

CHAPTER I
INTRODUCTION

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1.1 BACKGROUND

Nowadays, music is not only used for hobby but also used in teaching and learning processes. Music has expanded its effects on the educational field, and it has an important role. The assumption that learning is not only habitual action but also include affection makes people look at music as a way to maximize the memory.

Researches done make people realize the positive effects of music. We often hear the term “Mozart Effects” proposed by Don Campbell (2001a, 2001b). We also know that music especially classical music has a positive influence to mathematic and logical thinking. Howard Gardner, in his multiple intelligence theory, assumes music as a special intelligence that should be viewed differently from other intelligences (Harvey, 2004). According to Gardner, musical intelligence probably carries more emotional, spiritual, and cultural weight than the other intelligences.

Music is also believed to have connection with the most important organ that a human has, brain. According to Campbell (2001b), music increases the synapses in the brain which stimulate human’s verbal skill. Music is also believed to make the brain become balanced, gives the brain energy, and makes human brain become relaxed. Music is the bridge between the left hemisphere which deal

with verbal, logical, and analytical thinking, and the right hemisphere which has been associated with creativity and emotion.

Music also gives positive effects to memories, the short-term memory and the long-term memory, because of its influence to limbic system. Information imbued with music can be remembered easily (Roy, 1998).

Among the various kinds of music, instrumental music gives the best influence to the memory (Roy, 1998). From the various kinds of instrumental music, the classical music, especially the music of Mozart, are researched and proved to have much influence on the memory. In the music of Mozart, there are dynamic sounds that can make students concentrate more when they are studying. Music can also be used as a stimulus for self-expression in the EFL class (Baddock, 1985).

However, music is rarely used in the teaching and learning processes in Indonesia, especially in the English teaching and learning processes. Music is included in the curriculum as a subject taught at schools, but it is excluded from the teaching and learning processes. Teachers usually ask students to do exercises, memorize new words taught in the classroom, and explain language theories without letting the students enjoy, interested, and use the lessons given.

In fact, music is a bridge to maximize learning a language. According to Lamb and Gregory (Jensen, 1998), listening to music can balance the work of the brain and makes students able to write, to speak, to learn new words, and to have awareness of speech sound. Music can also make students concentrate more on

the lesson because it can influence the learning atmosphere. It means that music can maximize the process of learning a language.

Therefore, a research which studies the effects of classical music on language achievement, especially English achievement needs to be conducted.

1.2. STATEMENT OF THE PROBLEM

Based on the background of the study, the writer formulates the general problem of this study as follows:

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 using Mozart classical music as the learning background?

1.3. THE OBJECTIVE OF THE STUDY

Derived directly from the above-formulated problem, the objective of the study is to find out whether there are significant differences in the English achievement of the fifth year students of St. Mary elementary school belonging to the year of 2002 – 2003 who are taught English using Mozart classical music as the learning background and those who are taught English without background music.

1.4. THEORETICAL FRAMEWORK

This study use brain-based learning theory and Atkinson's and Shrifin's theory of human information processing (Huitt, 2003).

According to brain-based learning theory, learning engages the whole body and psychology . All learning is mind-body: movement, foods, attention cycles, physical health, sleep, nutrition, moods, fatigue, and chemical modulate learning. All of them affect the memory.

Moreover, complex learning is enhanced by challenge and inhibited by stress (Spears & Wilson, 2004; Ladeau, 1999). The brain makes maximum connections when risk taking is encouraged and supported; however, it downshifts when under perceived threat.

Brain-based learning theory places listening to classical music as a learning background as a way to engage the whole body and psychology in learning. According to Metropolitan Omaha Educational Consortium (1999), the use of music has also become important as a way to enhance and influence more natural acquisition of information. Since music is able to reduce stress, music is believed to challenge the complex learning.

Meanwhile, Human Information Processing explains about how brain receives, stores, and responses the stimuli given. In this theory, the terms "sensory memory", "short-term memory", and "long-term memory" are explained, including their functions and their endurance of storing the new information. The processes repetition and rehearsal influence the endurance of each memory to store the information. Information imbued with music in the rehearsal and

repetition will retain longer because music influences limbic system that directly affects the short-term and long-term memories (Spears & Wilson, 2004).

1.5. HYPOTHESES

Based on the theory above, the problem of this study can be tentatively answered as follows:

Ho : There is no significant difference among the English achievements of the students who are taught English using Mozart classical music as a learning background and those who are taught English without background music.

Ha : There is a significant difference among the English achievements of the students who are taught English using Mozart classical music as a learning background and those who are taught English without background music.

1.6. SCOPE AND LIMITATION

The writer finds it necessary to limit the scope and the limitation of this study. This study deals with the effect of classical music as the learning background, especially the music of Mozart, on the English achievement of the fifth year students of St. Mary elementary school belonging to the year 2002 – 2003. The writer focuses herself on the vocabulary and grammar because most of the exercises given on the text books used by the school teacher are about vocabulary and grammar.

1.7. SIGNIFICANCE OF THE STUDY

In line with the objective of the study, the writer hopes that the result of this study will provide the English teachers with some additional information that the students' English mastery can be improved through listening to Mozart classical music.

1.8. DEFINITION OF THE KEY TERMS

To avoid misunderstanding, the following key terms need explanations, and they are:

1.8.1. Classical music

Classical music is a well-defined music form as a concerto, symphony, etc.

Examples of classical music is the music of Mozart, Hayden, etc. (Hornby, 1986: 152)

1.8.2. Music in this study refers to Mozart Classical Music

1.8.3. Wolfgang Amadeus Mozart

W. A. Mozart was a German music composer who was born in Salzburg in 1756. He was the son of Leopold Mozart, an esteemed composer-violinist. Mozart began to compose when he was five, and performed his piece at the age of six. In 1786, he reached the peak of his career as far as success was concerned. He died before his thirty-six birthday in 1791 (Machlis, 1955).

1.8.4. Mozart Classical Music

Mozart classical music is music pieces written by W.A. Mozart. His music sprang from the European culture of his time. He assimilated the suave, sensuous vocal melody of the Italians, the advanced orchestral-symphonic conception of the Germans, the elegance and lucidity of the French. His music acknowledged no national boundaries (Machlis, 1955).

1.8.5. English achievement in this study refers to the English proficiency the students attain which is indicated by the posttest scores.

1.9. ORGANIZATION OF THE THESIS

This thesis consists of five chapters. In chapter I, the writer discusses the introduction of this thesis. Chapter II concerns the review of the related literature. It consists of some theories that support the study. Chapter III discusses the methodology used in this study. Chapter IV is the research findings. It is about the analysis and interpretation of the finding of the study. The last chapter is about the conclusion that consists of summary and suggestions.