



**THE USE OF MUSIC BACKGROUND IN TEACHING
READING COMPREHENSION TO STUDENTS WITH
POSITIVE AND NEGATIVE PERCEPTION**

a Thesis

**submitted in partial fulfilment of the requirements
for the degree of *Magister Pendidikan* in English**

by

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**ENGLISH LANGUAGE EDUCATION
PASCASARJANA
UNIVERSITAS NEGERI SEMARANG
2019**

APPROVAL

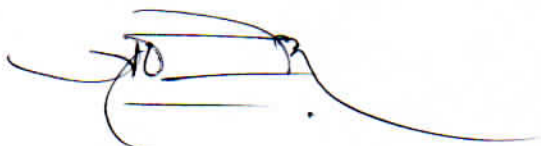
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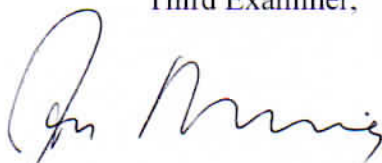
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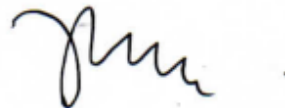
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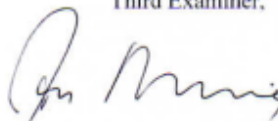
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PERNYATAAN KEASLIAN

Dengan ini saya,

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Menyatakan bahwa yang tertulis dalam tesis berjudul “The Use Of Music Background In Teaching Reading Comprehension To Students With Positive And Negative Perception” ini benar – benar karya saya sendiri, bukan jiplakan dari karya orang lain atau pengutipan dengan cara – cara yang tidak sesuai dengan etika keilmuan yang berlaku, baik sebagian maupun seluruhnya. Pendapat atau temuan orang lain yang terdapat dalam tesis ini dikutip atau dirujuk berdasarkan kode etik ilmiah. Atas pernyataan ini **saya secara pribadi** siap menanggung risiko/sanksi hukum yang dijatuhkan apabila ditemukan adanya pelanggaran terhadap etika keilmuan dalam karya ini.

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MOTTO AND DEDICATION

‘Never Give Up. Today is hard, tomorrow will be worse,
but the day after tomorrow will be sunshine’

- JACK MA -

This thesis is dedicated to :

*English Language Education
Pascasarjana Universitas Negeri Semarang*

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Finally, may Allah bless them all with many goodness and happiness. I hope this thesis draft will be useful for the readers, give contribution for the related field, and others. This thesis cannot be mentioned as a perfect draft thesis. Therefore, I am really appreciated for your suggestion and criticism in order to improve this thesis well.

Semarang, August , 2019

Dery Purnama Saefudin

ABSTRACT

Saefudin, Dery. 2019. The Use Of Music Background In Teaching Reading Comprehension For Negative And Positive Students' Perception. Thesis. Graduated Program Universitas Negeri Semarang. Adviser I : Prof. Drs. Mursid Saleh, M.A., Ph.D, Advisor II : Prof. Dr. Warsono, Dip. TEFL, M.A.

Keywords : *Music Background, Students' Perception, Reading Comprehension.*

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 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 at 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 2x2 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. The moderating variables are positive and negative students' perception toward music background.

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

While students with negative perception were positively affected, even if a few students were negatively affected by beta music background when they learn reading comprehension. Because, they thought that the music was annoying, then the students felt uncomfortable. But it was different from 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 kind of music background played. 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.

TABLE OF CONTENT

| | |
|--|-------------|
| ACKNOWLEDGMENT | v |
| ABSTRACT | vi |
| TABLE OF CONTENTS | vii |
| LIST OF TABLES | xii |
| LIST OF APPENDICS | xiii |
| CHAPTER | |
| I. INTRODUCTION | |
| 1.1. Background of The Study | 1 |
| 1.2. Reason for Choosing The Topic | 5 |
| 1.3. Research Questions | 5 |
| 1.4. Objectives of The Study | 7 |
| 1.5. Significance of Research | 8 |
| 1.6. Scope of The Study | 9 |
| 1.7. Defintion of Key Terms | 9 |
| 1.8. Outline of The Thesis | 11 |
| II. LITERARY REVIEW | |
| 2.1. Review of Previous Study | 13 |
| 2.2. Related Theoretical Studies | 18 |
| 2.2.1. Reading | 18 |
| 2.2.2. Music | 22 |
| 2.2.3. Perception | 27 |
| 2.2.4. Learning Factors | 31 |
| 2.3. Theoretical Framework | 31 |

III. RESEARCH METHODOLOGY

| | | |
|--------|--|----|
| 3.1. | Research Design..... | 33 |
| 3.2. | Object of The Study | 37 |
| 3.3. | Population and Sample | 37 |
| 3.4. | Research Variables..... | 38 |
| 3.5. | Hypothesis..... | 38 |
| 3.6. | Instruments for Collecting The Data..... | 39 |
| 3.6.1. | Questionnaire | 39 |
| 3.6.2. | Reading Test | 41 |
| 3.7. | Validity and Reability of Test Instruments | 41 |
| 3.8. | The Role of Researcher..... | 50 |
| 3.9. | Type of The Data | 50 |
| 3.10. | Method of Collecting Data..... | 50 |
| 3.11. | Method of Analyzing The Data | 51 |
| 3.12. | Technique of Reporting The Data..... | 53 |

