THE EFFECTIVENESS OF USING CLASSICAL MUSIC ON STUDENTS' MOTIVATION IN READING COMPREHENSION

THESIS

Submitted by:

<u>Vera Ariska</u>

NIM. 200203007

Student of *Fakultas Tarbiyah dan Keguruan*

Department of English Language Education

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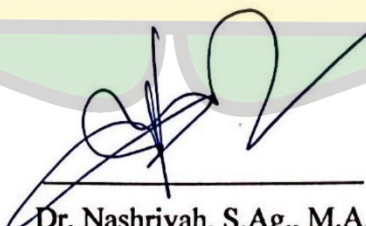The Bachelor of Education in English Language Teaching

by:

VERA ARISKA
NIM. 200203007

Student of *Fakultas Tarbiyah dan Keguruan*
Department of English Language Education

Approved by:

Supervisor,

Dr. Nashriyah, S.Ag., M.A.
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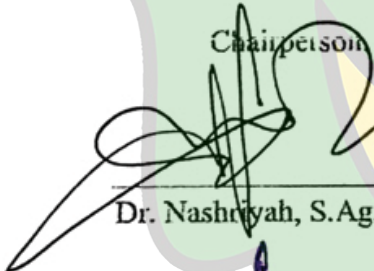For the Bachelor Degree of Education in English Language Teaching

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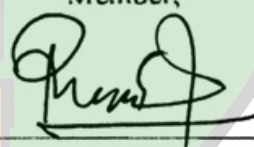
Chairperson,

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Dr. Nashriyah, S.Ag., M.A.

Fera Busfina Zalha, S.Pd.I, M.A

Member,

Member,

Prof. Dr. Muhammad AR, M.Ed.

Rahmi, S.Pd.I., M.TESOL., Ph.D.

Certified by:

The Dean of *Fakultas Tarbiyah dan Keguruan*
Universitas Islam Negeri Ar-Raniry BandaAceh

Prof. Safrul Muluk, S.Ag., M.A., M.Ed., Ph.D

NIP. 197301021997031003

DECLARATION OF ORIGINALITY

SURAT PERNYATAAN

Saya yang bertandatangan di bawah ini,

Nama   : Vera Ariska

NIM   : 200203007

Tempat/tanggal lahir   : Tambon Baroh, 23 Februari 2002

Alamat   : Rukoh, Darussalam, Banda Aceh, 23112, Aceh

Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul **"The Effectiveness of Using Classical Music on Students' Motivation in Reading Comprehension"** adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 08 Agustus 2024

Saya yang membuat pernyataan

Vera Ariska

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Banda Aceh, August 8th 2024
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ABSTRACT

