



# The Use of Music Background in Teaching Reading Comprehension for Negative and Positive Students' Perception

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### Article Info

Article History:  
 Received 20 May 2019  
 Accepted 1 August 2019  
 Published 23 December 2019

Keywords:  
 Learning Style, Music Background, Students' Perception, Reading Comprehension.

### Abstract

Reading is a kind of activity to transfer the information and to comprehend the writer's ideas by the learner through the written or the printed words. Learning achievement is not only determined by the one factor such as teaching method, but also it is affected by some learning factors. Besides, learning is affected by psychological factor such as classroom atmosphere. This study used experimental research. It was aimed to comparing the effectiveness of Beta Wave music, acoustic music, no music, as music background when learning English. This study was experimental research by using factorial design, it was 3x2 factorial design and use technique of multi factor analysis of variance (ANNOVA) which helped to understand the effect of two or more independent variables upon a single dependent variable, the independent variables are beta wave music, acoustic music, and no music, and the dependent variable is the students' achievement in reading comprehension of tenth graders of SMAN 4 Kota Cirebon. For moderating variables are positive and negative students' perception toward music background. Mostly, students with positive perception were affected by music background whether acoustic and beta wave music as well as none-music background in learning reading comprehension. While students with negative perception were positively affected even a few students were negatively affected by beta music background when they learn reading comprehension. Because, they thought that the music were annoying, then the students felt uncomfortable. But it was different with students with negative perception in experiment A that used acoustic music background. They were positively affected by acoustic music background. The use of acoustic melodic music was effective in developing students' reading comprehension both of students with positive and negative perception toward. While the use of beta wave music background was effective in developing students' reading comprehension for students with positive perception but it was not effective for students with negative perception.

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**p-ISSN 2087-0108**  
**e-ISSN 2502-4566**

## INTRODUCTION

In learning a foreign language especially English language, there are four skills that students need to master. Those are receptive skills which consist of listening and reading, and productive skills related to speaking and writing. The skills are taught to students from elementary school till junior and high school even in university; one of them is reading. The fact is when the students face the examination; the test is reading text form.

Reading is a kind of activity to transfer the information and to comprehend the writer's ideas by the learner through the written or the printed words. As Ogle and Blachowicz (2008) stated that reading is essential. It is the process by which people gain information and ideas from books, manuals, letters, contracts, advertisements and a host of other materials.

Learning achievement is not only determined by the one factor such as teaching method, but also it is affected by some learning factors. Slameto (2010) states that there are internal and external factor which affect students' achievement. Internal factor comes from within the students, while external factor is from the outside of the students. Those factor that should be considered and minimised by the teacher, so that, the students can get their best.

Besides, learning is affected by psychological factor such as classroom atmosphere (Walberg and Greenberg as cited in De Porter et al., 2001). Comfortable atmosphere also can keep concentration and boost motivation. In reading, concentration is an important thing that we should have because sometimes we find reading difficulties when we comprehend the passage. A teacher must consider these factors because a succession of learning is not only cause by good teaching method but also internal and external factors of students such as students' psychological and fatigue level (Mahmoudi, 2015).

Every student has their own activities before coming to the class, so that, every student will have their own fatigue. Level of fatigue will affect students' concentration and motivation in

the class. Students which have high level of fatigue will not be enthusiastic to follow the class. Of course, it would be very detrimental to the students because it would affect their learning achievement. A teacher must consider this learning factor, thus, learning can get better. Music is widely used by the human and exist in human life. Since long time ago, music is used to religion events, but nowadays music is used widely in any human aspect. Some science disciplines have developed the use of music in their expertise. In education, music is used in one of English language teaching method that developed by George Lozanov (1978), suggestopedia. The principle of this method is increasing learning acceleration and makes learner learn unconsciously.

One of characteristic of suggestopedia is the use of music. Music plays very important role in suggestopedia. For this method, music is used to make a relaxation to the students. Students will learn better with relax condition. Kind of music which is used in suggestopedia is classical music such as Mozart, Beethoven, etc. Classical music has so many benefit for human. This kind of music is believed can enhance IQ, decrease stress level and be as a therapy.

Classical music is unfamiliar with Indonesian. Classical music is very old school and comes from western, so that, this kind of music is familiar in origin region. Classical music seems to unacceptable by Indonesian people. Indonesian people seems more accept degung or karawitan music than classical music event those kinds of music have same instrumental music.

Although music has extraordinary effect on the human body and soul, but not everyone like the music. Some people say that music is disrupting when they listen to music during learning, but some people keep enjoying to listen to music even when they are learning. Disrupting or not is based on their perception toward music as a stimulus that is received by their sense.

Perception can affect the result of learning. What students perceives toward stimulus from the students when learning will

affect toward their psychology and cognitive aspect. When students have negative perception toward stimulus from the teacher, they will not enjoy the class and get concentration. Therefore, it is important to consider for the teacher to give right stimulus in order students give positive perception toward teacher.

In this study, I aimed to apply music background in learning reading comprehension with considering students' perception toward music background. It is reasonable to say that this topic is understudy based on the explanation above.