IV. RESULTS AND DISCUSSIONS

| | | |
|--------|---|----|
| 4.1. | Findings | 55 |
| 4.1.1. | Students' Perception Questionnaire Result | 55 |
| 4.1.2. | Result of Pre Tets and Post Test..... | 58 |
| 4.1.3. | Normality Test | 61 |
| 4.1.4. | Homogeneity Test..... | 63 |
| 4.2. | Hypothesis Testing | 63 |
| 4.2.1. | The Effectivenes of Acoustic Music Background to The Students With Different Perception Through Music Background | 64 |

| | |
|---|----|
| 4.2.1.1. The Effectiveness of Acoustic Music Background to Students With Positive Perception..... | 64 |
| 4.2.1.2. The Effectiveness of Accoustic Music Background to Students With Negative Perception..... | 66 |
| 4.2.2. The Effectiveness of Beta Wave Music Background to Students With Different Perception Through Music Background | 67 |
| 4.2.2.1. The Effectiveness of Beta Wave Music Background to The Students With Positive Perception..... | 69 |
| 4.2.2.2. The Effectiveness of Beta Wave Music Background to The Students With Negative Perception | 71 |
| 4.2.3. The Effectiveness of Beta Wave Music Background Compared to Acoustic Music Background in Learning English to the Students with Different Students' Perception Through Music Background | 73 |
| 4.2.3.1. The Effectiveness of Beta Wave Music Background Compared to Acoustic Music Background in Learning English to the Students with Positive Perception..... | 73 |
| 4.2.3.2. The Effectiveness of Acoustic Music Background Compared to Beta Wave Music Background in Learning English to the Students with Negative Perception | 75 |
| 4.2.4. The Effectiveness of Beta Wave Music Background And Acoustic Music Background in Learning English to the Students Between Positive and Negative Students' Perception | 76 |
| 4.2.4.1. The Effectiveness of Acoustic Music Background in Learning English to the Students Between Positive and Negative Perception..... | 77 |
| 4.2.4.2. The Effectiveness of Beta Wave Music Background in Learning English to the Students Between Positive and Negative Perception..... | 78 |
| 4.2.4.3. The Effectiveness of No Music Background in Learning English to the Students Between Positive and Negative Perception..... | 87 |
| 4.2.5. The interaction Between Kinds of Music Background and Students' Perception | 80 |
| 4.2.6. The Effectiveness of Beta Wave Music Background and Acoustic Music Background..... | 82 |
| 4.3. Discussion | 83 |

V. CONCLUSION AND RECOMENDATION

| | | |
|-------------------------|------------------|-----------|
| 5.1. | Conclusion | 88 |
| 5.2. | Suggestion..... | 89 |
| 5.3 | Limitation..... | 90 |
| REFERENCES..... | | 91 |
| APPENDICES | | 99 |

LIST OF TABLES

| Table | Page |
|--|------|
| 3.1 3x2 Factorial Design | 36 |
| 3.2 Experiemntal Group..... | 38 |
| 3.3 Likert Scale..... | 40 |
| 3.4 Reading Tryout Validty Test Result Item Group A..... | 40 |
| 3.5 Reading Tryout Validty Test Result Item Group B..... | 44 |
| 3.6 Reading Test Validity Test Result Items Group A..... | 46 |
| 3.7 Reading Test Validity Test Result Items Group B | 47 |
| 3.8 Questionnaire Validity Result..... | 48 |
| 3.9 Questionnaire Realibility Result..... | 49 |
| 3.10 Category Interval | 53 |
| 4.1 Perception Questionnaire Result | 56 |
| 4.2 Descriptive Statistics of Pre-test and Post-test on Accoustic Music Background..... | 59 |
| 4.3 Descriptive Statistics of Pre-test and Post-test on Beta Wave Music Background..... | 60 |
| 4.4 Normality Test..... | 62 |
| 4.5 Homogenity Test | 63 |
| 4.6 Paired Sample Statistics of applying Accoustic Music Background in Learning English to Positive Students Perception..... | 65 |
| 4.7 Paired Sample Correlation of Hypothesis 1..... | 65 |
| 4.8 Paired Sample Test of Hypothesis 1 | 66 |
| 4.9 Paired Sample Statistics of applying Accoustic Music Background in Learning English to Negative Perception Students | 67 |

| | |
|---|----|
| 4.10 Paired Sample Correlation of Hypothesis 1..... | 67 |
| 4.11 Paired Sample Test of Hypothesis 1 | 68 |
| 4.12 Paired Sample Statistics of applying Beta Wave Music Background in Learning English to Positive Students Perception..... | 69 |
| 4.13 Paired Sample Correlation of Hypothesis 2..... | 70 |
| 4.14 Paired Sample Correlation of Hypothesis 2..... | 70 |
| 4.15 Paired Sample Statistics of applying Beta Wave Music Background in Learning English to Negative Perception Students | 71 |
| 4.16 Paired Sample Correlation of Hypothesis 2..... | 72 |
| 4.17 Paired Sample Test of Hypothesis 2..... | 72 |
| 4.18 Comparison Scores of Students with Positive Perception..... | 74 |
| 4.19 Comparison Scores of Students with Negative Perception | 75 |
| 4.20 Pre-test and Post-test Results..... | 77 |
| 4.21 The Effectiveness of Accoustic Music Background to Students With Positive and Negative Perception | 78 |
| 4.22 The Effectiveness of Beta Wave Music Background to Students With Positive and Negative Perception | 79 |
| 4.23 The Effectiveness of Aoustic and Beta Wave Music | 82 |
| 4.24 The Comparison Score Between Three Classes | 89 |

LIST OF APPENDICES

| Appendix | Page |
|---|-------------|
| 1. Questionnaire | 99 |
| 2. Pre Test | 100 |
| 3. Post Test..... | 104 |
| 4. Silabus..... | 107 |
| 5. Rencana Pelaksanaan Pembelajaran | 112 |

CHAPTER I

INTRODUCTION

This chapter provides several points related to the overview of the research. Those are background of the study, reasons for choosing the topic, statements of the problem, the objective of the study, significance of the study, scope of the study, the definition of key terms, and the outline of the thesis. Those parts are elaborated below :

1.1 Background of the Study

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. When reading a book or text, the students have to concentrate and focus on the book or text that they read in order to get the point of the text. 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.

Reading is composed of two main processes; those are decoding and comprehension. Decoding is letter recognition, whereas comprehension is an understanding the meaning of text. Therefore, reading is an activity that needs high concentration. Through reading, the students will get many advantages, such as gaining a lot of information, improving their knowledge, solving a new problem, and getting the new ideas by understanding what they have read. In other words, reading is one of the functional skills that give many benefits to the students and readers.