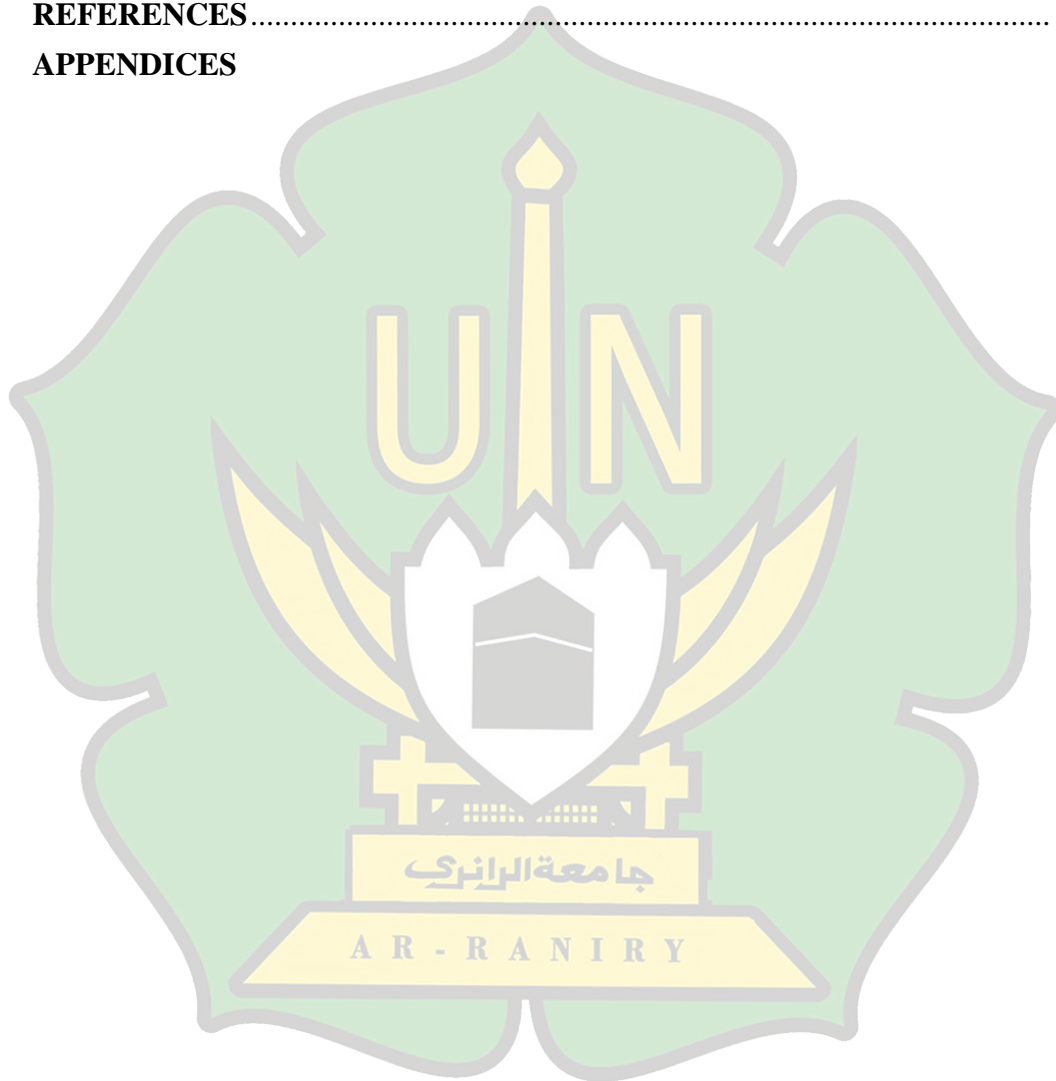Name   :   Vera Ariska

Reg. No.   :   200203007

Faculty   :   *Fakultas Tarbiyah dan Keguruan*

Major   :   Department of English Language

Thesis working title :   The Effectiveness of Using Classical Music on Students' Motivation in Reading Comprehension

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This research aimed to determine The Effectiveness of Using Classical Music on Students' Motivation in Reading Comprehensions. Therefore, the main problem to solve was to what extent is using classical music effective on students' motivation in reading comprehension at SMP Darul Falah Al-Aziziyyah. The research used quasi Experimental Design, exactly "Non-equivalent Control Group Design. The research involved 60 students of the second-year students of SMP Darul Falah Al-Aziziyyah. 30 students of experimental class and 30 students of control class. The experimental class was exposed to classical music during reading lessons, while the control class was not. Data collection involved pre-tests, treatment sessions, and post-tests, with results analyzed using SPSS Statistics 22. Normality and homogeneity tests were conducted to determine the appropriate statistical methods, revealing non-normal distribution but homogeneous variances. The Mann-Whitney U Test was employed for hypothesis testing, showing that the experimental group, which listened to classical music, achieved significantly higher reading comprehension scores than the control group. The findings suggest that classical music enhances student motivation and improves learning outcomes, particularly in reading comprehension. This study contributes to the growing body of evidence supporting the use of music as a tool to create a conducive learning environment, thereby fostering academic success.
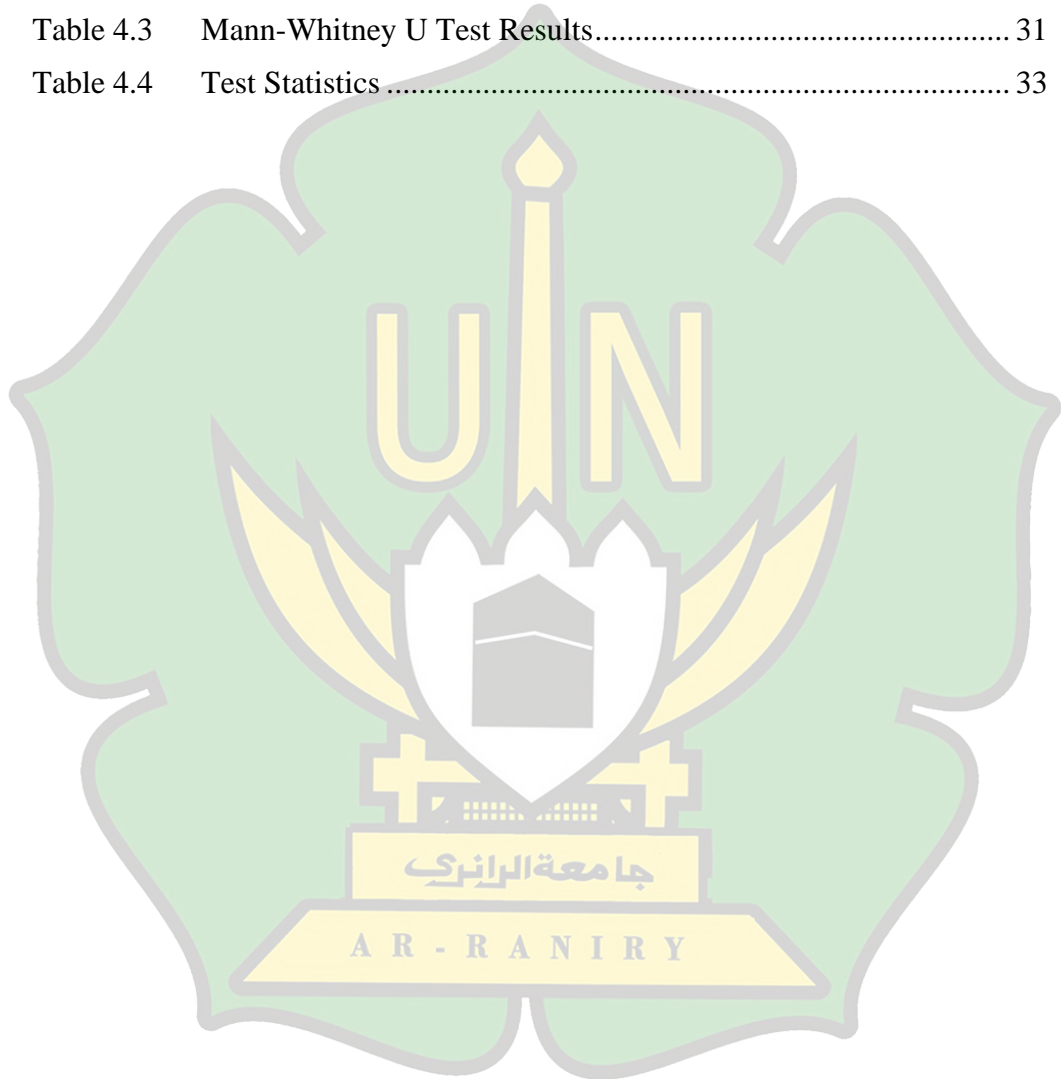
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CHAPTER I

