

CHAPTER V

CONCLUSION

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There are three topics presented in this chapter, and they are: summary and conclusion, suggestions, and recommendations for further studies. In the summary and conclusion, the writer sum up the main points of the study that have been discussed in the previous chapters. The suggestion part covers the suggestions for English teachers, students, and parents. In the recommendation for further studies, the writer proposes some topics concerning the effects of classical music to the English learning that can be elaborated by other researchers who are interested in this topics.

5.1. SUMMARY AND CONCLUSION

The discussion in the previous chapters stated that music plays important roles in our life. It gives positive effects to us in many field such as social, spiritual, educational, and others. It also affects our life from our childhood. When we were babies, we usually reacted when we heard music or songs. Bubbling and cooing were the language that we spoke. They are the signs that music has entered to our life.

Music influences children development psychologically, motorically, spiritually, and affectively. Children who learn music or listen to the music often will have a calmer personality than those who never listen or learn music. Music makes children's motoric ability develop faster. Music also enhanced the spatial reasoning

skill, logical mathematic skill, interpersonal and intra-personal skills, cognitive ability, and many others.

Due to its positive effects, since 1970, the time when the suggestopedia method was found, many researchers have been studying about the effects of music to learning and the brain. A new learning theory, which was based on the findings in Neuroscience, was proposed. Brain-based learning theory completed the learning theory that had already been proposed before. Learning is not only based on habits or mental processing, but it is also based on how brain works and stores information. Brain-based learning theory is one of the theories that explain the connection between *music and learning*.

One of the principles of brain-based learning that makes the role of music becomes stronger in learning is that learning needs to be done in a relaxed but an alert condition. Both sides of the brain hemispheres must be used to make the brain work in balance. Music has the ability to change the brain wave in an alpha condition, where the brain is relaxed and alert. Music also has the ability to make the brain grows in balance. The influences of music in the limbic system, corpus callosum, and planum temporale make the brain work in balance.

If music influences the brain, it also means that music influences academic skills, especially linguistic skills. To some extent, through music, people can learn new languages. Music enhances structure, vocabulary, listening skills, reading skills, pronunciation, writing skills, and speaking skills. Through music, we learn the pitch and intonation needed in reading. Music stimulates imagination, which is needed in

reading and writing. Music makes students concentrate on doing grammar exercises. Music has many correlations with linguistic skills. This is caused by the similarities of music and language in the form and in the process of decoding.

Another effect of music can be found in the teaching-and learning process, especially in the teaching-learning process of English. Students are asked to listen to classical music, especially Mozart's classical music, because Mozart's music is believed to influence the students' learning ability. With classical music as a learning background, it is hoped that students can achieve the learning condition, alpha condition, faster so that they can absorb the information given in the classroom better.

This study is conducted to find out whether classical music used as a learning background give significant differences on the English achievement of the students. This study was conducted in the St. Mary Elementary School to the fifth year students during the second semester belonging to the year 2002 – 2003. The samples of this study were VB and VC.

From the result of this study, the writer found out that there was no significant difference on the English achievement between the experimental group which was taught English using Mozart classical music as a learning background and the control group which was taught the same material without background music. This happened because there were several weaknesses of this study. There were factors affected the result of this study which were not controlled by the writer.

Although the result of this study stated that there was no significant difference on the English achievement among the students who studied English using classical

music as the learning background and the students who studied English without background music, we cannot generalize the result of this study. We cannot say that background music in learning does not give any positive effects to the students' English achievement since this experiment was done under certain circumstances to certain subjects. It will be wise if further researches are done to prove this.

5.2. SUGGESTIONS

Based on the results of this study, the writer would like to give some suggestions on which the writer wishes will be advantageous contributions for the English teachers, students and parents.

5.2.1. SUGGESTIONS FOR ENGLISH TEACHERS

Although this study comes to the conclusion that classical music does not give any effect on learning a language, classical music has positive effects on children development and learning. However, classical music is not included in the curriculum. It is still assumed as an extra-curricular activity. It is not widely used in the teaching-learning processes. In fact, if classical music is used in the teaching and learning processes, it may have positive effects on the students as music can elicit psychological barrier of the students so that they will not be stressed when they are taught lessons. Therefore, classical music should be integrated in the teaching and learning processes.

Sometimes, teachers do not have time or have limited time for making teaching media because they have lots of jobs to do. Students sometimes are afraid of asking the teachers when they do not understand the lessons given. Playing music, as a learning background, can be useful and help teachers much. Teachers do not need to make music. Just buy cassettes from cassette stores, take a tape recorder to school, and play the music softly before the lesson begins and when the students are doing the exercises. Then, see the result! The class will be enjoyable, the students can concentrate well, and they can express their feelings in the classroom.

The writer admits that it is hard to start something new. However, if teachers do not start, they will not see the progress in their teaching. The job of introducing music, as a way to facilitate learning, is not only the job of music teachers and parents, but also the job of schoolteachers, especially English teachers.