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

Comfortable atmosphere is an important thing that is needed in learning process even learning reading in the class. 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. Besides, Willis (2008) told,

“For some students, the process of decoding consumes so much of the brain’s metabolic activity that there appears to be an

inadequate flow of oxygen and glucose to support the metabolism in the brain's cortical areas of memory storage.”

It means that students need concentration to keep focus when comprehending the information from the passage. Therefore, decoding in reading activity will be exhausting, and it needs high concentration.

Furthermore, we do not know what activities that have been done by the students before they come to the class. A teacher must consider these factors because a success of learning is not only caused 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 has been used in 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 was developed by George Lozanov (1978), suggestopedia. The principle of this method is increasing learning acceleration and makes learner learn unconsciously.

One of the characteristics 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 to enhance IQ, decrease stress level and be as a therapy.

Classical music is unfamiliar to 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 be unacceptable by Indonesian people. Indonesian people seems to accept *degung* or *karawitan* music more than classical music event those kinds of music have same instrumental music.

Although music has extraordinary effect on the human body and soul, not everyone likes 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 environment when learning will affect their psychology and cognitive aspect. When students have negative perception toward stimulus from the teacher, they will not enjoy the class nor get concentration. Therefore, it is important to consider for the teacher to give right stimulus in order that students give positive perception toward teacher.

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

1.2 Reasons for Choosing the Topic

First of all, it is based on my interest towards the study of the phenomenon of the use of music which has not been explored much in education field, while music has been explored in other fields such as medical, nursery, psychological etc. Secondly, this study makes a thorough research about the factors that affect learning (Mahmoudi, 2015). I am curious to investigate the thing that can affect learning factor such as music which has been investigated by Hurles et al. (2008). Third, classic music has been explored in language education, suggestopedia. But music which is used in suggestopedia is not familiar to Indonesian such as classic music. Therefore, this study is aimed at improving the effectiveness another kind of music background beside classic music such as beta wave music and acoustic melodic music.

1.3 Statements of The Problems

Based on the condition of the students and the phenomenon in the background, I formulate the problems as follow:

1. How effective is acoustic music background in teaching English to the students with different perception?
 - a. How effective is acoustic music background in teaching English to the students with positive perception?

- b. How effective is acoustic music background in teaching English to the students with negative perception?
- 2. How effective is beta wave music background in teaching English to the students with different perception?
 - a. How effective is beta wave music background in teaching English to the students with positive perception?
 - b. How effective is beta wave music background in teaching English to the students with negative perception?
- 3. How effective is acoustic music background compared to beta wave music in teaching English to the students with different perception?
 - a. How effective is acoustic music background compared to beta wave music in teaching English to the students with the positive perception?
 - b. How effective is acoustic music background compared to beta wave music strategy in teaching English to the students with the negative perception?
- 4. How effective is acoustic music background and beta wave music background in teaching English to the students between positive and negative perception?
 - a. How effective is acoustic music background in teaching English to the students between positive and negative perception?
 - b. How effective is beta wave music background in teaching English to the students between positive and negative perception?

5. How is the interaction between personality and teaching English strategies to increase the students' competence in Reading?

1.4 Objectives of the Study

Therefore, based on the statement of the problems above, the objectives of this study are to explain:

1. The effectiveness of Acoustic Music Background in teaching English to the students with different perception.
 - a. The effectiveness of Acoustic Music Background in teaching English to the students with positive perception.
 - b. The effectiveness of Acoustic Music Background in teaching English to the students with negative perception.
2. The effectiveness of Beta Wave Music Background in teaching English to the students with different personality.
 - a. The effectiveness of Beta Wave Music Background in teaching English to the students with positive perception.
 - b. The effectiveness of Beta Wave Music Background in teaching English to the students with negative perception.
3. The effectiveness of Acoustic Music Background compared to Beta Wave Music Background in teaching English to the students with different personality.
 - a. The effectiveness of Acoustic Music Background compared to Beta Wave Music Background in teaching English to the students with positive perception.

- b. The effectiveness of Acoustic Music Background compared to Beta Wave Music Background in teaching English to the students with negative perception.
- 4. The effectiveness of Acoustic Music Background and Beta Wave Music Background in teaching English to the students between the positive and negative perception.
 - a. The effectiveness of Acoustic Music Background in teaching English to the students between positive and negative perception
 - b. The effectiveness of Beta Wave Music Background in teaching English to the students between positive and negative perception
- 5. The interaction between perception and music background to increase the students' competence in Reading

1.5 Significance of the Study

There are four significances in this study namely theoretical, practical, pedagogical and institutional significance, they are:

Theoretically, this study can give contribution to the teacher that both applying Acoustic Music Background and Beta Wave Music Background are effective to be used for the students with different persoperception.

Practically, this study can help the students to explore their ability and knowledge by using all their senses which involves the body movement and mind.

Pedagogically, this study can give information related the use of Acoustic Music and Beta Wave Music as music background in teaching English to the

students with different perception, so it is good to be applied in the teaching classroom activity, the teacher can be more innovative in creating the comfortable learning environment and planning to explore the students competence. The teacher can consider students' psychology especially when learning and reading activity, so that it makes students have better and longer concentration during learning.

Institutionally, this study gives information to the government to be wise to give additional time so the students can improve their competence.

1.6 Scope of The Study

In the teaching and learning, there are some factors involved in it such as teaching method, materials, media, students' personality, and the teacher's role. Moreover, from all those factors, this study focuses on the effectiveness of Acoustic Music and Beta Wave Music as Music Background in teaching English and the students' perception toward the music applied, they are positive and negative perception.

1.7 Definitions of Key Terms

This part consists of the definitions of key terms used in this study, they are Perception, Music, and Reading.

1.7.1 Perception

Perception is a feelings or opinion toward the stimulus received by the senses that processed cognitively. Perception is integrated activities that occur within human being.