INTRODUCTION

This chapter describes the Background of Study, Research Question, Aim of the Study, Significance of the Study, and Research Terminologies.

A. Background of Study

Academic motivation is crucial for both academic achievement and personal well-being. Students who are highly motivated actively engage in their educational pursuits and typically experience greater overall well-being. Motivation significantly influences human behavior by initiating and sustaining goal-oriented actions, guiding behavior, and ensuring consistency. Its importance has gained increased recognition recently, particularly in educational sciences, due to its impact on learning, teaching, and academic success (Bandhu et al., 2024).

One of the skills needed in the 21st century is Comprehension of Reading. Reading comprehension involves deriving meaning from written text (Aghajani,2019). Therefore, rather than trying to deduce meaning from individual words or sentences, the objective is to get a general comprehension of what is described in the text.

The quality of reading comprehension is very important. All we know reading comprehension requires the construction of a coherent mental representation of the information in a text (Butterfuss et al., 2020). Reading comprehension goes beyond simply reading text, processing it, and understanding

its meaning (Duke & Cartwright, 2021). Its unique feature lies in its ability to facilitate communication, conveying emotions, cultures, and beliefs. Hence, reading comprehension is an important and meaningful activity. Recently, there has been significant attention on the role of music.

According to Moreno (2009), Psychologists and scientists have been studying the relationship between music and factors such as mood, work efficiency, and concentration for years. Comfort and well-being significantly affect student motivation, both positively and negatively. A comfortable environment, positive emotions, and a supportive atmosphere can significantly affect students' experiences. Music creates a positive environment and is useful in many classrooms. It has been used as background noise to mask traffic sounds and other distractions.

Both teachers and students get benefit from music. Teachers can use music to help students relax, shift their perspectives, and enhance the learning environment (Deswarni et al., 2023). Music has the potential to improve students' ability to learn and retain information. In particular, classical music can enhance right-brain learning, while rhythmic elements can boost IQ and memory. Classical music has soft and heart-touching tones, singing rhythms that affect the physical, mental and emotional state of someone who hears it. Therefore, classical music is the right tool for students to relieve boredom while studying. So that student learning comfort can be optimal.

One relevant study to this research is Daniela Holguín-Barrera's (2016) investigation titled *The Use of Classical Music to Improve Reading*

Comprehension. This action research project was conducted in a foreign language classroom at a university in Ambato, Tungurahua, Ecuador, focusing on how classical music might enhance reading comprehension. The study identified a societal need for university students to improve their reading skills, noting that many young people had not developed strong reading habits, even in their native language.

Holguín-Barrera assessed students' reading performance before and after they were exposed to classical music during lessons. The evaluation involved comparing the students' results on reading exercises and their grades before and after the intervention. The study found a significant improvement in academic performance when students were exposed to classical music, particularly when they felt more comfortable in the classroom environment with the music playing. The study suggested that classical music could positively impact student motivation and learning outcomes. It also called for further research in this area to explore these findings more deeply. Holguín-Barrera's research aligns with the current study's focus on the potential of classical music to enhance reading comprehension and student motivation

Given the significance of classical music in learning, the researcher aims to determine its effectiveness on students' motivation through the study titled: ***"The Effectiveness of Using Classical Music on Students' Motivation in Reading Comprehension"***

B. Research Question

Based on the previous statements, the researcher formulates research question as follow: To what extent is using classical music effective on students' motivation in reading comprehension?

C. Aim of the Study

Based on the research question, the aim of this study is to find out the extent to which using classical is effective on students' motivation in reading comprehension.

D. Hypotheses

In this research, the writer would like to find out whether there is a significant difference in reading comprehension achievement between the students who are taught with classical music in the background and those who are taught without it at SMP Darul Falah Al-Aziziyyah. To accomplish this objective, the writer proposed two hypotheses to be tested:

Ho: There is no significant difference in reading comprehension achievement between the students who are taught with classical music in the background and those who are taught without it at SMP Darul Falah Al-Aziziyyah.