5.2.2. SUGGESTIONS FOR STUDENTS

Based on the experience that the writer got in doing this study, the writer advises students to listen more to classical music. As a piano teacher, the writer finds that introducing classical music to students is more difficult than introducing pop music. This happens because classical music is rarely exposed on television while pop music has a bigger portion to be exposed. This makes students assume that classical music is hard to understand and hard to study. In fact, listening to classical music is enjoyable. Students should try to listen to classical music more. There are several song lists and composers that the writer suggests students to listen to the

music. They are Richard Claydeman, Maxim, Mozart (Turkish March, The theme Elvira Modigan), Bach (Air in G String), Pachelbel (Canon in D Major), Beethoven (Für Elise, and Moonlight Sonata), and Brahms (Lullaby). All the songs mentioned above are nice to listen by classical music beginners.

The writer also encourages students to listen to music when they are studying or doing their activities at home. Listening to music can make students study longer because music avoids boredom which usually occurs when they are studying. However, it depends on the students' learning style. Some students need to learn in a very quiet place, some can have music while learning, some do not care whether they have music as accompaniment in studying or not.

5.2.3. SUGGESTIONS FOR PARENTS

Parents, of course, want to give the best to their children in everything they do. Introducing classical music early to children is a good way. Music can be introduced to infants when they are still in the womb of their mother. Infants are responsive when they are triggered with stimuli. The musical wave sent when a pregnant mother listen to classical music influences the infant in the womb.

Music also helps children in their development. Music makes infants speak, know sounds, have the right pitch, have self confidence, and help them learn activities which children will need for their future. Parents can provide musical environment at home, in their children's bedroom by playing classical music on a tape recorder. Providing music makes the brain develops.

Although parents know how important music is, they are not allowed to force their children to study musical instruments. To develop children's sense of music, force is not a good way. Parents can introduce music slowly but sure to their children through listening to music. When they listen to the music they like, they will enjoy the it, and this will make them want to study musical instruments. The writer advises parents to read more books about how to make music works in the children developmental age.

5.2.4. SUGEGESTIONS FOR OTHER RESEARCHERS

By looking at the weaknesses of this study, the writer suggests if other researchers want to elaborate studies with the same topic, they should make careful plans on making the instrument of the study, the time allotment, the treatment, and the sample of this study.

A good preparation on making the instrument of this study is needed because a poor plan can affect the reliability, the validity, the item discrimination, and the item difficulty of the instrument.. The time allotment of conducting the pilot project on the test to the pilot group should be the same as the time allotment needed in conducting the posttest to both the experimental and the control groups. Furthermore, to get a high reliability and validity, a pilot test should not only be done once. Another pilot test should be conducted to make a good test.

A careful time allotment is also necessary to plan. Because one lesson lasts only 40 minutes, approximately only 25 minutes are considered effective time for

giving lessons. Music should be given at the first 5 minutes before the lesson begins and again when the students are doing their exercises.

Longer time is needed to see the effects of classical music on language learning. Eight meetings are not enough to see the effects of music on language learning because building musical sensitivity is a matter of habit.. Therefore, the writer advises other researchers to a take longer time for conducting the studies.

The writer suggests other researchers to use the suggestopedia method for teaching because in this method, music is used to avoid the psychological barrier of the students. Avoiding subjectivity errors is also needed to be concerned. The findings of this study may be influenced by the subjectivity of the writer because the writer herself taught the students in the experimental and the control groups. Therefore, in avoiding this factor, the English teachers should teach the students in both groups.

The writer also suggests other researchers to have a smaller number of students in one class. Since this study used a large number of students in one class, the writer experienced difficulties in controlling the students to listen to the music played on the tape recorder. By using only smaller number of subjects in one class, this problem can hopefully be avoided. Looking for schools which have a small number of students in one class will be a good idea.

5.3. RECOMMENDATIONS FOR FURTHER STUDIES

Because the study with the theme “The Effects of Classical Music as a Learning Background to the English Achievement” is still a new idea, the writer invites other researchers to look into this topic to be elaborated further. Because classical music theoretically has good effects in learning a language, it will be a pity if the study with this topic ends here.

The writer suggests other researchers to conduct comparative studies. There are several themes that can be studied further. They can compare the English achievement among the students who have studied any musical instruments at least one year and the students who never study any musical instruments. They can also conduct studies on the effect of types of music as the learning background to the English achievement of the students. For example, they can compare the effects of *instrumental music and non-instrumental music on the English achievement*. They can also compare the effects of jazz, classical, pop, rock music on the English achievement.

Another area that can be investigated further is the effect of music on the short-term and long-term memory in learning English. Here, in the experimental group, students are given a list of vocabulary, for example. Then, the students are asked to memorize the words for some minutes. While they are memorizing the words, music is played. While in the control group, no musical background is given. Then, the students are tested, and their scores are compared.

Learning English using multiple intelligence method is another interesting area of study. As we know that in multiple intelligences, music is included and it is assumed as a special intelligence. Studies on the effects of classical music on the students' learning style are also interesting areas to be investigated. Here, researchers can compare the effects of classical music on visual, auditory, and kinesthetic students, to see which learning style is affected the most by music.

Other researchers can also observe the effects of music on reading, writing, and grammar achievements of the students. Here in the experimental group, the students are given reading, writing, or grammar materials with background music when they are learning, while in the control group, there is no background music at all.

There are still more areas that can be investigated. The writer hopes that the topics proposed can give ideas for other researchers to conduct their studies. If there are many studies concerning the effects of music on learning English, the teaching-learning of English can be more enjoyable and more developed.

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