reading comprehension is the process of making from text. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences.

Another definition reading comprehension includes all of the processes related to deriving meaning from written language (including books and other forms of written language) and constructing meaning from written language "Deriving meaning" indicates that there is meaning in texts and that meaning needs to be understood "Constructing meaning" indicates that often readers go beyond the meaning explicitly contained in the text and add to that meaning based on their own experience and their ability to infer additional or deeper meaning. Thus reading comprehension is much more than the ability to read individual words and know what those words mean. To comprehend what one reads is to understand the meaningful message sent by the author¹⁰. It means

¹⁰ G.Wooley. "Reading Comprehension: Asisting Children with Learning Difficulties"

comprehension is to understand the meaning of material or what the author means.

In reading comprehension, the reader brings background knowledge and certain set of reading strategies to the reading task at hand, while the text, on the other hand, provides the reader with a certain kind of rhetorical organization. There are three major factors that should involved in comprehending and storing the information contained in a text: (1) ability to used background knowledge about the content area of the text; (2) ability to recognize and use the rhetorical structure of the text; and (3) ability to use efficient reading strategies¹¹.

Clearly we need to find some accomodation between our desire to have students develop particular reading skils, according to Mikulecky states some important comprehension skills, they are:

1) Previewing for better comprehension

The aim of previewing is to find out what the readers are going to be reading before they actual read. For example when they receive a letter, they usually look first at the return address or the stamp to find out where it come from and who sent it. Then they make some guesses about what will be about.

¹¹ Wenden, Anita and Joan Rubin, "Learner Strategies in Language Learning" (Cambridge; Prentic Hall International, 1987) P.50

2) Scanning

The readers do not read every word, only key words that will answer their question. Skip over unimportant words so that they can read faster.

3) Skimming

It means running the readers eyes over a text to get a quick idea of the abstract of a text. They skim to get a general sense of what its all about.

4) Using vocabulary knowledge for effective reading

Guessing is the best srategy, in order to ttry and understand what is being written or talked about. Their reading more enjoy because they don't have to stopoften.

5) Making inferences

Good readers constantly make inferences as they read. It means, sometimes they look forward, trying to predict what is coming. Then they use the clues to guess about the text and about the wrriter's ideas.

6) Findings topic

In order to understand what the readers are reading, they need connect it to something they already know. To make this connection they need to be sure that they know what it is that they are reading about.

7) Discovering topics of paragraph

It is difficult to understand what the readers are reading if they don't know what it is about! Even when there are no dificult words or grammar they cannot make sense of the sentences if they don't know the topic.

8) Understanding main idea

The main idea of a paragraph is a statement of the author's idea about the topic. A main idea statement is always a complete sentence that includes both the topic and the ideas that the author wishes to express about the topic.

9) Summarizing

Summarizing is the process of retelling the important parts of a passage in much shorter form. It is an important reading skill when they are able to summarize a passage, they can be confident that they have understood it. From the explanation above, the writer suggests that if you think in another language and translate into English, you will always have difficulty with omprehension. Understanding the words and the grammar is not enough. You need to be able to make logical connection between the ideas and information in your reading. This means using the information you already know to reach a conclusion. In other words, you need to think logically.

b. Stages in reading comprehension

Reading is an activity to communicate with the written text.

One of the reading theory based on empirical approach is skill theory, consider that ability to read is consist of inter-related reading skills. This skill consists of macro skills and micro skills that classified into based skills as follow:¹²

- 1) Deducing the meanings of words from context.
- 2) Undestanding the forms and meaning of non idiomatic phrases
- 3) Understanding sentence meaning through syntatical structures
- 4) Recognising and understanding rhetorical structures
- 5) Critical reading skills.

c. Levels of Reading Comprehension

According to Berry, there are some levels of comprehension. In this case, levels mean different depths of understanding, different analysis of what is meant. They are ¹³.

a. Literal level

The basic facts are understood of reading comprehension.

The question in literal level can be answered by reading to approach the new information of the text at glance because it is usually directly stated in the text.

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¹² Johan Glani, "Reading and translation", (Yogyakarta: pustaka pelajar, 1998), P.1-11

¹³ James Berry, "Levels of Reading Comprehension", 2005. http://www/sc4.edu

b. Inferential level

The reader is able to go beyond what is the written on the page, add but it's often implied in text.

c. Applied level

The reader is attempts to examine the message from the author and apply the message in order settings such as article, essay, report etc.

d. The strategies to comprehend the text

Teaching reading comprehension often faced many problems, it was became the fact that students dont automatically transfer the strategies they use when reading in their native language. Instead, they seem to think that reading means starting at the beginning and going word by word, stopping to look up every unknown vocabulary item, until they reach the end. When they do this, students are relying exclusively on their inguistic knwledge.

Students should know the way how they can adjust their reading behaviour to deal with a variety of situations, types of input, and reading purposes. Below are the strategies that can help students read effectively¹⁴.

¹⁴ www.readingstrategies.com

- Previewing: it means reviewing the titles of the text, section heading and photo captions to get a sense of the structure and content of a reading selection.
- 2) Preedicting: it means using knowledge of the subject matter to make predictions about content and vocabulary and check compehension. The students also can predict by using knowledge of the text type and purpose to make prediction about discourse structure then using knowledge
- 3) about author to make prdictions about writing style, vocabulary, and the content
- 4) Skimming and scanning: it means using a quick survey of the text to get the main idea, identify et struture, and confirm or question predictions.
- 5) Guessing from context: it means using prior knowledge of the subject and the ideas in the text as clues to the meanings of unknown words, instead of stopping to look them up.
- 6) Paraphrasing: it means stopping at the end oof a section to check comprehension by restating the information and ideas in the text.
- e. Teaching reading comprehension

Traditionally, the purpose learning to read in a language has been to have access to the literature written in that language. In language instruction, reading materials have been chosen from literary text that represents "higher forms of culture".

The communicative approach to language teaching has given instructors a diffferent understanding of the role of reading in the language classroom and the types of text that can be used in instruction. When the goal of instruction is communicative competence is developed. Instruction in reading and reading practice thus become essential parts of language teaching at every level¹⁵.