Ha: There is a significant difference in reading comprehension achievement between the students who are taught with classical music in the background and those who are taught without it at SMP Darul Falah Al-Aziziyyah.

E. **Significance of the Study**

1. **Theoretical Significance**

This research provides explanations on how to use classical music to motivate students' reading comprehension. It is expected that others researchers conducting research on the English teaching-learning process will utilize this research as a reference. It is hoped that the findings of this study will serve as a valuable resource for students to understand the impact of classical music on their motivation in reading comprehension.

2. **Practical Significance**

a. Student

The researcher expects the students it was interested in learning English by classical music.

b. Teachers

English teachers can apply study results to their teaching activities through the use of classical music, which will motivate students to learn English.

c. Future Research

The result of this study can be used as additional reference for future research by the researcher, who gains knowledge and experience about learning English through the use of classical music.

F. Research Terminologies

1. Classical Music

Music of various moods has been shown to enhance the listener's emotions and promote psychological and mental stability. Classical music, being longer than other genres, often encompasses a range of mood changes within a single piece. If specific moods in classical music can be accurately identified, they could be utilized for various purposes. For instance, beyond mere appreciation, this music could be integrated with visual media of similar moods to deepen the emotional experience (Lee et al., 2021).

According to Kobilova (2022), classical music is defined as a significant cultural and educational tool that plays a vital role in youth education. It is characterized by its structured forms, rich emotional depth, and historical context, which contribute to its educational value. Classical music fosters not only musical skills but also critical thinking, creativity, and emotional intelligence among young learners.

2. Motivation

There are several definitions of motivation. It has been associated with the amount of intellectual energy typically applied to learning activities, leading to the belief that motivation could be considered a stable individual characteristic, similar to personality. Motivation drives a person to seek knowledge, take action, understand concepts, hold beliefs, or acquire particular skills ((Filgona, Sakiyo, Gwany, & Okoronka, 2020).

3. Reading Comprehension

Reading comprehension is the ability to process written text, understand its meaning, and integrate it with the reader's existing knowledge (Grabe, 2009). It depends on two key abilities: word reading and language comprehension. Comprehension is a complex process involving various language skills such as phonology, syntax, semantics, and pragmatics (Tompkins, 2011). According to Davis (1944), the effective readers employ a range of strategies to enhance their comprehension, including making inferences, planning and monitoring, asking questions, self-monitoring, determining importance, visualizing, synthesizing, and making connections. These strategies help readers grasp the text's meaning, identify main ideas, and draw conclusions from the information presented.

4. Effectiveness

Effectiveness is defined as the extent to which a given intervention, strategy, or process achieves its intended outcomes and successfully produces the desired results. It is a critical measure in evaluating the success and impact of research-based initiatives and interventions (Burches & Burches, 2020). In this research, the effectiveness refers to the degree to which the intervention, specifically the use of classical music, achieves its intended outcomes by enhancing students' reading comprehension and motivation.

CHAPTER II

LITERATURE REVIEW

In this chapter, the researcher discusses several theories related to research. This includes Reading, Motivation, Classical Music, Music in Classroom and The Suggestopedia method as an alternative for enhancing student's motivation

A. Reading

1. Definition of Reading

Reading is a multifaceted, intentional, interactive, and comprehending activity that requires significant time and resources to develop. It is flexible, as readers use various strategies to read effectively (Bojovic, 2019). Furthermore, reading is crucial for expanding language knowledge. It begins with decoding printed text and ends with constructing meaning through active interaction between the writer and reader. In essence, reading involves reconstructing the author's ideas to extract meaning from the text.

Reading serves a purpose. According to Sheeba and Ahmad (2018), the purpose of reading influences the approach to reading comprehension. For example, someone checking if they can afford to eat at a restaurant needs to understand the pricing on the menu but doesn't need to know the name of every appetizer. Conversely, someone reading poetry for enjoyment needs to understand the poet's language and structure but doesn't need to identify the main idea and supporting details. In summary, reading is an activity aimed at obtaining essential information.

Reading is a highly intricate activity that demands focused attention. It involves visual perception, where printed words need to form coherent ideas. Readers not only recognize and understand the symbols on the page but also interpret the text based on their personal background and past experiences. They extend these interpretations to form opinions, make connections, and draw conclusions (Iser, 2022). Pointedly, reading is a complex activity because it needs in-depth comprehension

2. Reading Comprehension

According to Mantra et al. (2020), reading comprehension is a crucial language skill for all students to master due to its significant benefits. It enhances their understanding of various knowledge available in printed sources. Beyond academic development, reading also provides enjoyment and happiness when students read for pleasure. Cain and Oakhill (2020) stated that the development of reading comprehension over the past decade has been characterized by significant progress, with research focusing on understanding the cognitive processes and instructional practices that contribute to proficient comprehension skills. Moreover, Perfetti and Stafura (2020) suggest that reading skill is closely linked to the brain's reward circuitry, indicating the neurological basis for the comprehension process.