Perception is a set of internal sensational cognitive process of the brain at the sub conscious cognitive function layer that detect, relates, interpret, and searches internal cognitive information in mind (Wang, 2007 : 2)

There are three condition in constructing perception :

- a. Perceived object
- b. Attention
- c. Sensory Organs

An object or events occurred will produce a stimulus. This stimulus is received by the human senses through receptors, then stimulus is transmitted to the brain through sensory organ. By an attention to the object or events occurred, a stimulus can be perceived (Walgito, 2010)

1.7.2 Music

A pattern of sounds made by musical instruments, singing or computers, or a combination of these, intended to give pleasure to people listening to it. Those combination are specifically arranged and combined.

There are six elements which form music Schneck and Berger (2006) :

- 1) Rhythm : complex combination of pulse, pace and pattern
which work simultaneously
- 2) Melody : consecutive relationships from one tone to another
- 3) Harmony : architectural superposition and integration that occurs
from several tones
- 4) Timbre : Structure on sound
- 5) Dynamic : Volume of sound

- 6) Form : All configuration of the all elements

All of this elements correlated with basic aspects of psychooogical aspects function.

1.7.3 Reading

Reading is the act of linking one idea to another. Through Reading, reader get the information from the inside of the passage. More specifically, reading is the practice of using text to create meaning (Johnson, 2008). It means that an activity cannot be called as reading if there is no meaning being created. A reading is not only making the appropriate sounds for each word or sounding out words, but reading always creates a meaning. It is because the essence of reading is putting ideas together to create a sensible.

1.8 Outline of The Thesis

This thesis consists of five chapters. It is started with the first chapter which consists of background of the study, reasons for choosing the topic, statement of the problems, the objective of the study, significance of the study, scope of the study, the definition of key terms, and the outline of the thesis.

The second chapter is about the review of related literature. This chapter consists of theories related to this study. It has three main parts. The first is review of the previous study which consists of several graduate and postgraduate theses and journal articles related to the current study. The second is the review of related theories. And the thirs is theoretical framework which is very usefull to clarify the flowchart of this study.

The third chapter talks about the detail of the research methodology which is used in this investigation. It explains about the research design, the population and sample, research variables, hypothesis, instrument for collecting the data, validity and reliability of the instruments, the role of the researcher, the type of the data, the method of collecting the data and the method of analyzing the data, and technique of reporting the data.

The fourth chapter shows the findings and discussions. It consists of the data which has been analyzed. This research belongs to quantitative research, therefore, there will be some tables which show the result of the data which are analyzed by using statistical formula. After knowing the result based on the data, there will be some discussion based on the finding.

The fifth chapter shows the conclusions and suggestions. It concludes the previous chapter about the findings and discussion that answer the research questions. Beside, the researcher also provides some suggestions related to the result of the study.

CHAPTER II

REVIEW OF RELATED LITERATURE

There are several issues related to this topic will be addressed. The first is about the review of previous studies. The second is about the review of theoretical studies. And the third is about the theoretical framework which is used as the foundation of this study.

2.1 Review of Previous Studies

Soheil Mahmoudi and Asgar Mahmoudi (2015) investigated the effects of internal and external factor on learning English as a foreign language from Iranian EFL learners' point of view. The data were gained from 140 postgraduate students of ELT in three universities in Iran by using Likert-scale questionnaire. The findings revealed that the success of foreign language learning cannot be determined by only one factor, but also both of factors, internal and external factors. Both factor should be given balanced in learning process. The result also revealed that internal factor can be divided into cognitive and affective while external divided into environmental and curricular. Their study only investigated what factor that influence learning in EFL and grouped the elements from each factor. in the writer study, the writer will explore the perception of students that cover internal and external factor toward music background. This study covered factors that influence learning English as foreign language, but this study did not investigate music and perception as factor that influence learning English as foreign language like what I aimed to conduct of this study.

Hurless et al. (2013) investigated the effects of music genre and tempo on brain activation patterns in 10 non-musicians. Two genres (rock and jazz) and three tempos (slowed, medium/normal, and quickened) were examined using EEG recording and analyzed through Fast Fourier Transform (FFT) analysis. When participants listened to their preferred genre, an increase in alpha wave amplitude was observed. Alpha waves were not significantly affected by tempo. Beta wave amplitude increased significantly as the tempo increased. Genre had no effect on beta waves. The findings of this study indicate that genre preference and artificially modified tempo do affect alpha and beta wave activation in non-musicians listening to preselected songs. This coverage of study is influence of two genres of music, rock and jazz toward human brain wave activity, while in the writer study's coverage is the perception toward the use of beta wave music. This study covered several such as the use of music and the use of different kinds of music, but this study did not put perception aspect on this study. This study also did not use in language learning setting like what this present study attempts to.

Harmon et al. (2008) investigate the effects of different types of music on cognitive abilities. This study consists of two experiments which tested 54 college students ages 18–50. In Experiment 1, the researcher hypothesized that participants exposed to Mozart would score significantly higher on a listening comprehension test than those exposed to rock music or silence. In Experiment 2, we hypothesized that listening to rock music would result in lower reading comprehension test scores than classical music or non-music groups. An ANOVA test indicated that the results for both experiments were non-significant. The use

of music has been covered in this study. This study also covered the different types of music genre and used in language learning setting, but this study did not covered perception like based on the objectives of this study.

Santoso (2002) investigated the influence of music trough someone's performance while doing physical work. The researcher used three kinds of music, slow music, hard rock and favorite music from each subject. This study also used control group which means that someone did not listen to music while doing physical work. The subject was ordered to walk on treadmill with Constance speed (4.8 kph) and Constance tilt 4 for 6 minutes. From this study, the result revealed that music affect someone performance. It was proved by the data that someone heartbeat per minute is lower when listening to slow or favorite music while doing physical work. In other side, someone's heartbeat per-minutes decrease insignificant during listening to hard rock music. The researcher suggests that someone should listen to slow or favorite music while doing something. This study covers the use of music and focused on someone's performance. This study did not cover the perception toward the use of music and use music in language learning setting.