Therefore, nd in the matter of preenting the excellent way to teach reading, EFL teachers divide teaching reeading procedures into three stages:

- 1) Pre-reading stage: the teaacher gives to his student an explanation and information about the topic of the topic of the reading lesson. The teacher uses various ways to give the information, some these ways are:
 - a) Asking the students about the reading passage
 - b) Writing the key words of the topic on the board and explaining them to the students

¹⁵ Brown Douglas, h, "Principles of Language Learning and Teaching Forth Edition", (Longman:

Addison weasley longman, 2000), P.246

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- c) Giving simple information about the reading topic, same to the students' level. For example translate the ideaa of the topic by giving them idea in their language and culture.
- 2) While reading stage: in this stage, the reading process begins.
 This stage is dividing into three smaller stages:
 - a) the first reading proceure, it is also called reading for purpose. Therefore, reading in stage is for certain.
 - b) purpose and certain goal must be achieved by the students themselves with the guide of the teacher.
 - c) the second reading procedure, in this stage teacher and students discuss the topic of the passage. The teacher must prepare in advance a number of questions about the passage then write it on the board. The students then answer under supervision of the teacher without his hellp.
 - d) the last reading procedure, this is interactive stage, the studens interactive with the teacher and read the passage to reach the goal of making them understand and read it correctly.

B. Classical Music

1. Definition of classical music

According to Donald Jay Grout, classical music is art music produced or rooted in the traditions of western music, including both

liturgical (religious) and secular music¹⁶. The word "Classical", when used to describe a musical style, is used by popular culture to distinguish this kind of music from jazz, rock, or other contemporary styles. The word "classical" however actually is a period of time in Western Art Music that describes the music of Hadyn, Mozart and early Beethoven, as well as other composers who lived at the time.

The general time designations are Renaissance, Baroque, Classical, Romantic, and Modern. However, the term "Classical music" has come to be known as a term for a genre of music that spans the course of hundreds of years, including all the music from Palestrina to Stravinsky, to the current day. Many people are unaware that Classical music is still being composed today, although it is fair different than what was created several hundred years ago.

2. Periods of classical music

Most of people do not know which music is from which period. If they know about the characteristic of classical music for every periods, so that knowledge will help them to find the require music. According to Merrit in her book Simfoni Otak, she mentioned the appropriate classical music for learning are music from baroque, classical, romantic, and impressionist periods.

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¹⁶ Donald Jay Grout, "A History o Western Music" (W.W. Norton.1973)

Classical music of baroque period happens in 1600-1750. Baroque works convey a sense of continuity and perpetual motion, so that after the first few bars one can predict pretty well the rhytmic character of an entire movement. Music from baroque period believe as soothing music, give calm and comfort effect. The great baroque composers are Bach, Handel, Vivaldi, and Corellin.

Classical period happens in 1750-1820, mood in classical music may change gradually or suddenly, expressing conflicting surges of elation and depression. But such conflict and contrast are under the firm control of the classical composer, because of that the classical period is very effective to open creativity and recall memory. The popular classical composers are Hadyn, Mozart, and Beethoven. Romantic period happens in 1820-1900, it has individualism and unique music. Classical music in this period is feeling of reflection from the composer, so it can help you to expressing your feeling. Some of popular composers in romantic period are Brahms, Mendelssohn, and Beethoven.

Impressionist period beyond 1900-20th century, the music has flow movement so that it can take you in dream. Music in this period is better to stimulate imagination since many of changing in rhytm and very soft feeling. The famous composers in impressionist period are Debussy, Respighi, and Ravel.

In this research, the resarcher took classical music of baroque periods with Water Music composition by Handel. This composition is better to listen while we are reading because it makes concentration.

a) The Bounds of Classical Music

Classical music is a confusing term with more than one meaning. Unfortunately, most of people do not really know which music is classical music. According to Kamien there are eight bounds of classical music.

b) Classical Contrast of Mood

Mood in classical music may change gradually or suddenly, expressing conflicting surges of elation and depression. But such conflict and contrast are under the firm control of the classical composer. Great master like Hadyn, Mozart, and Beethoven were able to impart unity and logic to music of wide emotional range.

c) Classical Rhytm

The classical style includes unexpected pauses, syncopations, and frequent changes from long notes to shorter ones. And the change from one pattern of note-lenghts to another may be either sudden or gradual.

d) Classical Texture

Classical music is basically homophonic. However, texture is treated as flexibly as rhytm. Pieces shift smoothly or suddenly from one texture to another. A work may begin

homo phonically with a melody and simple accompaniment, but then tension and excitementare created by a change to a more complex polyphonic texure that features two simultaneous melodies or melodic fragments imitated among the various instrument.

e) Classical Melody

Classical melodies are among the most tuneful and easy to remember. The themes of even highly sophiscated compositions may have a folk or popular flavor. Ocassionally, composers simply borrowed popular tunes (Mozart did, in his vocations on "Twinkle, Twinkle, Little Starss" which he knew as the French song Aah, vousdirai-je, maman).

f) Classical Dynmics and the Piano

The classical desire for gradual dynamic change led to the replacement of the harpsichord by the piano. By varying the finger pressure on the keys, a pianist can play more loudly or softly.

g) The End of The Basso Continuo

The basso continuo obsolete because more and more music was written for amateurs, who could not master the difficult art of improvising from a figured bass. Also, classical composers wanted more control, they preferred to specify an

accompaniment rather than to trust the judgment of improvisers.

h) The Classical Orchestra

Each section of the classical orchestra had a special role. The strings were the most important section with the first violins taking the melody most of the time, and the lower strings of providing an acompaniment.

i) Classical Form

Instrument works of the clasical period usually consist of several movements that contrast in tempo and character as follows:

- 1. fast movement
- 2. slow movement
- dance-related movement and
- 4. fast movement.

Classical symphonies and string quartets usually fellow this four-movement pattern, while classical sonatas may consist of two, three, or four movements.