Mantra, et al. (2020), highlight that key skills for effective comprehension encompass:

1) Previewing for Better Comprehension

Previewing involves examining a text before reading to predict its content. For instance, when receiving a letter, readers might first check the return address or stamp to guess the sender and topic.

2) Scanning

Scanning means reading quickly to locate specific information. Readers focus on key words and phrases related to their questions, skipping unnecessary details to read faster.

3) Skimming

Skimming entails glancing through a text to get a general idea of its content. This helps readers grasp the main concepts without reading every word.

4) Using Vocabulary Knowledge for Effective Reading

Guessing word meanings from context is a valuable strategy. This approach allows readers to enjoy reading without frequently stopping to look up unfamiliar words.

5) Making Inferences

Good readers make inferences by predicting what will come next and using clues from the text to understand deeper meanings. This skill involves connecting current reading to prior knowledge.

6) Finding Topics

Understanding what a text is about requires connecting new information to existing knowledge. Recognizing the topic helps readers make sense of the text.

7) Discovering Topics of Paragraphs

Readers need to identify the topic of each paragraph to fully comprehend the text. Even with simple language, understanding falters if the topic is unclear.

8) Understanding Main Ideas

The main idea is a complete sentence that expresses the author's central concept about the topic. Recognizing this helps readers grasp the author's message.

9) Summarizing

involves condensing a passage into a shorter form by retelling its key points. This skill indicates thorough comprehension of the text

3. The Importance of Reading in Learning Language

Mc Keown et al. (2021) stated that rethinking reading comprehension instruction involves adopting a relational approach that recognizes the interconnectedness of various literacy skills and emphasizes the role of meaningful engagement with texts in promoting comprehension. Additionally, Sénéchal (2020) asserts that shared reading experiences play a crucial role in the development of early literacy skills, drawing on evidence from longitudinal studies to support the significance of this practice.

Sari et al. (2020) explain that reading comprehension serves several purposes, including:

1. extracting simple information

2. quickly skimming through texts

3. engaging with academic and professional materials

4. synthesizing information to write and evaluate texts.

Regarding reading comprehension assessment, the national reading framework elucidates that it's an active and intricate process involving understanding written texts, constructing and interpreting meanings, and applying these meanings appropriately to the text type, context, and purpose. Additionally, Sari et al. (2020) identify various factors influencing reading comprehension ability, including physiological, intellectual, environmental, socio-economic, and psychological factors.

B. Motivation

1. Definition of Motivation

Motivation has various definitions. It is often linked to the level of intellectual energy typically expended in learning activities, leading to the notion that motivation might be a stable individual trait, akin to personality. Essentially, motivation drives a person to seek knowledge, take action, understand concepts, believe in ideas, or acquire specific skills. It can also be described as the urge to fulfill personal needs; for instance, a learner may desire to learn reading and

arithmetic to avoid being deceived while shopping. Additionally, numerous scholars have provided different definitions of motivation (Filgona, 2020).

Motivation is a way of creating a high level of enthusiasm to reach organizational goals, and this situation is accommodated by satisfying some individual needs. Motivation means achieving an organization's goals by satisfying individual employees' needs or demands.

According to Gwany (2021), work motivation can be seen as a combination of internal and external forces that initiate and shape work-related behavior, influencing its form, direction, intensity, and duration. This concept specifically pertains to the work environment and encompasses the impact of both external factors and personal attributes on work behavior. In the workplace, work motivation is an invisible, personal, and hypothetical construct that becomes evident through observable and measurable behaviors.

Filgona (2020) stated that learner motivation is crucial for academic success. Motivation is linked to the amount of intellectual effort students invest in learning activities, suggesting that it can be considered a stable trait, similar to personality. It drives individuals to seek knowledge, act, understand, believe, or acquire specific skills, attitudes, or values. Motivation is vital because it stimulates and energizes learners to think, concentrate, and learn effectively.

To enhance student motivation, teachers should focus on several factors: setting clear goals, demonstrating the importance of the lesson, maintaining learner interest, and increasing the likelihood of success (Schuitema et al.,2016 ; Stearns,

2013). By applying these motivational strategies, teachers can inspire learners to be enthusiastic and committed to achieving their educational goals.

2. Types of Motivation

Morris et al. (2022)   categorized the motivation into two main types:

a. Intrinsic Motivation

Fishbach et al. (2022) stated that Intrinsic Motivation (IM) involves engaging in activities that are inherently satisfying or enjoyable. IM is non-instrumental, meaning that intrinsically motivated behavior is not driven by external rewards or outcomes separate from the activity itself. Intrinsic motivation is characterized by the alignment of means and ends, where the activity's enjoyment or satisfaction is its own reward.

Intrinsic motivation arises from internal stimuli within the individual, which can be biological, emotional, spiritual, or social in nature. This type of motivation is not contingent upon external rewards. Activities driven by intrinsic motivation are pursued for personal enjoyment, satisfaction, or self-fulfillment. They often stem from curiosity and a desire to tackle challenges inherent in the activity itself (Filgona, 2020).

