

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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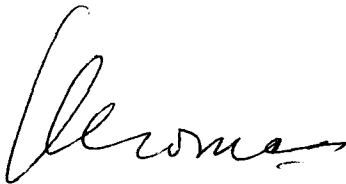
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UNIVERSITAS KATOLIK WIDYA MANDALA SURABAYA
MAGISTER PENDIDIKAN BAHASA INGGRIS
DECEMBER, 2004

APPROVAL SHEET

(1)

This thesis entitled The Effect of Mozart Classical Music as a Learning Background on the English Achievement of the Fifth Year Elementary Students prepared and submitted by Regina Greta has been approved and accepted as a partial fulfillment of the requirements for the Magister Pendidikan Degree in English Language Teaching by the following advisor:



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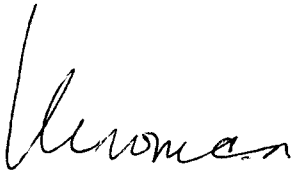
This thesis has been examined by the committee on Oral Examination with
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ACKNOWLEDGEMENT

Great thanks to the Lord. Because of his blessings and kindness, the writer can finish this study. Thanks to Jesus, who always accompany the writer during the hard time in doing this study.

The writer also realizes that the writing of this study will not be finished without the help of many people. She would like to express her deep appreciation to the following:

1. Prof. Dr. Veronica L. Diptoadi, her thesis advisor, for her patient guidance, valuable suggestions and support for doing her thesis, and all the lecturers who guided the writer from the first semester until the time she finished her study.
2. The School Principal of Santa. Maria Elementary School for her permission to the writer so that the writer could conduct her study at Santa Maria Elementary School.
3. Mrs. Fenty, the school English teacher of Santa Maria Elementary School, who helped the writer in doing the experiment and all of the school staffs.
4. Her parents, Theodorus Hadiansah and Catharina Rosiana for without their financial support, the writer will not be able to take the master program. The writer also would like to give thanks to them for their encouragement, advice, hopes, and every single thing that they have done for the writer.

5. Her master program friends, fellowship friends, best friends who she cannot mention one by one for their supports and prayers.
6. All other people who have given help, advice, support, and encouragement to the writer in doing this study. The writer realizes that without their help, this thesis would never have been accomplished as the way it should be.

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ABSTRACT

Greta, Regina. 2004. *The Effect of Mozart Classical Music as a Learning Background on the English Achievement of the Fifth Year Elementary Students*. Magister Pendidikan Bahasa Inggris. Pascasarjana Universitas Katolik Widya Mandala. Surabaya. Advisor: Prof. Dr. Veronica L. Diptoadi, M.Sc.

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 as a learning background, 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 H_0 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

Greta, Regina. 2004. *Efek Musik Klasik Mozart sebagai suatu latar belakang belajar pada perolehan Bahasa Inggris pada Murid-murid Kelas Lima Sekolah Dasar*. Magister Pendidikan Bahasa Inggris. Pascasarjana Universitas Katolik Widya Mandala. Surabaya. Pembimbing: Prof. Dr. Veronica L. Diptoadi, M.Sc.

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

Ketika kita mendengar istilah “musik,” kita mungkin berpikir bahwa musik adalah suatu lagu. Atau kita juga mungkin berpikir tentang berbagai jenis musik seperti Jazz, Instrumental, Pop, Klasik, dan lain-lain. Hal itu tidak salah. Akan tetapi, pengertian musik lebih dari pada itu. Musik adalah suatu bahasa yang mana memiliki arti dan efek-efek positif pada kehidupan manusia.

Musik sebagai salah satu bentuk bahasa, memiliki fungsi komunikasi. Melalui musik, orang dapat mengekspresikan apa yang diinginkan. Melalui musik pula, banyak efek positif yang bisa dirasakan. Dengan mendengarkan musik, anak-anak dapat membangun kreatifitas, kedisiplinan, kemampuan berpikir, kemampuan psikologis, dan kemampuan motorik. Musik dapat membangun jembatan dan mengaktifkan kedua belahan otak manusia, yaitu otak belahan kiri dan otak belahan kanan. Manfaat musik juga dapat dilihat pada aspek kemampuan berbahasa. Dengan mendengarkan musik pada saat belajar bahasa, kosakata, struktur, dan kemampuan membaca dan menulis dapat ditingkatkan karena musik mampu membuat murid-murid berkonsentrasi dan dapat mengatasi hambatan psikologis.

Di antara sekian banyak jenis musik, musik klasikal 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.

Dengan melihat efek-efek positif yang dibawa oleh musik klasik Mozart, dan perlunya mendapat nilai tinggi dalam penguasaan Bahasa Inggris, diperlukan sebuah penelitian. Penelitian ini bertujuan untuk mengetahui apakah musik klasik Mozart mempunyai efek-efek positif pada penguasaan Bahasa Inggris murid-murid. Diharapkan dengan mendengarkan musik sebagai latar belakang belajar, murid-murid dapat rileks dan berkonsentrasi pada pelajaran. Mereka juga diharapkan dapat mendapat nilai yang lebih tinggi dalam penguasaan Bahasa Inggris.

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?”

Untuk mengetahui efek musik klasik Mozart pada penguasaan Bahasa Inggris murid-murid, penulis menggunakan kuasi eksperimental posttest desain dalam melaksanakan penelitian ini. Populasi penelitian ini adalah murid-murid Sekolah Dasar Katolik Santa Maria Surabaya pada tahun ajaran 2002-2003. Penulis mengambil murid-murid kelas lima SD sebagai sampel penelitian ini yang mana mereka dikelompokkan dalam tiga kelas yaitu VA, VB, dan VC. Sebelum melakukan penelitian, penulis menganalisa ketiga kelas tersebut melalui nilai Ulangan Tengah Semester mereka dan mendapatkan bahwa murid-murid di ketiga kelas tersebut tidak memiliki perbedaan yang berarti pada penguasaan Bahasa Inggris. Kemudian, penulis membuat lotere dan menentukan VA sebagai pilot group, VB sebagai grup pembandingan, dan VC sebagai grup eksperimen.

Grup eksperimen dan grup pembandingan 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 pembandingan tidak ada latar belakang musik. Percobaan dilakukan dalam delapan kali pertemuan, dan masing-masing pertemuan berlangsung selama 40 menit.

Setelah percobaan berakhir, semua murid dalam kedua grup tersebut, yaitu grup eksperimen dan pembandingan, diberi suatu test. Penulis, kemudian, menghitung nilai tes dengan menggunakan uji T. Hasil perhitungan menunjukkan bahwa mean yang dicapai oleh grup eksperimen adalah 62.1568663, dan standard deviasi yang dicapai adalah 19.2. Sedangkan mean yang dicapai oleh grup pembandingan adalah 61.102041, dan standard deviasi yang dicapai adalah 17.9. Dengan derajat kebebasan 97 dan signifikan level sebesar 5 %, maka diperoleh t-tabel 1.984. Hasil t-observasi yang diperoleh adalah sebesar 0.17. Karena t-observasi lebih kecil daripada t-tabel, H_0 diterima. Berarti tidak ada perbedaan yang signifikan antara grup eksperimen dan grup pembandingan.

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.