3. The Effect of Classical Music

According to neuropsychological research¹⁷, when an individual listens to music, the brain processes the lyrics and melodies

¹⁷ Besson, Faita, Peretz, Bonnel, & Requin, (1998).

independently. This lends support to the notion that not only are these two types of listening competitive functions, but they are likely to complete with additional demands on brain, such as those posed by studying. Similarity, the limited capacity model has been cited as a framework to explain the negative effects of competitive tasks on concentration. Proponents of the limited capacity model argue that draw on inherently limited cognitive resources will work to the detriment of one or both. Pool et al. argued that attempting to accomplish two tasks simultaneously exceeds a person's capacity for attention, while others contended that the decisive factor is not whether the cognitive capacity is exceeded, but rather that performance declines when both tasks involve processing the same types of information¹⁸.

The New Scientist reported that there is evidence that listening to Mozart improves memory and learning. The University of Southern California looked at research into classical music and learning and found that having classical music playing in the background at lectures or while studying create a heightened emotional state that makes you absorb information better. Mozart's music is claimed to have patterns that are similar to the rhythmic cycles in our brains.

¹⁸ Boure, Duncan, & Nimmo-Smith, (1996)

Clinical experiments with Alzheimer's disease patients and epileptic patients showed playing Mozart had a positive effect, respectively, on cognitive function and on calming the brain's electric activity that triggers seizures. Not all classical music was created equal, and while Bach and Handel produced some glorious music, Mozart had a keen eye on what would be popular and composed accordingly. It seems the greatest impact that this type of music has on the brain is its ability to influence moods. Appreciating music can have various effects on the mind, from a calming effect to an energizing effect.

According to Brooke Nelson classical music is more than just pleasant background noise; it may actually make you heallthier. Here's how Mozart and Vivaldi could help you become smarter, healthier, and even get a good night's rest.

a. Brainpower Boost

In 2001, subjects who listened to Mozart's sonata for just 10 minutes disppplayed IQ scores that were nearly 10 points higher after the study than before. Researchers explained that classical music is believed to enhance the brain's spatial temporal reasoning, or the cognitive understanding of how item or pieces can fit into a space.

True, the "Mozart Effect" is controversial. Others are skeptical of these findings, citing the need to conciously appreciate the music to reap its benefits. Still, it can't hurt to switch on a little baroue music during your daily commute.

b. Sharp memory

In a study published in *Learning and Individual Differences*, one group of students listened to a one-hour lecture where classical music was played in the background, and the other group heard the lecture with no music. Those in the first group scored significantly higher on a quiz than the second group.

c. Can improve productivity on repetitive tasks

Workers an assembly lines or quality-control operators need to stay focused on their work even though what they're doing is not necessarily inherently interesting, and attention typically fades over time. Upbeat music has been shown to improve efficiency and accuracy in these situations. Interestingly, this works est if the music is not played constantly, but if it's introduced periodically at intervals when normal attention is likely to wane.

In these situations, music can make the task seem less boring, and it can also increase arousal and alertness. Studies supporting this conclusion have recommended that music without lyrics be used; or that if music with words is used, the words should either be familiar or boring.

d. Can give you a motivational jump start before you start on both cognitive tasks and those requiring creativity.

Up-tempo, pleasing music can boost your mood and be motivational. For example, in a cross-cultural study, Canadian undergraduates performed better on an IQ test after listening to an upbeat selection by Mozart than after a slow, minor-key piece by Albinoni.

And Japanese children spent longer producing drawings and drew more creatively after listening to familiar children's songs that they liked than after listening to unfamiliar classical music.

e. Relaxing, repetitive, low-information-load,background music can enhance performance on some cognitive tasks.

One study used a highly repetitive synthesizer piece with a narrow tonall range and compared it to a "dissonant, rhythmically varied and highly dynamic piece" (and to silence) as background while high school students were reading.

Reading scores were significantly higher in the low-information-load music conditions. A similar study looked at the effect of Koan music, which consists of free-flowing.

f. Typical popular music usually interferes with complex tasks and reading comprehension.

Particularly when the music has lyrics, most popular music introduces a multitasking situation that interferes with reading comprehension and information processing.

Several studies have shown this (e.g., 5,6,7). One study did show, however, that playing quiet classical music during a recorded lecture improved learning from the lecture, perhaps because it made the learning situation more palatable or enjoyable or helped people retain focus without introducing distraction.

C. Mozart music

a) Definition of Mozart music

Mozart is music, like Haydn's, stand as an archetypal example of the classical style. His works spanned the period during which that style transformed from one exemplified by the style gallant to the one that began to incorporate some of the contrapuntal complexities of the late Baroque, complexities against which the gallant style had been a reaction. Mozart is own stylistic development closely palled the development of the classical style as a whole. In addition, he was a versatile composer and wrote in almost every major genre, including symphony, Opera, the solo concerto, chamber music including string quarter and string quintet, and the piano sonata¹⁹.

b) The effect of Mozart music

According Ivanov, the term Mozart Effect (ME) was originally associated with the temporary enhancement of spatial-

¹⁹ On Defining Music (Forthcoming the Monist)

temporal reasoning abilites immediately after listening to a piece of music by Mozart²⁰. However, through a process of conflation, and frequently, misrepresentation, it has become more widely used to represent links between listening to music and performance in any type of academic test. Having found correlational, historical and anecdotal evidence for relationships between music cognition and other higher brain functions, according to Rauscher et al, st out to demonstrate a link between music cognition and cognitions pertaining to abstract operations such as mathematical or spatial reasoning²¹. The subjects of the initial 1993 study were 36 college students who were given three sets of standart IQ spatial reasoning tasks from the Standart-Binet intelligence scale following three different conditions: these were 10 minutes of (1) listening to Mozart's Sonata for two Pianos in D Major, k448; (2) listening to a relaxation tapee; or (3) silence.

D. Response

According to Susanto that response is a reaction, meaning acceptance or rejection, and indifference to what is communicated by the communicator in his message. Responses can be divided into opinions and

²⁰ V. Ivanov and Geake, J "The Mozart Effect and Primary School Children" (Psychology of music 23, 2003), 405-413

²¹ Rauscher F, Shaw, G, and Ky, K. "Music and Spatial Task Performance" (Nature 365) 611

attitude, where opinion is an open answer (overt response) to an issue expressed with spoken words or written. While attitude is a closed reaction (convert response) emotional and personal, is a tendency to react which is very positive or negative to certain people, objects, or situations.²² Harvey and Smith define that response is a form of readiness in determining good attitude in positive or negative to an object or situation.²³ This definition indicates the existence. The division of response by Ahmadi is detailed as follows:²⁴

1. Positive response

A form of response, action, or attitude that shows, accepts, acknowledges, approves, and perform the norms applicable where the individual is located.