Hidayat and Marettih (2011) as well as Khezrlou (2012), they investigated the influence of classical music trough concentration resistance in learning. This study used pretest-posttest control group design. In measuring concentration resistance, the data was gained from 16 students from psychology faculty of SUSKA Islamic State University by using Intelligent Structure Test (IST) and Army Alpha (AA) test as the instruments. The result reveals that classical music

can create relax condition in body and soul. This condition helps students to keep their concentration resistance in learning. However, high concentration resistance did not affect subjects' ability in comprehending the text. The coverage of this study is the only classical music that was used in the study, while in the writer's study will use 3 kinds of music. The writer's study does not focus on the influence of music, but the perception of music background given. The study reveals that classical music can enhance students' concentration resistance in learning. It proved from gain score from experimental class is higher than control class with account bigger than table. This study covered several aspects such as the use of music, concentration, and used music in learning setting and focus on students' psychology, but this study did not cover the effect on the students' achievement in language learning.

Elvandari & Hermintoyo (2014) investigate the influence of music through comfortable of library visitor who are doing reading in the library. In this study, the researchers used literature study, interview and documentation. The result shows that the visitors feel comfort and able to concentrate with music playing as background. The visitor still able to read and gain information from what they read well. This study covered the use of music aspect, but this study did not covered aspect about different types of music, perception and language learning setting like this study attempt to.

The study of students' perception had been done by Savignon and Wang (2003), Feng (2013), Spada (1997), Ellis (2001), Laufer (2006), Harmer (2007), Spada and Lightbown (2008), Nugroho (2019), Febriana (2015), and Khunaiv

(2015). They investigated the correlation and the effect of perception toward learning goals in English class. But, the contrast of present study is on the intervening variables that intervenes the students' perception in reading comprehension ability by using music backgrounds.

The study of reading comprehension had been done by Adiguzel and Gurses (2013), Karbalaei (2011), Takallou (2011), Oze and Civelek (2006), Astuti (2014), Hastuti (2015), Dewi (2018), Kusumawanti (2018), Ayiz (2018), Anggara (2018), Wicaksono (2018), and Ekadini (2018). They investigated the students' achievement in reading comprehension. But the contrast with this present study is in increasing the students achievement in reading comprehension, this study uses music background in order to intervenes the students' perception.

The study of learning strategy had been conducted by Oxford (2003), Kirsch (2011), Driscoll et. al (2004), Hunt et. al (2005), Muijsetet et. al (2005), Wade et. al (2008), Cable et. al (2008), Jones (2009), Salashour (2012), Ozmen (2013), Alawiyah (2014), Permatasari (2015), and Lahita (2018). They investigated the strategy of teacher in increasing students' achievement in learning English as a foreign language. But the contrast with this present study is on the the strategy that uses music backgrounds to intervene the students' perception in reading comprehension ability.

Finally, I conducted this present study that is different from the previous studies mention above. The first difference is field. The field of this study is different from the six previous studies mentioned above. In this study, I use music in education especially in learning English. The second different is the kind of

music. The kind of music of this study is different from six previous study mentioned above. In this study, the writer chooses beta wave music and acoustic melodic music. The third different is subject. The subject of this study is different from the six previous studies above, I focused on senior high school students. The population of this is tenth grade students of SMA N 4 Cirebon. Three classes are as the sample; the first is first experimental group, the second is second experimental group; and the last is the control group.

2.2 Related Theoretical Studies

2.2.1 Reading

Reading is the skill or activity of getting information from books or texts, comprehension is the ability to understand completely and be familiar with a situation, facts, etc. Reader processes the reading material to find out the whole meaning both implied and written. Through Reading, reader get the information from the inside of the passage.

Johnson (2008) explained, reading is the act of linking one idea to another. Through Reading, reader get the information from the inside of the passage. More specifically, Johnson (2008) also defined, reading is the practice of using text to create meaning. It means that an activity cannot be called as reading if there is no meaning being created. A reading is not only making the appropriate sounds for each word or sounding out words, but reading always creates a meaning. It is because the essence of reading is putting ideas together to create a sensible.

During reading, readers must try to understand what the passage tells about. Readers read the passage then comprehend the passage so that the readers can get

the ideas or information from the passage. In reading, the primary purpose of reading is reading for comprehension (Richard & Renandya, 2002).

Cunningham & Stanovich (1998) cited in Willis (2008) explained that the reader must have ability to decode the words and access text integration processes to build the meaning and retain the content of the words long enough for it to stimulate their stores of related information in their long-term memories. From the explanation above it can be inferred that reading comprehension is reading to get the essence from the passage itself.

1) Reading Skill

In reading comprehension, there are some skills that should be had by the reader. They can be seen as follow Mickulecky & Jeffries (2007):

a) Previewing

Previewing is catching general sense from the passage and how it is organized. We try to answer general questions about the material by scanning quickly over the page with our eyes.

b) Making inferences

Making inferences also can be called as reading between the lines. The readers find out the fact and ideas from the text that are not stated in the lines. The readers read between the lines because the reader may be can not include all the information about the topic or situation.

c) Understanding paragraphs

Understanding paragraphs means that that the reader must find out the topic to understand what the passage is telling about. Word or phrase that best

describes what all of the sentences in the paragraph is called topic. The words or phrases are usually repeated several times in a paragraph.

d) Pattern of organization

During reading, the readers must find out the the pattern from the passage. It is used to understand and remember what we see and experience. It is important to recognize the pattern of of organization because it will help the readers to understand and follow their ideas more efficiently. On the other words, pattern of organization is connecting the ideas from the passage in a way that makes sense.

e) Reading longer passages effectively

Reading longer passage focuses on a single topic which expresses a general idea about that topic, follows a pattern of organization, and uses signal words and phrases to indicate supporting ideas. The topic is usually repeated many times in order to help the readers' attention to be focused and to reinforce connections between the topic and the supporting idea. The topic is generally mentioned in the title; the topic sentence of each paragraph; and at least one other sentence in each paragraph

f) Skimming

Skimming is described as a form of rapid reading for finding the general idea or gist of a passage or a book. The readers read or consider something quickly in order to understand the main points, without studying it in detail. There are some general questions in mind when skimming that must be known by the readers. The kinds of question skimming such as; What is

the general meaning?; Does this agree with what I already know about this subject?; What is the writer's opinion?; and, Will this information be useful to me?