## METHOD

This study used experimental research. It means that I aimed at comparing about the effectiveness of Beta Wave music, acoustic music, no music, as music background when learning English. This study is categorized as experimental research by using factorial design, it is 3x2 factorial design and use technique of multi factor analysis of variance (*ANNOVA*) which wishes to understand the effect of two or more independent variables upon a single dependent variable, the independent variables are beta wave music, acoustic music, and no music, and the dependent variable is the students' achievement in reading comprehension of tenth graders of SMAN 4 Kota Cirebon. For moderating variables are positive and negative students' perception toward music background.

This study focused on the students' reading comprehension score viewed from students' perception toward music background. While the sample of this research was taken from tenth grade class of SMA N 4 Cirebon. There were three classes which are selected purposively.

In this research, there are three kinds of variable as like independent, moderator and dependent variable. For detail, music play becomes independent variable; students' perception is moderator variable, while students' reading achievement is dependent variable. I aimed to investigate the effect of using beta

wave music and acoustic music if when applied in teaching reading for negative and positive perception students.

In this study, questionnaire used to get information regarding students' perception toward music background. Questionnaire is given after first treatment. There were 11 statements. Then, the value of each questions were: 1 = strongly disagree; 2 = disagree; 3 = neutral; 4 = agree; 5 = strongly agree. Every answer has their' own score.

Meanwhile, test was a method that used to measuring a person's ability, knowledge, or performance in a given domain (Brown, 2004). The tests which are used in this study are tryout, pre-test and post-test. The explanation of each test can be seen as follows:

### 1. Tryout

Tryout is conducted in the beginning of the study. It is done to see whether the test items given for pre-test and post-test are valid and reliable or not. The researcher only uses test items which are valid and reliable for pre-test and post-test.

### 2. Pre-test

Pre-test is given by the researcher to both experimental groups. It is given before the students get treatments.

### 3. Post-test

Post-test is given after the researcher gives the treatment. It is conducted to know the result of the treatment whether the treatments to both groups succeed or failed.

**RESULT AND DISCUSSIONS**

**The Effectiveness of Beta Wave Music Background to Positive and Negative Students' Perception**

**Table 1.** Paired Sample Test of Beta wave Music Positive Perception Pretest and Posttest Group Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 BetaWave_Positive_Group_Pretest - BetaWave_Positive_Group_Posttest	-11.304	12.175	2.539	-16.569	-6.040	-4.453	22	.000

The table above, showed that the value of Sig. (2-tailed) was lower than 0.05. It meant, the use of beta wave music background was effective for students with positive perception toward music background in achieving reading comprehension.

**Table 2.** Paired Sample Test of Beta wave Music Negative Perception Pretest and Posttest Group Test

	Paired Differences					T	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 BetaWave_Negative_Group_Pretest - BetaWave_Negative_Group_Posttest	-2.857	11.127	4.206	-13.148	7.434	-.679	6	.522

Then, the use of beta wave music background in achieving reading comprehension was not effective for the students with negative perception toward music background in teaching learning activity. It can be seen from the value of Sig. (2-tailed) was higher than 0.05.

Beta wave music is a music wave in which has 13Hz – 21 Hz. This music was a kind of binaural music. Beta music was used to brain wave therapy because the frequency produced as same as brain wave beta phrase. This kind of music also was used in three sections of teaching. Music background was played for the first time before starting the class. In this activity

the students were expected to prepare themselves. The students were expected to raise their mood, attention, and decrease fatigue level due to the last class. By listening beta wave music background, hopefully students reached emotional stability, improved their motivation, energy, and the feeling of happiness and confident. The activities were done at this section were greeting and checking students' attendance. The music was played again when the students come into main stage. After the teaching was finished giving the material, the music was played then the teacher let the students discuss and understand the material given. The learning environment formed was little bit different from acoustic music sample group. In this sample, the researcher asked some of the students about their feeling to the music played and learning environment when the students were having discussion and understanding material. Some students commented that music is weird and some of them commented that music is not enjoyable. The last, music was played in post stage or at the end of the class. When the teacher gave reflection and reinforcement from today, the music was played again. It was played in order for cooling down after their body and mind were used to think and gain the material. The researcher asked the students again about the music played. Some students said that not really enjoy listening to the music. They felt disturbed when beta wave music played.

**The Effectiveness of Acoustic Music Background to Positive and Negative Students' Perception**

**Table 3.** Paired Sample Test of Acoustic Music Positive Perception Pretest and Posttest Group Test

	Paired Differences					T	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Acoustic Positive Group Pretest - Acoustic Positive Group Posttest	-12.609	14.212	2.963	-18.754	-6.463	-4.255	22	.000

The table above, showed that the value of Sig. (2-tailed) was lower than 0.05. It meant, the use of acoustic music background was effective for students with positive perception toward music background in achieving reading comprehension.