2. Negative response

A form of response, action, or attitude that indicates or shows rejection or dissapproval of the applicable norms applicable where the individual is located.

Student response is a social reaction done by students in responding to the influence or stimuli in itself from repetition situations done by others, such as the act of repetition of teachers in the learning process or from

²³ Harvey and Smith (2009). "Educational Psychology, Theory and Practice". Oxford: Elsevier Science.pp 67

²² Susanto, 1998. "Psikologi Pendidikan", Bandung: PT. Remaja Rosda Karya, 140.

²⁴ Ahmadi Wirawan Sarwono. 1991. *Psikologi Rrmaja Jakarta*: Rajawali Press.

social phenome around the school. In this case the response in the intention is the reaction and student responsiveness to the process of learning English using classical music. According to Marsiyah "to know the response of a person to something can be through a questionnaire and interviews generally ask for information about the facts known by the respondent/also about his opinion or attitude.²⁵ So in this study student response is defined as the response of student at the time of teaching and learning activities take place. As for student responses that will be described are as follows:

- a. Student response to teaching and learning process using classical music
- b. Students' responses to the English language after following the learning of English by using classical music.

E. Previous studies

In this research study, researcher described some previous study which are relevant to this research. First, the research entitled "Improving Students Reading Comprehension of Narrative Text through Suggestopedia Method" it was done by Siti Djuhariah, Clarry Sada, and Dewi Novita ²⁶. The purpose of this research is to investigating the

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²⁵ Marsiya Asrina, "Respon Siswa Terhadap Pembelajaran Bahasa Indonesia dengan MetodeLearning by Doing" (Makassar: University of Muhammadiya) 122

²⁶ Sity Djuhariah, Clarry Sada and Dewi Novita "Improving Students' Reading Comprehension of Narrative Text through Suggesstopedia Method"

improvement of students' ability of reading comprehension of narrative text using the suggestpedia method. The subject of this research was 40 students of the eleventh grade of SMA Bhayangkara Sungai Raya. The reearcher applied classroom action research which has conducted into two cycles.

Based on the purpose of previous study above, the researcher find the differencess between the previous study and this study. The differencess is about research design, the previous study using classroom action research to collect the data and for this study the researcher usingg experimental method to collect the data. And also differencess about the purpose of both study, in previous study the purpose is to improving students reading compehension using suggestopedia method, and the purpose of this study is to now the effect of classical music on students' reading comprehension.

Second, the research entitled "Effectiveness of Classical Music as Background in the Story Video Comprehension Strategy among Students with Multiple Intelligence" it was done by Adelfa C. Silor²⁷. The purpose of this research is to investigate the effectiveness of classical music as background in reading story video using headset in improving comprehension of students with multiple intelligence. The results show

Adelfa C. Silor "Effectiveness of Classical Music as Bacground in the Story Video Comprehension Strategy among Students with Multiple Intelligence"

that students who read the stories and answered the comprehension examination with the use of classical music as background in the story video, got higher scores compared to the results of students taking the comprehension test without the background of classical music. Based on findings revealed that students with multiple intelligence in music could really comprehend effectively once there is classical background music in the story video presentation with the used of headset while reading the story and analyzing the context.

The research study above, to analyzed the effectiveness of classical music as background, and for own researcher to knowing the effect of classical music on reading comprehension. There are many differences between the research study above with own researcher. The effect and the effectiveness is two things that bery different, so, the research study very different with own researcher.

Third, the research entitled "The Effect of Classical Music on the Reading Comprehension of Iranian Students" it was done by Nasser Rashidi²⁸. The purpose of this research is to investigate the effect of classical music (Mozart Sonata) on the reading comprehension performance of two groups of Iranian students in an English institute in Iran. To this end, the study compared two groups of Iranian students (N=60) over a period of three months: one was taught reading

²⁸Nasser Rashidi. "The Effect of Classical Music on the Reading Comprehension of Iranian Students"

comprehension with a music background and the other with no music background what's ever. The results of the study showed a significant difference between the performance of the group exposed to music and the performance of the other group not exposed to music.

Based on explanation above, the research study with own research has similarity, there is has same title and some subject in research study. There is also the differencess, such as the method of this research study with own researcher, the research study above used experimental method for collecting the data and for own researcher, using mixed method like qualitative and quantitative methods to collecting the data. But same found the effect of classical music.

Fourth, the research entitled "The Effect of Classical Music on Painting Quality, Attitude and Behavior for Students with Severe Intellectual Disabilities" it was done by Jane Riddoch²⁹. The purpose of this research study was to investigate the effectiveness of a new Pictorial and Musical Visual Arts Program for students with severe intellectual disabilities. In Particular, to learn whether the addition of classical music as background helped students improve the quality of their abstract paintings, attitudes and behavior in class. The result for students with severe intellectual disabilityy is listed.

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²⁹Jane Riddoch. "The Effect of Classical Music on Painting Quality, Attitude and Behaviour for Students with Severe Intelectual Disabilities"

The research study above, to investigated the effect of classical music for different focus with own research. The research study above focus on painting quality, attitude and behaviour for students dissabilities and for own research the subject is student not dissabilities. There are many differencess, such as to collecting the data, subject of study, and then the focus of research study.

Fifth, the research entitled "The Effects of Classical Music on Spatial Intelligence" it was done by Jonald L. Pimentel, Ivan Rey T. Romualdo³⁰. The purpose of this research was to examine the effect of classical music on the spatial intelligence in college students. Standard Progressive Matrices (SPM), a 60-,tem spatial intelligence test was employed to measure the level of spatial intelligence. The experiment consisted of two sessions. The result of this research study showed that classical music has a highly significant effect on the level of spatial intelligence of the participants.

There are differencess between the previous studies and own researcher. Previous study focus on the effect of classical music on spatial intelligence and then for own researcher focus on effect classical music on students reading comprehension. Previous studies used the experimental method to collecting the data and for own researcher using mixed methods such as qualitative and quantitative method. And the purpose of this

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³⁰ Jonald L. Pimentel, Ivan Rey T. Romualdo. "The effects of classical music on spatial intelligence"

previous study is to examine what is effect of classical music has a highly significant for spatial intelligence



CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the research design, research variable, population and samples, setting, research procedure, instruments, hypothesis and procedures of data collection with presents the statistic formula. Each of them will be discussed separately in the following separately.