g) Study reading

Study reading is studying texts to make the readers sure that they learn and remember what they have read. There are three strategies in study reading; text marking; writing questions for more effective reading; and connecting graphic and ideas.

h) Summarizing

Summarizing means rewriting the important parts in a much shorter form, using some words from the text and some of your own words. It used for learning and remembering the ideas in a text is to what the reader have read. Summarizing is especially useful for : reviewing and memorizing information in textbooks for exams; preparing information or ideas from different sources so you can include them in a report or paper.

i) Critical reading

Critical reading is considering the source what we read. Not all we read especially from internet is true, so the reader must have ability to determine what is the best to get the informations.

2) Level of Comprehension

Smith (1969) cited in Westwood (2001) mention four levels comprehension in reading ; 1) literal level, 2) inferential level, 3) critical level, and 4) creative level (Westwood, 2001 p.21). At literal level, the readers just understand explicit

informations which are contained within the passage. At inferential level, the readers get a conclusion beyond what is written on the page. At critical level, the reader is able to assess the good sense of what he or she is reading, its clarity, accuracy and any apparent exaggeration or bias. At creative level, the reader is able to take information or ideas from what has been read and develop new ideas from them. The creative level stimulates the reader to new and original thinking.

2.2.2 Music

Music is a universal term that is used to describe sound that is received by someone. Music is described as a pattern of sounds made by musical instruments, singing or computers, or a combination of these, intended to give pleasure to people listening to it. Schneck and Berger (2006) stated that music is combination of sound attributes which consisted of six elements, rhythm, melody, harmony, timbre, dynamic and form and all of this element correlated with basic aspects of psychological aspects function.

In teaching and learning process, music is able to make atmosphere around students more comfortable for the students its self. In addition, the strain of music can affect human's psychological, ease stress level and fatigue. Bulgarian psychologist, Georgi Lozanov (1970) said that that playing music in the background during a class can created a relaxed state of mind in the students leading to the ability to absorb large quantities of information (Norland & Purret-Said, 2006). Besides, music also can affect students' memory. On the other word, music also can make students get better memory and vocabulary (Tyasrinestu & Kuwato, 2004).

1) The advantages of using music

Music is believed to have a big influence on the human psychological and physical. Human's psychological will change along with the music that is heard. In his book, De Porter et al. (2001) mention some use of music in learning such as raising the spirit; stimulating experience; fostering relaxation; increasing focus; relationship; deciding the theme; inspiring; and fun. In addition, music has some advantages for human life and even education. Campbell (2002 : 79 – 84) stated that music can be used as media for healing medium that can produce mental and physical effects such as:

- a) Covering unpleasant sounds and feelings
- b) Slowing and balancing brain waves
- c) Affecting respiration
- d) Affecting heart rate, pulse, and blood pressure
- e) Reducing muscle tension and improving coordination of body movements
- f) Affecting body temperature
- g) Increasing endorphins level
- h) Changing perception about room and time
- i) Strengthening memory and learning
- j) Increasing productivity
- k) Increasing romance and sexuality
- l) Stimulating digestion
- m) Increasing body endurance

- n) Increasing acceptance unconscious of the symbolism
- o) Causing a sense of secure and well-being

In line with Campbell, Schneck and Berger (2006) mention that music can be used for therapeutic purposes such as:

- a) Can be temporary relief of stress and anxiety
- b) Enhancing memory recall
- c) Animating under-active systems
- d) Helping someone to overcome insomnia
- e) Uplifting the spirit
- f) Providing a diversion from mental concerns
- g) Creating a comfortable acoustic environment

2) Brain waves

Brain is the center of nervous system and the most important organ in human body. When working, brain produces fluctuated electrical waves. This waves frequency can be measure by using EEG (electroencephalogram) in Hz (Hertz). Waves which produced by brain are divided into some type, Gamma (γ), Beta (β), Alpha (α), Theta (θ), and Delta (Δ) wave.

a) Gamma waves (32 – 100)

Gamma waves are produced when someone is being very high mental such as in competition or panic because of specific reason. Gamma brainwaves are the fastest brain waves. Gamma waves can be interpreted as the embodiment of consciousness. Increasing of gamma wave can be very helpful to increase motivation.

b) Beta waves (12 – 32)

Betha waves are occurred when someone is experiencing weak fullness mental activity. It happens when doing daily activities and interacting with people in surrounding. Betha waves are divided into three groups, namely high beta (over 19Hz), vibration beta (15 – 18Hz), and low beta (12 – 14Hz). Beta waves are produced by brain when thinking, rational, problem solving, and situation where you have spent most of your life. Beta waves are needed by someone when thinking, problem solving. Right amount of beta waves will make someone focus, having too much beta waves will make someone experiencing anxiety or stress, high arousal, and inability to relax. On other hand, someone will get daydreaming and depression when having to little beta waves. Beta waves can be increased by consuming coffee and energy drink.

c) Alpha theta waves (8 – 12 Hz)

Alpha waves are produced by brain when someone is having relaxation or starting to rest. Brain will produce alpha waves when someone is going to sleep. This condition is commonly used by hypnotist to start giving suggestion to the patient. This wave is also produced when someone is having meditation. Alpha waves are the controller and a bridge between conscious thinking unconscious mind. Someone can remember their dream because they have this brainwave. Someone will be anxiety, insomnia, high stress when they have too little alpha waves and will be daydreaming, inability to focus when they have too much alpha waves.

d) Theta waves (4 – 8Hz)

This brain waves occurred when someone is having sleepy, daydreaming and sleeping. Beside when sleeping, theta waves are produced by brain when someone is having meditation and praying. Baby and toddler's brain are always in alpha and theta phase. That is why baby and toddler always sleep more than 12 hours. Alpha and theta is unconscious brain wave. Therefore, children are fast learner.