Intrinsic motivation naturally guides an individual's actions and self-determination, fostering personal growth and the ability to reflect on experiences effectively. When students find inherent satisfaction in an activity, they demonstrate intrinsic motivation. In contrast, if students engage in an activity primarily to achieve external rewards like grades or social approval, their

motivation is extrinsic. According to Ng (2018), students' choices, effort, and persistence in academic tasks are directly influenced by their level of intrinsic motivation.

Additionally, Sakiyo (2020) states that intrinsic motivation is naturally present in learning situations and fulfills the needs and goals of students. On the other hand, extrinsic motivation involves engaging in learning activities due to external encouragement unrelated to the activity itself.

b. Extrinsic Motivation

Extrinsic motivation involves external factors, such as rewards, that drive students to exert effort. It entails completing tasks because there are specific rewards tied to their accomplishment. Common extrinsic motivators include grades, expectations from parents, teachers, and peers (Sakiyo, 2020). However, it's important to note that relying solely on extrinsic motivation can sometimes distract students from genuine learning. While effective in the short term, extrinsic motivators often fail to sustain long-term engagement. Students who learn material solely for rewards typically do not retain that knowledge once the external incentives are removed (Morris 2022).

Motivation driven by external rewards is known as extrinsic motivation. These rewards can be material, such as money or grades, or intangible, such as recognition or praise. Unlike intrinsic motivation, which originates from within the individual, extrinsic motivation is solely based on external rewards. Filgona et al. (2022) stated that people motivated extrinsically will persist in an activity even

without immediate rewards. For example, they might do tasks they dislike at work to earn a living. Operant conditioning, which involves training someone or something to behave in a certain way through rewards or penalties, relies on extrinsic incentives.

C. Classical Music

According to Hargreaves and Lamont (2021), understanding the definition of music from a social psychological perspective involves recognizing its role in shaping individual and collective identities, as well as its capacity to evoke emotions and facilitate social interactions. Furthermore, Thompson and Christensen (2020) argue that music encompasses a range of cognitive, affective, and behavioral processes, underscoring its complexity as a human phenomenon.

Kramer (2020) admitted the enduring significance of classical music lies in its ability to provoke contemplation, transcendence, and emotional resonance across diverse audiences, reaffirming its cultural and artistic relevance in contemporary society. Additionally, Spitzer (2021) suggests that listening to works such as Bach's Mass in B Minor and the Christmas Oratorio offers insights into the rich tapestry of musical expression and religious symbolism characteristic of classical compositions.

Classical music, with its longer compositions and intricate mood changes, has been found to significantly enhance emotions and support psychological stability for listeners. Recognizing specific classical music moods accurately opens up possibilities for various applications, such as integrating music with visual media

of similar emotional tones to create richer emotional experiences beyond mere musical appreciation. (Lee et al., 2021).

Listening to classical music has been noted for its ability to combat mental fatigue, enhance creativity, and bolster concentration and memory retention. This makes it particularly advantageous for learning activities. According to Allo et al., (2021), classical music is uniquely effective in improving concentration during learning. Moreover, individuals who listen to classical music often experience a relaxed and calm state, which can help reduce anxiety levels and strengthen immune function.

Classical music is believed to enhance concentration by harmonizing the brain's right and left hemispheres and modulating brain waves conducive to learning. This explanation underscores the utility of classical music as a relaxation tool during learning. Composers such as Johann Sebastian Bach, Wolfgang Amadeus Mozart, Ludwig van Beethoven, and Richard Wagner have created numerous pieces that serve this purpose. Mozart's compositions, in particular, are widely favored for their beneficial effects on listeners, as noted by Nugraha (2019, p. 71) and Cristin et al. (2022).

D. **Music in Classroom**

According to Custodero (2020), musical experiences and meaning-making in educational settings serve as pathways to transformative teaching and learning, fostering creativity, self-expression, and socio-emotional development among students. Moreover, Sullivan (2021) argues that the focus group interview method

provides valuable insights into perspectives on music education, enabling researchers to explore diverse viewpoints and experiences within the field.

When students feel comfortable in the classroom, it is likely that they are receptive to the material being presented. Through the incorporation of classical music, researchers anticipate that learning activities become more enjoyable and alleviate students' stress levels.

E. The Suggestopedia method as an alternative for enhancing student's motivation

Learning motivation plays a crucial role in the success of the educational process, but it also becomes a source of problems. To address these issues, teachers can employ various learning methods, one of which is the Suggestopedia method. This approach utilizes positive suggestions and often incorporates background music to create a conducive learning environment. By fostering a secure, relaxed, and enjoyable atmosphere. Darcy and Press (2023) stated that the Suggestopedia method alleviates pressure and enhances students' interest, which in turn boosts their motivation and improves the achievement of learning objectives.

The use of music in the Suggestopedia method provides tranquility and relaxation in learning, creating a pleasant and enjoyable learning environment (Budianto & Yuniar, 2023). This enables students to learn with joy, which in turn enhances their motivation. Motivated students are more likely to follow the lessons and understand the material presented. Therefore, students need the role of a teacher.