A. Research Design

This study was conducted by using quasi experimental design, exactly nonequivalent control group Design that the sample was chosen purposively. In this method, there are two classes, which are experiment class and control class. In the experiment class, be conducted as well as pretest and posttest with treatment, and the control class only get the pretest and posttest. The method used in this research is Quasi-Experimental, exactly Non-equivalent control group design.

In this situation, both of group in experimental design not chose random. The researcher already chose two classes that redict have same situation and condition and also the class already suggestion from the teacher english course. They were 7B and 7C. The following table provide information of how this research turn.

	Experimental group	Control group
Pre-test	Yes	Yes
Treatment	Applying classical music in	Applying conventional

1	reading narrative text (method
	teaching definition of	
	narative text)	
2	Applying classical music in	Applying conventional
	reading narrative text	method
	(teaching the generic	
	structure)	
3	Applying classical music in	Applying conventional
	reading narrative text	method
	(teaching the language	
	features)	
Post-test	Yes	Yes

B. Research variable

According to Sugiono, variable is any entity of researcher determinant to be study in order to gain the information then concluding³¹. It means that variable can be defined as phenomenon that becomes the object of the observation research. There were two variable examine in this research.

³¹ Sugiyono, Metode Penelitian Pendidikan......60

1. Independent variable

Independent variable means the variable that depends on other unaffected by the other variables that the researcher trying to measure. The independent variable in this study is "the implementation of classical music" in teaching learning process of reading narrative text to the seventh grade students of SMP Wachid Hasyim 4 Surabaya.

2. Dependent variable

Dependent variable means the variable that depends on other factors that are measured. These variables are expected to change as a result of an experimental manipulation of the independent variable. The dependent variable of this study is "teaching learning process of reading narrative text" of the seventh grade students of SMP Wachid Hasyim 4 Surabaya.

C. Setting of Research

The setting of the study was in seventh grade of SMP Wachid Hasyim 4 Surabaya. In seventh grade, there were four classes; 7A – 7C. The number of the students from both classes are 90 students, every class had 30 students. The researcher took two classes as the sample by the suggestion of English course teacher. The researcher choose 7B to be the experimental group and took a treatment. The researcher choose 7C as the control group which is taught using the conventional method.

This location of SMP Wachid Hasyim 4 Surabaya on Kawatan street 17-22 Surabaya. In adition, the time seting consists of locations time for pre-tes, treatment that give to examine the treatment effect and post-test, and then this study was implemented in six times meeting.

D. Population and Sample

1. Population

The population of this research study was seventh grade students at SMP Wachid Hasyim 4 Surabaya. The seventh grade consists of 90 students that are divided into three classes.

2. Sample

The researcher takes two classes for this study. The sample of this study is for about 60 students from 2 classes of SMP Wachid Hasyim 4 Surabaya. The researcher takes two classes which have an equal English score as the sample, and then being divided into two groups (control group and experimental group) to examine the treatment effects. First, class will be an experimental group and second class is control group. The researcher hopes that the sample can be representative sample for all second year students in SMP Wachid Hasyim 4 Surabaya in the use of classical music to know the effect of classical music in students' reading comprehension.

E. Research Procedure

The data type of this research is quantitative data. Meanwhile, the quantitative data is obtained from pre-test and post-test result of students

score between the students who are taught using classical music and the students who are taught using conventional teaching media. The researcher conduct three steps of the quantitative method. Those steps are:

a. Pre-test

After getting classes, it is divided into two groups; one as experiment class was taught by implementing of classical music in teaching reading to improve students' reading comprehension. And then one class as control group which accepting no treatment in teaching reading. The purpose of this test was to know the effect of students reading comprehension in using classical music.

b. Treatment

After doing pre-test in both control group and experimental group, experiment group is held by giving treatment through using classical music in reading classroom activity. During the experiment session, the experimental group will be given classical music during their reading activity. The control group will be given treatment using conventional teaching strategy. The researcher give some knowledge about narrative text and then gives students' reading project using worksheet paper that will has been provided. The treatment will be given until 3 times.

c. Post-test

After giving the treatment, post-test gives to the students both control group and experimental group. It aim to know whether the effect of classical music.

F. Data collection technique

The technique of collecting the data by conduct the test before (pre-test) and after (post-test) the treatment. The time for collect data in six times. The activity that used pre test at the first meeting, then the researcher applied treatment in every class both of experimental class and control class. There were three times treatments that used in this research. Then, the last activity is post test.

The test gave before and after the treatment to measure the used of classical music in students' reading comprehension. Then, the researcher also distributed questionnaire, distributing questionnaire to know the students' responsess of classical music during the learning reading.

G. Research instruments

a. Test

Test is a set of question and exercises to measure the achievment or capacity of the individual or group³². The researcher conducted multiple choice test. then, researcher will analyze the

³² Addison Wesley Longman, *Teaching by Principle: An Interactive Approach to language Pedagogy*, (New York: A Person Education Company, 2001), 2nd Ed, P. 384

result of the test and then, give a score. The test conducted both of control group and experimental group.

In this study, the researcher used multiple choice pairing questions to obtain the score of reading comprehension, there are 5 items of multiple choice about narrative text. The pre-test intend to see the prior knowledge of the students in reading before give treatment while the post-test was administer to know the effect after giving treatment.

b. Questionaire

Questionnaire is a set for obtaining information after the treatment to measure the students responses. In this research the researcher used close questionnaire. Close questionnaire structure the answer allowing only anwers which fit into categories that have decide in advance by the researcher. The researcher used a close questionnaire after giving the treatment to measure the students responses during learning process by using classical music.

H. Data and source of data

The data of this study is the students' pre-test and post-test score from both group experimental group and control group. The source of data for this study is taken from the seventh grade students' of SMP Wachid Hasyim 4 Surabaya.