3) Beta wave music

Alpha wave music is music which imitates brain neurology pattern. This kind music is classified into binaural beats which has some advantages for human. This kind of music can manipulate brain wave. Brain wave will adjust surrounding wave. By listening music, wave which produced by music will stimulates brain to follow music wave. So that, brain will produce waves dan same with waves produced by the music.

4) Acoustic melodic music

Acoustic music is kind of music which the sound is produced by acoustic instrument and do not need electrical energy. Instrument that include into acoustic instruments are guitar acoustic, piano acoustic, violin, etc. Definition of acoustics itself is defined as the science that learn about sound, how sound is produced, propagation, and its impacts, as well as learn how a medium responds to sound and the characteristics of the voice itself that the sensation perceived by the ear of listeners.

2.2.3 Perception

There are two theories of perception, they are the top-down theories and the bottom-up effect. As Demuth (2016, p.23) states that

“On the contrary, the top-down theories suppose that in the process of discrimination, but mainly when processing sensory stimulus, we start by ‘feeling’ sensory data on receptors, but their processing presumes a downward influence of higher cognitive contents which organize and later determine them. Such influence we can call the top-down effect. The core of this approach is the fact that in order to process sensory stimulus, one needs to have prior experience or knowledge, or other influences which help to organize and form cognitive contents”

Theories above, explain the correlation between stimulation, perception and cognitive aspect. It means, perception has a great impact in helping the students' achievement. Perception is a process of sensory stimulus. Besides, the students' experience or knowledge will also affect their perception. The top-down theory is a process of discrimination that influences the higher cognitive contents. While the bottom-up effect is the fact that in order to process sensory stimulus which helps students organizing and forming cognitive contents.

Everyone has a different way in looking and judging an object. This distinction is caused that everyone has a different way of observing and receiving a stimulus which is received by their senses. It is supported by Hegar (2005) that stated perception as a person's view of reality which is influenced by the person's values. According to Schermerhorn, et al. (2004) perception is, “the process by which people select, organize, interpret, retrieve and respond to information from the world around them”. In line with this argument, Slameto (2003) defined perception as a process that deals with the inclusion of message or information to the human brain. As well as Wang (2007, p.2), he states that perception is a set of

internal sensational cognitive process of the brain at the sub conscious cognitive function layer that detect, relates, interpret, and searches internal cognitive information in mind. From those definitions, it can be inferred as impression or assessment of a person to the environment begins with the entry of messages or stimuli through the senses to the brain. Perception is also influenced by the sensitivity, attention, experiences of understanding and self-interest so that sometimes perception is seen subjective. Each stimulation and information that are received by our senses will be processed by our mind so that produce a perception. This argument is accordance with Gerrig (2013) that stated, “Overall process of apprehending objects and events in the environment—to sense them, understand them, recognize and label them, and prepare to react to them”. From those definitions, it can be said that perception is someone’ interpretation toward a stimulation or an object in the environment by human sense.

In short, perception is a process of sensory stimulus. It means, the different students’ perception will affect the way of the students in learning English. Perception has a great deal with the students’ cognitive aspect.

1) The process of perception

Walgito (2010) mention there are three phases of the process of perception; stimulus hit sensory organs (faulty process), stimulus received by the sensory organs forwarded to the brain sensory nerves (psychological process), realizing what is felt by the senses).

Basically, perception is a process of observation and knowledge toward an object or phenomena through certain senses. Perception indicates the human sight, hear, smell, and the senses of environment.

Handayani (2013, p.16), there are four steps in constructing perception:

a) Stimulation or the existence situation

The first phase of perception is marked by a stimulation or situation that is faced. Stimulation or situation is socio-cultural environment and the whole of stimulation itself.

b) Registration

Registration is a physical mechanism to hear and see information thus people register, gain, and comprehend information.

c) Interpretation

After gained and comprehended information. The information is interpreted by cognitive aspect of perception. It is important process that depends on the contrast of depth process, motivation, and individual personality. It causes the differences of perception of one another.

d) Feedback

This is the last phase of the process whereas after the information has been interpreted, it will be followed by reaction whether positive or negative reaction.

2) Factors influence of perception

Perception is not created and influence by only a factor. Walgito (2010) mention three factors that influence perception, perceived object, attention, central nervous system. The detailed as follows:

a) Perceived object

Perception presupposes the existence of the object perceived. These objects pose a stimulus that trigger or stimulate the sensory organs or receptors. Although most of the stimulus that comes from outside, there is also the stimulus that comes from within the individual who perceives. The more the relationship of an object, the easier to understand. This form will affect the perception of the individual and by looking at the shape of the size of an object, people will easily in turn shape perception

b) Attention

For a process of perception needed attention, namely the process or the first stage in preparation for the perceptual. Attention is concentration or the concentration of all activities of individuals in one or a set of objects. Someone's attention to different objects, this will affect the perception of an object.

c) Sensory organs, nerves, and central nervous system

Sense or receptor function to receive a stimulus. While the sensory nerves play a role in the continuing stimulus received by receptors, to the central nervous system, the brain as the center of consciousness. So that the required response occurs motor neurons.

3) Form of Perception

Regarding Robbins (2002, p.14), positive perception is a positive individual value toward an object or information, or it fulfills the expectations. While, negative perception is a negative individual value toward an object or information, or it does not fulfill the expectations. Negative perception usually is caused by dissatisfaction. The individual ignorance and lack of experience toward an object that is perceived. Positive perception arises from the individual satisfaction, as well as the impact of individual knowledge and experience toward an object that is perceived.

