THE EFFECT OF MOZART CLASSICAL MUSIC AS A LEARNING BACKGROUND ON THE ENGLISH ACHIEVEMENT OF THE FIFTH YEAR ELEMENTARY STUDENTS

A THESIS

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ABSTRACT


Keywords: Mozart classical music, learning background, and English achievement.

When we hear the word “music”, we may think that it is a song. Alternatively, we may also think about various kinds of music such as jazz, instrumental, pop, classic, and so on. That is not wrong. However, the meaning of music is more than that. Music is a language which has meanings and positive effects on human life.

Music, as a language, has communicative functions. Through music, people can express what they want. Through music too, many positive effects can be obtained. By listening to music, children can develop their creativity, self-discipline, cognitive skill, psychological skill, and motoric skill. Music can be the bridge which activates the two hemispheres of the brain, the left and the right parts. The benefit of music can also be seen through the language achievement aspect. By listening to music, a person can improve his or her vocabulary, structure, reading, and writing skills because music is able to make people concentrate and overcome the psychological barrier in learning.

Among those various kinds of music; classical music is the one which is believed to be able to increase the learning ability, especially the ability in learning English. This study uses the Mozart classical music because this music can make those who listen to it become calm, peaceful, and it can increase the attention during learning.

By looking at the positive effect that music brings and the need of getting high English achievement, a research is needed. This study is intended to find out whether the Mozart classical music has positive effects on the students’ English achievement. It is hoped that by listening to this music, students can concentrate on the lesson. As a result, they can get higher scores in their English achievement.

To know the effectiveness of Mozart classical music on the students’ English achievement, the writer conducted a quantitative research. The writer intended to know whether there was a significant difference between the English achievement of the students who were taught English using Mozart classical music as the learning background and of those who were taught English without background music. Therefore, the problem raised in this study is, “Are there any significant differences between the English achievement of the students who are taught English using Mozart classical music as the learning background and those who are taught English without Mozart classical music as the learning background.

To find out the effectiveness of Mozart classical music on the students’ English achievement, the writer used a quasi-experimental posttest design in doing this study. The population of the study was the students of Santa Maria Elementary
School Surabaya who belonged to the year 2002-2003. As the sample of this study, the writer took the fifth grade students who were grouped by the school principal into three classes, VA, VB, and VC. Before doing the experiment, the writer analyzed the three classes through their Ulangan Tengah Semester scores, and she found out that the students in the three classes did not have any significant differences in their English proficiency. Then, the writer made a lottery and decided that VA as the pilot group, VB as the control group, and VC as the experimental group.

Both the experimental and the control group were taught by the writer, and they received the same treatments. The only difference was that the students in the experimental group learnt English using Mozart classical music as the learning background, while the students in the control group did not have any background music. The treatments were done in eight meetings, and each meeting lasted for 40 minutes.

After the treatments were over, all the students in both groups, the experimental and the control groups, were given a test. The writer, then, calculated the test scores using the t-test. The result of the computation show that the mean achieved by the experimental group was 62.1568663, and the Standard Deviation achieved was 19.2, whereas the control group achieved 61.102041 for the mean and 17.9 for the Standard Deviation. With the degree of freedom 97 and 5% level of significance, the t-table obtained was 1.984. The t-observed obtained was 0.17. Because the t-observed was smaller than the t-table, hence the Ho is accepted. It means that there was no significant difference between the English achievement of the experimental and the control group.

From the findings, we can make an ungeneralized conclusion that the music of Mozart did not give any significant effect on the English achievement of the experimental group. This happened because of the uncontrolled factors which affected the findings of the study.

The writer realizes that this study is not perfect. Therefore, it is hoped in the future, there will be other researchers who will do thorough studies to show the positive effects of classical music on the English achievement.
ABSTRAKSI


Kata Kunci: Musik Klasik Mozart, latar belakang belajar, penguasaan Bahasa Inggris.


Di antara sekian banyak jenis musik, musik klasiklah yang banyak dipercaya dapat meningkatkan kemampuan belajar, khususnya kemampuan belajar Bahasa Inggris. Penelitian ini menggunakan musik klasik Mozart karena musik Mozart dapat membuat mereka yang mendengarkan menjadi tenang, penuh kedamaian, dan meningkatkan perhatian pada saat belajar.


Agar mengetahui efektifitas musik klasik Mozart sebagai latar belakang belajar pada penguasaan Bahasa Inggris, penulis melaksanakan suatu penelitian yang bersifat kuantitatif. Penulis bertujuan untuk mengetahui apakah ada perbedaan yang signifikan pada penguasaan Bahasa Inggris antara murid-murid yang diajar dengan menggunakan musik klasik Mozart sebagai latar belakang belajar dan murid-murid yang diajar tanpa menggunakan musik. Maka, masalah yang diangkat dalam
penelitian ini adalah, “Apakah ada perbedaan yang signifikan pada penguasaan Bahasa Inggris di antara murid-murid yang diajar dengan menggunakan musik klasik Mozart sebagai latar belakang belajar dan murid-murid yang diajar tanpa menggunakan musik?”


Grup eksperimen dan grup pembanding diajar oleh penulis dan menerima perlakuan yang sama. Hanya yang membedakan ialah murid-murid di grup eksperimen belajar Bahasa Inggris dengan menggunakan musik klasik Mozart sebagai latar belakang belajar, sedangkan pada grup pembanding tidak ada latar belakang musik. Percobaan dilakukan dalam delapan kali pertemuan, dan masing-masing pertemuan berlangsung selama 40 menit.


Dari hasil yang diperoleh, dapat ditarik suatu kesimpulan, yang tidak bisa digeneralisasikan, bahwa musik klasik Mozart tidak memberikan efek perbedaan yang berarti pada penguasaan Bahasa Inggris dalam grup eksperimen. Hal ini terjadi karena adanya perencanaan yang kurang matang dari penulis pada saat melakukan percobaan, dan juga adanya faktor-faktor yang tidak terkontrol yang dapat mempengaruhi hasil penelitian.

Penulis menyadari bahwa penelitian ini tidak sepenuhnya sempurna. Maka, diharapkan pada masa yang akan datang, akan ada peneliti-peneliti lain yang akan melaksanakan penelitian dengan lebih baik untuk menunjukkan efek musik klasik pada penguasaan Bahasa Inggris.