I. Data analysis technique

After collecting the data from the treatment of experimental group and control group. In this study, data obtain from research subject score to show whether the effect of teaching reading using classical music and teaching reading with conventional technique. The researcher tried to found out the diffrences score between experimental group and control group. The researcher analyzed the data by using statistical calculation with SPSS 20.0 to find out whether the average or mean score on pre-test and post-test. The result of data be analyzed the significance difference between the result of the pre test and post test. There are 5 types to analyze data:

a. Finding the mean score

To analyze the data, the researcher compared the score of both experimental group and control group. It was useful to prove statistifically whether there any difference between the students' score of the control group and the scores of the experimental group. To count pre-test and post-tesy score result, the beginning step arrange the score into a table for both control group and experimental group and count each average score or mean from each classes³³.

b. Normality Test

³³ M. Subana, "Statistik Pendidikan (Statistic in Education). (Bandung: Pustaka Setia, 2000),p.131

Data that be take by the researcher have test first to determine the characteristic of the data. A type of data test that carry for this research was normality test. This test use to find out whether the data has a normal distribution or not.

If the data has normal distribution. It means that the data be representative of the population and the data can be calculated use parametric statistic which usually use independent sample T-test. If the data has no normal distribution, the data can be calculate use non parametric statistic which usually using Mann Whitney U test.

c. Homogeneity test

The test was used to test whether the distribution of the data is homogeneous of not by compare the two variances. The homogeneity intended to test the equality of variance of dependent variable of this study. In this study, the researcher use Levene's Test, which is simply one way analysis of variance on the absolute deviation of each score from the mean for the group 34 . If the significance value on the Levene's Test is more than α =0,05 then the variance of the variables are homogeneous.

d. Hypothesis Test

After find out the result of normality test and homogeneity test, the researcher calculated the data to test the hypothesis. When the

³⁴ Duncan Cramer, "Advanced Quantitative Data Analysis", (Philadelphia: Open University Press, 2003),p.149

data has normal distribution and homogeneous, the data calculate used independent sample T-test, but when the data has not normal distribution although it is homogeneous, the independent sample T-test cannot be continue.

For alternative calculation, the researcher use it with Mann Whitne U test to find out the significance different of the data that has collect for the research. Mann Whitney U test is a non-parametric statisstical technique. It can be used in place of a t-test for independent samples in cases where the values within the sample do not follow the normal or t-distribution but also when the distribution of values is unknown. The Mann Whitney U is also use to test the null hypothesis, subject to both samples come from the basic set or have the same median value³⁵. In doing the analysis of the test above, such as finding the mean score, normality test, homogeneity test and hypothesis test, the researcher used SPSS 20.0 for Windows.

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³⁵ Zivorad M Milenovic, "Application of Mann-Whitney U in Research of Proffesional Training of Primary School Teacher", (Metodicki obzori: Original Scientific Article vol,6(1),2010),p.73

CHAPTER IV

RESULT AND DISCUSSION

Chapter presents the research findings and the discussion based on the analysis of the data collected from the using classical music in students' reading comprehension at SMP Wachid Hasyim 4 Surabaya. Related to the research findings, it was seen from the score between control class and experimental class that has differences in pre-test and post-test. The data were analyzed using SPSS 20.0.

A. Research Findings

Findings of the study deal with the presentation rate of the students' score obtained from the test to find the mean score, normality test, homogeneity test and hypothesis of the test. Based on the problem and objective this study, this research used quasi experimental design to know the effect of classical music in students' reading comprehension for seventh grade at SMP Wachid Hasyim 4 Surabaya.

There are two classes which are used as the subjects of this study. The first class is 7B as the experimental group and the second class is 7C as the control group. The experimental group is taught by using classical music especially mozart music and control group is taught a conventional technique without treatment.

The material of this research is narrative text. In this research, researcher is conducted test to get the score or value of students' reading comprehension. There are two types that was taught for students, there are

pre test (the test before giving the treatment) and also post test (the test after giving the treatment for experimental group). After implementation pre-test and post-test, the researcher conducted the score both of group; experimental group and control group, and then the researcher found the mean from the data.

In this research, the researcher used SPSS 20.0 to calculating average score from both of group; experimental group and control group. The result from the data analysis using $Mann\ Whitney\ U$ test, the data is compared from the result of pre-test and post-test of experimental and control group. In analyzing the data, for the first must to find the Mean score, Normality Test, Homogeneity Test and the last one is $Mann\ Whitney\ U$ Test.

1. The effect of classical music on students' reading comprehension.

a. Finding mean score

Before finding the main score. There are many types to analyze the data, such as finding the mean score, normality, homogeneity and whitney U test.

In this group which is calculated were mean (average value), standart deviation, maximum and minimum. Standar deviation showed the heterogeneity that happened in a data that is studying. It can be said, if the value of the standart deviation is greater, then the average of each unit of data to the mean is also great. The maximum

showed the highest value of all variables. The minimum showed the lowest value of all variables. Mean (average value).

1) Data Pre-test score of Control Class.

This score was the sample from Control group and experimental group. The researcher also explained the frequency distribution of pre test score from Control group and experimental group (see the table 4.1 below).

Table 4.1 Frequency Distribution Pre-test score of Control group and Experimental group.

Group	Experimental	Control
Nilai	30	30
Min <mark>im</mark> um	100	80
Maximum	20	20
Mean	54.66	51.66
Standart	17.367	16.206
deviation		

Based on the table above, the result of experimental group and control group for pre test is:

a. From the frequency distribution of experimental group Pre test score, we can found the minimum score is 20 and the maximum score is 100. We can get the mean score is 54.66 from the Pre test in experimental group.

- b. From the frequency distribution of control group Pre test score,
 we can found the minimum score is 20 and the maximum score
 is 80. We can get the mean score is 51.66 from the Pre test in control group.
- 2) Data Post-test score of Control group.

This score was the sample from Control group and experimental group. The researcher also explained the frequency distribution of pre test score from Control group and experimental group (see the table 4.1 below).

Table 4.2 Frequency Distribution Post-test score of Control group and Experimental group.