2.2.4. Learning factors

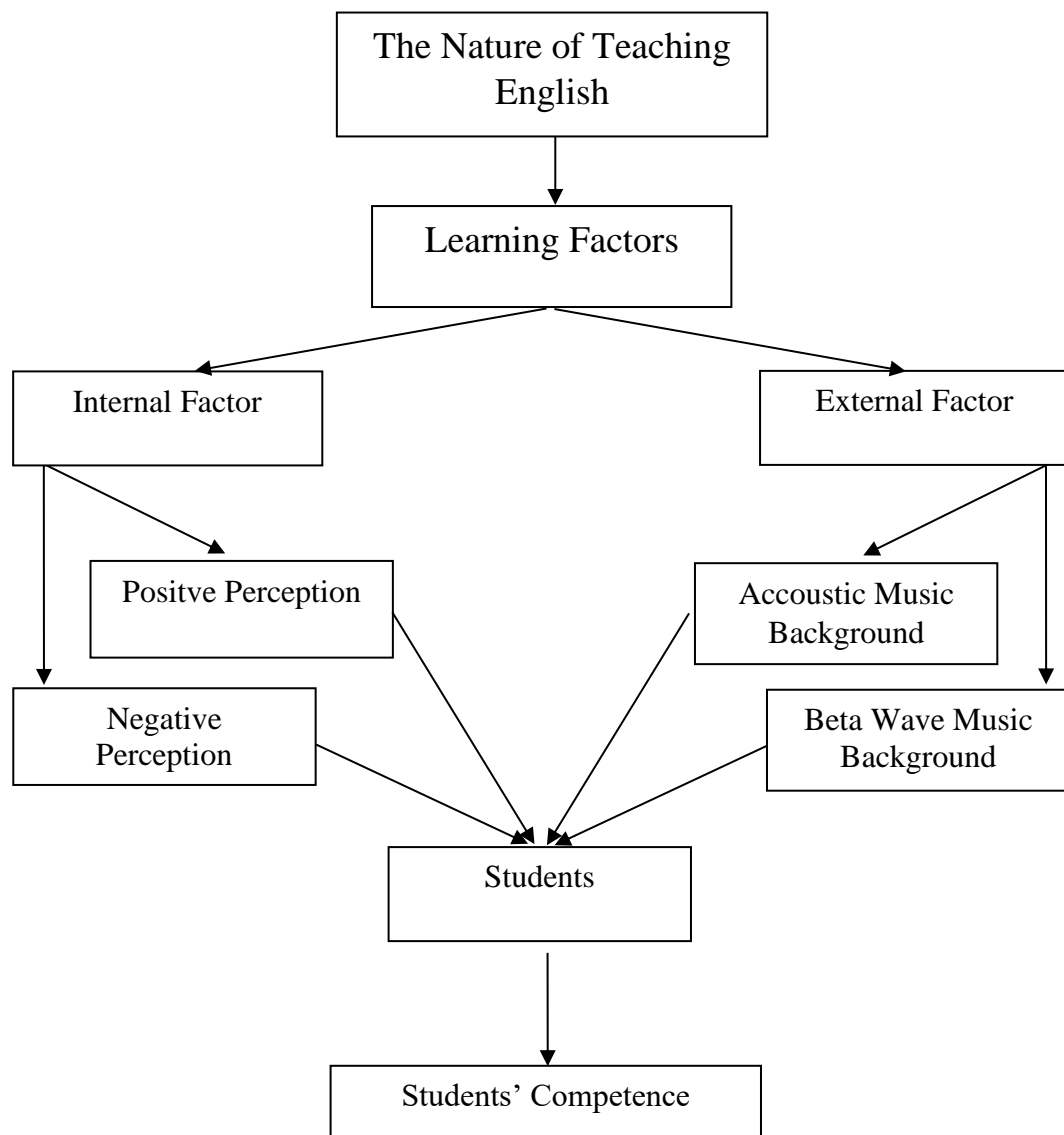
There are some factors that influence learning. Learning factors contribute in determining the result of learning. Syah (2011) mention three kinds of factors that affect learning process, internal, external, and approach to learning factor. Internal factors related to physiological, fatigue, and psychological aspect while external related to family, school, and social environment aspect. These factors are interrelated and influence each other. In addition, Slameto (2010) in his book stated that there are two kind of factor that influence learning, internal which consist of physical, psychological, and fatigue factors and external which consist of family, learning model, school, and society factors.

2.3. Theoretical Framework

Based on the explanation above, it can be concluded that music has some effect toward human soul and body. Listening to music will make us feel relax and free so that it can increase soul and body durability in learning and make

students are more able to concentrate and learn much longer. Those effects are needed in learning process, moreover in reading we need more concentration to comprehend the text.

Figure 2.1 Theoretical Framework



CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter explained the conclusion of the research that analyzed and interpreted the use of beta wave music and accoustic music in reading comprehension. This present study aimed was examining the effectiveness of beta wave msuic compared to accoustic music and none music background to learn reading comprehension to eleventh grade students with negative and positive perception of SMA N 4 Cirebon in academic year 2018/2019. The result of the previous chapter will be presented simply at this chapter.

5.1 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 accoustic 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.

Table 5.1
The Comparison Score between Three Classes

| | Acoustic Music | | Beta Wave Music | | Control | |
|------|----------------|----------|-----------------|----------|---------|----------|
| | Pretest | Posttest | Pretest | Posttest | Pretest | Posttest |
| Mean | 49,67 | 60,33 | 50,67 | 60,00 | 50,67 | 58,33 |
| Gain | 10,67 | | 9,33 | | 7,67 | |

Based on the table above, the both of mean score and gain score in experimental class were different with the mean and gain score in control class. It meant, the use of music background in experimental class affected the students' achievement in reading comprehension.

5.2 Suggestions

Based on the limitations of the study, I would like to give some suggestions. For the other researchers, it is better to modify the subject or the setting of the study even more the variables of the research. By modifying them, it would enrich the variety of research with similar topic. Then, it will help the

others to find the other alternatives in teaching learning activity in order to improve students' achievement in learning English specifically in learning reading comprehension.

5.3 Limitation

In order to give a contribution to research development in the pronunciation field, I mentioned the weakness of my study. The object of the study focused on the use of acoustic and beta wave music background toward students with positive and negative perception toward music, specifically in learning reading comprehension.