**Table 4.** Paired Sample Test of Accoustic Music Negative Perception Pretest and Posttest Group Test

		Paired Differences				T	Df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	Acoustic Negative Pretest Group Acoustic Negative Posttest Group	-7.143	7.559	2.857	-14.134	-.152	-2.500	6	.047

Then, the use of acoustic music background in achieving reading comprehension was effective for the students with negative perception toward music background in teaching learning activity. It can be seen from the value of Sig. (2-tailed) was lower than 0.05.

Accoustic music which is used for relaxation was chosen as music background in learning English for students with different perception through music. In accoustic music, the musical instrument used did not use electricity to produce sound, but the sound is produced from the instrument itself. The music were played in some sections during class. Music background was played for the first time before starting the class. In this activity, the students are expected to prepare themselves because in order to raise their mood, attention, and decrease fatigue level due to the last class.

By listening accoustic music background, hopefully students would enjoy and comfort to follow the class so that the students will gain the material better than when the students were not treated by listening accoustic music background. The activities done at this section were greeting and checking students' attendance. The music was played again when the students come into main stage. After the teaching was finish giving the material, the music was played then the teacher let the students understand the material given. There was no any noise produced by the

students that disturb the learning process. The learning environment form was looked like in the library, the environment seemed quiet including when the students were understadning the text. Some of the students were asked about their feeling to the music played and learning environment when the teacher helped students to explain and help students to understand the material given. the last, music was played in post stage or at the end of the class. When the teacher gave refelction and reinforcement from today, the music was played again. It was played in order for colling down after their body and mind were used to think and gain the material.

Accoustic music background seemed was accepted by the students. Nontheless, there were some students seemed not really enjoy listening to the music. They felt disturbed when the music was played during the class. The data analysis showed that accoustic music background was effective applied for positive and negative students perception (see table 4.18) toward that kind of music background. Those data showed that there were increasing of achievement. If the sig value was < 0.050 meant that there was correlation among the variables of pretest and posttest (see table 4.15 and 4.18). how could it happen? In learning process, music helped students reaching students' optimum psychology to follow the class and gain the material given unconsciously. The beats of music unconsciously affected the students which indirectly affected psychology and cognitive abilities. Both of students with negative pereception and positive perception were no differences, they were increased significantly.

**The Effectiveness of No-Music Background to Positive and Negative Students' Perception**

**Table 5.** Paired Sample Test of No Music Positive Perception Pretest and Posttest Group Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 NoMusic_Positive_Group_Pretest - NoMusic_Positive_Group_Posttest	-9.130	12.400	2.586	-14.493	-3.768	-3.531	22	.002

The table above, showed that the value of Sig. (2-tailed) was lower than 0.05. It meant, the use of acoustic music background was effective for students with positive perception toward music background in achieving reading comprehension.

**Table 6.** Paired Sample Test of No Music Negative Perception Pretest and Posttest Group Test

	Paired Differences					T	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 NoMusic_Negative_Group_Pretest & NoMusic_Negative_Group_Posttest	-4.286	12.724	4.089	-16,054	7.482	-.891	6	.407

Then, the use of acoustic music background in achieving reading comprehension was effective for the students with negative perception toward music background in teaching learning activity. It can be seen from the value of Sig. (2-tailed) was lower than 0.05. In traditional teaching learning activity, teacher came to class. Then checked the attendance and introduced to the learning materials. The students follow all of the activity. They were ordered to do all of the instruction that teacher given. Then teacher, close the class by evaluating and homework.

That strategy in English learning activity gave a common atmosphere whereas the students did not get any psychological and cognitive stimulation. It affected the students' achievement in learning English.

Based on the data findings, the students who belonged to positive perception group were able to follow English materials well. But, the students who had negative perception were not able to gain the materials as good as the students with positive perception.

It meant that, traditional teaching learning activity was effective to help students in achieving the learning materials, but it was still not enough to help the students with negative perception. Because there was no intervention to increase the students' motivation in teaching learning activity. Griffiee (1992:4) states there were 6 advantages by using music and song in language class, they are: 1) classroom atmosphere, which helped to set the class into fun and relaxing condition; 2) language input; 3) cultural input; 4) text; 5) supplement, as the supported textbook; and 6) teaching and students' interest.

**CONCLUSION**

Thus, the data that was highly accurate. Then, the correlation of each variable were answered and proved in quantitative data. The contrast of each variable was explained at discussion sections. It was aimed to avoid the ambiguity.

Mostly, students with positive perception were affected by music background whether acoustic and beta wave music as well as none-music background in learning reading comprehension.

While students with negative perception were positively affected even a few students were negatively affected by beta music background when they learn reading comprehension. Because, they thought that the music were annoying, then the students felt uncomfortable. But it was different with students with negative perception in experiment A that used acoustic music background. They were positively affected by acoustic music background. In short, the conclusion of this study can be stated as follows:

The use of acoustic melodic music was effective in developing students' reading

comprehension both of students with positive and negative perception toward. While the use of beta wave music background was effective in developing students' reading comprehension for students with positive perception but it was not effective for students with negative perception.

Besides, there were differences between students' reading comprehension score which is taught with use music and not use music. It can be seen from the average score between them.

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