Deswarni et al. (2023) identify five basic elements of the Suggestopedia method:

1. Authority: There is a trusted teacher whose capability instills self-confidence in students.

2. Infantilization: Students are treated as if they were children receiving authority from the teacher.

3. Dual Communication: Both verbal and non-verbal communication stimulate enthusiasm from the classroom environment and the teacher's personality.

4. Rhythm: Lessons are accompanied by rhythm to create a comfortable inner atmosphere and stimulate the right brain.

5. Pseudo-passive State: In this state, students are completely relaxed but not asleep while listening to classical music.

The Suggestopedia method encourages students to be more relaxed in receiving instruction and developing their skills. To train students, the teacher uses music as a medium to suggestively influence them. Deswarni et al. (2023), the use of music in the classroom, which creates a calm atmosphere, is believed to enhance students' ability to absorb more information. Music is believed to synchronize students' brain activity, making the mind more relaxed and open to learning.

CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the researcher describes the research method. It covers the following topics: Research Design, Population and Sample, Techniques of Data Collection, Data Collection Instrument, and Data Analysis.

A. Research Design

The research was conducted using a Quasi-Experimental Design, specifically the Nonequivalent Control Group Design. According to Miller et al. (2019), quasi-experimental design is a research methodology that aims to study the causal effects of independent variables on dependent variables without the use of random assignment to groups. This method involved two classes: an experimental class and a control class. In the experimental class, motivation was implemented along with a pre-test, treatment using classical music specifically an orchestral piece, *Piano Concerto No. 2 in C Minor, Op. 18: II Adagio Sostenuto*, and post-test. The control class only received the pre-test and post-test.

This method was considered appropriate for the research because it could determine whether classical music had a motivational effect. Additionally, the researcher could easily implement this method due to the feasibility of using purposive sampling, which was suitable for both pre-experimental and quasi-experimental designs.

B. Population and Sample

    1. Population

        According to Creswell (2018) population is the larger group to which the researcher intends to generalize the study's findings, and it includes all members or elements that meet the specified criteria of the research. The population of this research was students at the Second Grade of SMP Darul Falah Al-Aziziyyah in Krueng Geukueh, Aceh Utara. The total number of students in the population was 60.

    2. Sample

        The researcher applied Quasi-Experimental Design, specifically the Nonequivalent Control Group Design, in which two classes were selected as samples. In this case, class XI A was chosen as the experimental class and class XI B as the control class. Each class consisted of 30 students, therefore the total number of students was 60.

        The purposive sampling technique used in this study is based on the consideration that there are three classes in the school, namely Class VIII A, VIII B, and VIII C. Class VIII A and VIII B consist of male students, while Class VIII C consists of female students. The selection of Class VIII A and VIII B aims to avoid the variable of gender differences that could influence the experimental results. By choosing classes that are homogeneous in terms of gender, it is expected that the results of this study will be more valid and not influenced by external factors related to gender differences.

C. Techniques of Data Collection

Maciejewski (2020) stated that a research design typically involves three key components:

1. Pre-test

To collect the data, the researcher administered a pre-test to both classes. Pretest is a measurement taken before the intervention or treatment is applied. It establishes a baseline to assess the effects of the treatment (Maciejewski, 2020). The pre-test was used to assess motivation according to the researcher's criteria.

2. Treatment

After giving the pre-test, the researcher conducted the treatment in the experimental class by using classical music during reading lessons. The treatment was given for 2 meetings at least. Maciejewski (2020) stated that posttest is a measurement taken after the treatment has been applied.

3. Post-test

Posttest is a measurement taken after the treatment has been applied (Maciejewski, 2020), a post-test was given to the students in both control and experiment class. It aimed to know whether the implementation of classical music is effective or not.

D. Data Collection Instrument

a. Control Class

According to Creswell (2018), the steps for data collection in a quasi-experimental design in control class are as follows:

1. Pre-teaching Activity

   The researcher opened the class by saying greetings and asking the students' condition. The researcher also asked students about the previous lesson and told about the topic to learn.

2. While Teaching activity

   The researcher informed the students that the lesson would focus on narrative text, using the story of Snow White as an example. After providing the story, the researcher gave the students fifteen minutes to read the text. Next, the researcher wrote the generic structure of a narrative text on the whiteboard and asked some students to identify the orientation, complication, and resolution within the story. Finally, the researcher assigned a task related to the text for the students to complete.

3. Post Teaching Activity

   This activity, the researcher asked the students difficulties of the material during the learning process. The researcher also gave feedback concerning the student's performance. Finally, the researcher closed the class by saying greetings.

b. Experiment Class

According to Creswell (2018), the steps for data collection in a quasi-experimental design in experimental class are as follows:

1. Pre-teaching Activity

    The researcher opened the class by saying greetings and asking the students' condition. The researcher also asked students about the previous lesson and told them about the topic to learn.

2. While Teaching Activity

    The researcher informed the students that the lesson would focus on narrative text and provided an example story about Snow White. After explaining this, the researcher gave the students fifteen minutes to read the text, playing classical music in the background, specifically an orchestral piece, *Piano Concerto No. 2 in C Minor, Op. 18: II Adagio Sostenuto* to enhance their enjoyment. Once the students finished reading, the researcher stopped the music. The researcher then wrote the types of generic structures of a narrative text on the whiteboard and asked some students to identify the orientation, complication, and resolution in the story. Finally, the researcher assigned a task for the students to complete while the classical music was playing again.