Group	Experim <mark>en</mark> tal	Control
Nilai	30	30
Minimum	40	40
Maximum	100	80
Mean	69.33	64.33
Standart	15.522	16.386
deviation		

Based on the table above, the result of experimental group and control group for pre test is:

a. From the frequency distribution of experimental group Post test score, we can found the minimum score is 40 and the maximum score is 100. We can get the mean score is 69.33 from the Pre test in experimental group.

b. From the frequency distribution of control group Pre test score, we can found the minimum score is 400 and the maximum score is 80. We can get the mean score is 64.33 from the Pre test in control group.

b.Normality Test

This test is done to determine whether the data is normal or not. If the result of the data is normally distributed, then one of the requirements to use parametric statistical analysis has been fulfilled.

Procedure of the test is performed by kolmogrov-smirnov test with the following conditions:

Hypothesis that used:

H0: residual spread normally

H1: residual not normally.

If the value of **sig.** (p-value) 0,05 so, H0 is accepted, it means normality is fulfilled.

Table 4.3, the result of normality test

Tuble 1.5, the re	bait of no	imanty test	
Group	Asymp.Sig.	α	
		(2-tailed)	
	Before	0.075	0,05
Experimental	After	0.042	0,05
	Before	0.082	0,05
Control	After	0.021	0,05

Based on the result of normality test *Kolmogorov-Smirnov* by using SPSS. shows significant value from pre test and post test of control group and eksperimental group is (p<0,05) so from the result distribution of the data is not normal. Then the calculation has done by wilcoxon test.

T-test used to know the differences between score of pre-test and post-test. The researcher used wilcoxon test because score of pre test and post test are assumsed as not independent.

Research hypothesis:

- H0 ': the average of pre test and post test have no significant differences.
- H1: the average of pre test and post test have significant differences.

Basis of decision making by using comparison between t arithmetic with Z table. If Z arithmetic > Z table or -Z arithmetic < -Z table it means they have significant differences or it means H_0 was rejected and H_1 was received. While, Z arithmetic < Z table or -Z

arithmetic > -Z table it means there is no significant differences or it means H_0 is received and H_1 is rejected.

Table 4.4, the result of wilcoxon test in experimental group.

			Z			
		Std.	arithm		Z	explana
	Mean	Deviation	etic	Sig.	table	tion
Pre-	54.667	17 367				signific
test	J 4 .007	17.307	-3.185	0.001	1.96	ant
Post-	69 333	15.522				
test	07.333	13.322				

Based on the result above, obtained the score of pre test and post test from experimental group there is significant differences. Of the 30 students were found the mean is 54.667 and after giving treatment the score of mean is 69.333. The result of wilcoxon test after giving the treatment, score of sig. is 0.001 < 0.05 and score of Z arithmetic is 3.185 > 1.96 so it can be concluded H_0 is rejected or there is a difference between score of pre-test dan post-test in eksperimental group.

Table 4.5, the result of wilcoxon test in control group.

			Z			
		Std.	arithme		Z	explana
	Mean	Deviation	tic	Sig.	table	tion
Pre- test	51 667	16.206				signific
	51.007	10.200	-3.467	0.001	1.96	ant
Post- test	64.333	16.386				
test	01.000	10.200				

Based on the result above, obtained the score of pre test and post test from control group there is significant differences. Of the 30 students were found the mean is 51.667 and after giving treatment the score of mean is 64.333. The result of wilcoxon test after giving the treatment, score of sig. is 0.001 < 0.05 and score of Z arithmetic is -3.467 > 1.96 so it can be concluded H_0 is rejected or there is a difference between score of pre-test dan post-test in eksperimental group.

c. Homogeneity Test

Based on the calculating above, the result of homogeneity test cannot procedeed because the result that is not normal. So, to continue it, the researcher used Mann Whitney U Test.

d. Mann Whitney U test.

The researcher using Mann Whitney U Test because the result is not normal, if the result of data has normal distribution, the researcher using t-test. In this test, the score of pre-test from

both of group 7B and 7C was compared. The result of statistical calculation is presented in the table below.

Table 4.6, the result of Mann Whitney U Test

				Z			
				arith		Z	explanat
	Group	N	Mean	metic	Sig.	table	ion
		00					No
Pre-				-			significa
test	Control	30	51.667	0.552	0.581	1.96	nt
	Experimental	30	54.667				
			A .				No
Post		/ -					significa
-test	Control	30	64.333	0.080	0.936	1.96	nt
	Experimental	30	69.333			*	

Based on the table above, obtained the result of mann whitney U test is:

- a. Based on the result of comparison between score of control and eksperimental in pre test obtained score of Z arithmatic is 0.552 with the score of sig. is 0.581, because score of Z arithmatic < Z table or 0.552 < 1.96 and score of sig. (0.581) > 0.05 (α = 5%), so H₀ is received, it means there is no significant differences between control group and eksperimental group in pre-test.
- b. Based on the result of comparison between score of control and eksperimental in post test obtained score of Z arithmatic is 0.080 with the score of sig. is 0.936, because score of Z arithmatic < Z table or 0.552 < 1.96 and score of sig. (0.936) > 0.05 ($\alpha = 5\%$), so H₀ His received, it means there is no

significant differences between control group and eksperimental group in pre-test.

e. Hypothesis

Based on explanation above, it can be concluded that the hypothesis H_0 was received. It means that the use of classical music in learning narrative text in reading has effect in improving students' reading comprehension. and score.

B). The Students Responses towards the use of classical music during teaching reading comprehension.

In this study, the researcher want to know the responses of students about the teaching of reading by using classical music.

The results have been presented in table as below:

Table 4.7, Questionaire result.

Total	115	97	91
10	11	9	10
9	15	4	11
8	3	24	3
7	17	3	10
6	15	4	11
5	4	16	10
4	10	16	4
3	10	5	15
2	15	9	9
1	15	7	8
Statement	Agree	Agree	Disagree
	Strongly		

Based on result above, there were students said they were enjoy when their reading activities accompanied by using classical music. It can be concluded that they can do the task well because classical music give positive effect for them. They said learning reading by using classical music is very interesting, they also entuastic because learning by using classical music is something new for them.

There were students said they are feel enjoy when their doing reading activities accompanied by using classical music. Finally, most of students said that it is important to use classical music as teaching strategy especially in teaching learning reading skill. There are benefit between using classical music and students' reading comprehension. First, they said they more enjoy and relax to reading text. Maybe classical music not really familiar for them but classical music has a formula to provide feel enjoy and relax to the listener.

Second, they said they can more understand the meaning of the text, because classical music has also the formula that can the listeners or students' be more concentration. So, they can do the task as well. Third, they said they are very interesting because they can learning in different situation in the classroom, Because, learning reading by using classical music is new something for them.

B. Discussion

a. The Effect of Classical Music on students Reading Comprehension.

The researcher was intended to know the effect of classical music in students' reading comprehension of the seven grade of SMP Wachid Hasyim 4 Surabaya. Classical Music was one of reading strategy that could guide students to read the text. They will be bored when they just read the text without listening to the music. Analysis of the mean score gap in the post-test between the Experimental and Control ensures in students value. The explanation of the gap between the two classes indicated that, classical music has positive effect for students' reading comprehension.

As the finding of the study, there significant differences of students' score improvement between control class and experimental class. Based on pre test score of control group is 51.667 and score of experimental is 54.667, there is no significant differences in reading skill. Then, based on post test score that was after treatment, control class (64.333) and experimental class (69.333). There is no significant difference between control class and experimental class, but there is still differences. It means, in this study using classical music on students' reading comprehension has effect to improve their reading skill and score. As stated by Nasher Rashidi the group taught reading comprehension with music out performed than other group taught

without music ³⁶. It means classical music has effect to improve students reading skill and also the effective tool to improve it.

According to the Bygrave³⁷, children who listened to music had significant improvements in learning new words and adds that music may be an effective learning medium for aspects of language development, especially students with reading problem. It means classical music is one of the tool that is effective to improve students reading skill. English teachers can use of music as an facilitate to students' language learning (reading comprehension, in particular). Practically, applying music to all the teaching sections of a language class session may not be possible, but applying it to the reading comprehension section would be beneficial (as the results of the present study showed), and can bring variety to the language class as well.

According to Giles³⁸, the important thing to remember is that most kids function very well with music in the background, and that the right music at the right time can make them less stressed, more relaxed, happier and more productive. It means classical music can

³⁶ Nasher Rashidi, Thesis: "The Effect of Classical Music on the Reading Comprehension of Iranian students".

³⁷ Bygrave, P. Development of Receptive Vocabulary Skills through Exposure to Music. (Bulletin of the Council for Research in Music Education, 127, 1995). P. 34-38.

³⁸ Giles, M, M. A little background music please. (Principal, 7 (12) 1991), P 41-44

make students more relax, if students feel relax they can more concentrate to doing the task and also more productive. In this study, students has great score after done the treatment, it means students more relax and concentrate when doing the task.

b. The Students responses towards the use of classical music during teaching Reading Comprehension.

In this study, the researcher also want to know the students responses of learning reading by using classical music. Therefore, the researcher distributing questionnaire for students in the last session of this research. According to the Moon, if they are happy and secure, they are more likely to enjoy and benefit from their language learning³⁹. It means that one important thing that should be considered when teaching young learners is keeping their feeling.

Based on finding, the result by questionnaire in experimental class showed 50% students said they are feel enjoy when their reading activities accompanied by using classical music. 33.3% students said they are feel motivated when their reading activities accompanied by using classical music. 33.3% students said they are feel uptight when their reading activities accompanied by using classical music. 13.3% students said they are feel relax when their reading activities

³⁹ Moon, "Children Learning English". Macmilan Heinemann English Language Teaching (Oxford 2000).

accompanied by using classical music. 50% students said they has ability to read english text reading accompanied by classical music. 56.6% students said English text is a very fun activity to do if accompanied by classical music. 10% students said they are feel anxious when their reading activities accompanied by classical music. 50% students said reading activities accompanied by classical music or without classical music are the same. 36.6% students said under pressure read English texts by classical music, it means that the students were enthusiast, happy and motivated toward using classical music on students' reading comprehension, students felt enjoy when doing the task because classical music suggested them, so they are not feel bored.

Therefore, the use of classical music could help student to enjoy and convinient when they read the text. Besides, clasical music also helped students to remember that information in the text. According to Darmansyah⁴⁰, music can change the minds of people who think learning is boring. It means by using classical music, learning will be more fun and enjoy (see appendix 8). Music also provide relaxed atmosphere to the listener. Moods have a meaningful effect on the achievment of the learning out comes of comfortable feelings and relax opens opportunities for the brain to work lightly.

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⁴⁰ Darmansyah, *Psychological responses to music*, (Handbook of Music Psychology,1980) P. 393-400

From those explanations, the researcher concluded using classical music on students' reading comprehension is running well



CHAPTER V

CONCLUSION

In this chapter, the researcher presents the final conclusion of the research. It also for answering the problem for questions in the first chapter.

A. The conclusion

Based on the finding and discussion in previous chapter. The objectives of this study is to know what the effect of classical music in students' reading comprehension and to know students' responses during learning reading by using classical music to the seven grade of SMP Wachid Hasyim 4 Surabaya.

1. The Effect of Classical Music on Students Reading Comprehension.

This research was conducted to know the effect of classical music on students' reading comprehension at SMP Wachid Hasyim 4 Surabaya. We can see the result of pre test and post test. It can be concluded that the implementation of classical music on students' reading comprehension has positive effect. It can be seen from the finding in chapter 4, the students' reading score from experimental group has no significant different than control group, but there is still differences.

2. Students responses towards the use of classical music during teaching of Reading Comprehension.

To answer the second research question "What the Students responses towards the use of classical music during teaching Reading Comprehension", we can see the result of questionnaire analysis in the chapter 4. It can be concluded that the students' responses toward using classical music in reading narrative text has positive response.

Students showed positive responses such as: enjoy, motivated, relax, students said they has ability to read english text, very fun activity. Students gave positive opinions toward the implementation of classical music and hoped the implementation of classical music can be alternative media in writing task

B. Suggestion

Based on the result of the research finding, the researcher would like to give some suggestion:

- a. The teacher should find out the effective technique in teaching reading comprehension because many of them think that reading is borring activity.
- b. The students should be good learners; they should involve themselves in the classroom and pay attention to their teacher.

- c. The teacher should use many alternative techniques in teaching English especially in reading comprehension so that they can be an easy in understanding the material.
- d. For the further researcher is to develop this study by adding others variable.



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