3. Post Teaching Activity

    This activity, the researcher asked the students difficulties of the material during the learning process. The researcher also gave feedback

concerning the students' performance. Finally, the researcher closed the class by saying greetings.

E. Data Analysis

The data analysis involves conducting tests for normality and homogeneity before performing hypothesis testing with the Mann-Whitney U Test. The Mann-Whitney U test, also known as the Wilcoxon rank-sum test, is used to determine whether there is a statistically significant difference between the distributions of two independent groups. It is a non-parametric test that evaluates whether the medians of the two groups differ, based on the ranks of the combined data rather than the raw data values (Jung, 2021). The primary objective is to evaluate the impact of classical music on students' reading comprehension abilities. The data were analyzed using SPSS Statistics 22, and the results are discussed in the context of the research objectives.
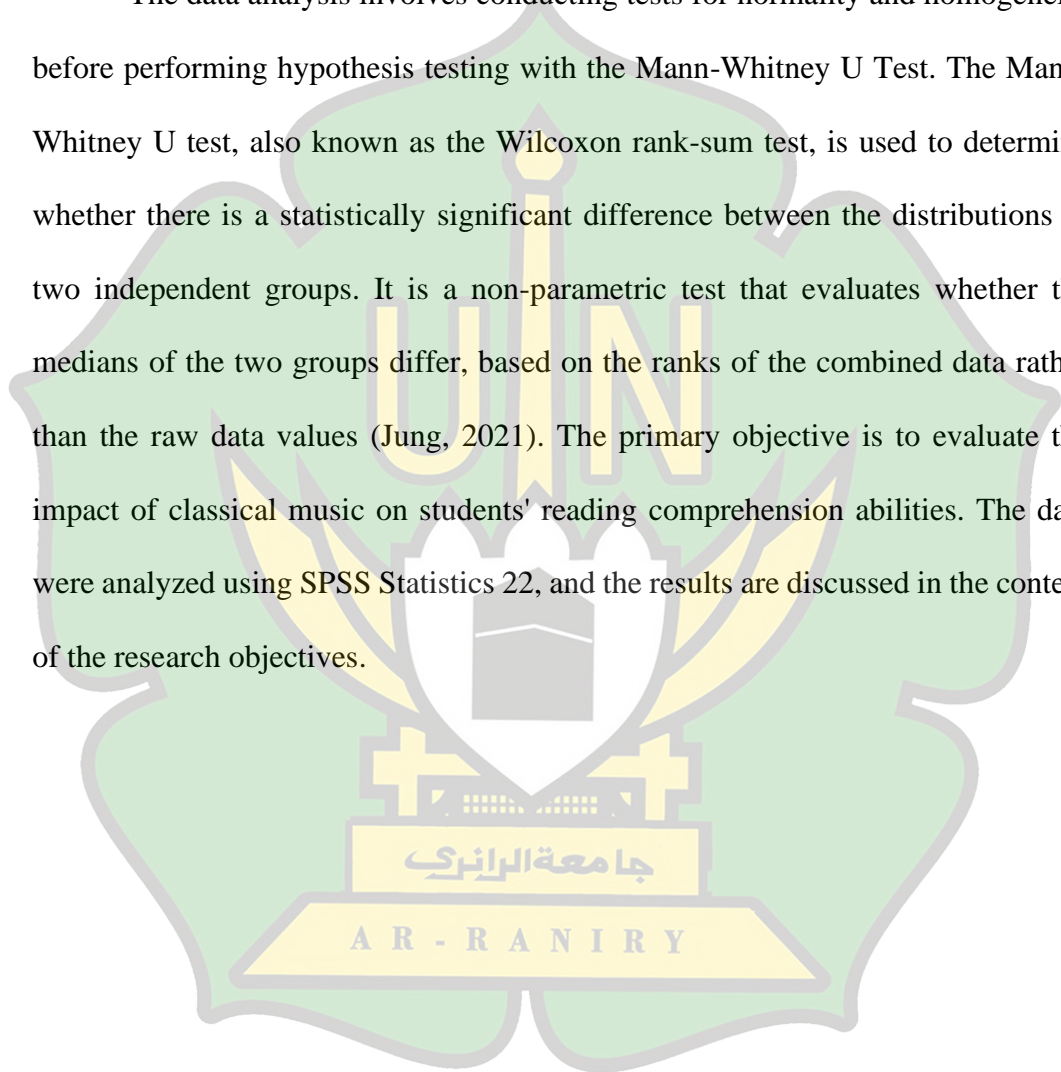
CHAPTER IV

FINDINGS AND DISCUSSION

This chapter describes both the findings and the discussions of this research.

A. Findings

In analyzing data on student learning outcomes, researchers used SPSS Statistics 22, before analyzing the data, researchers first tested the normality and homogeneity of the data to select the type of data analysis to be used. If the data is normally distributed and homogeneous, the data analysis uses paired sample T-test. If the data is not normally distributed and not homogeneous, then the data analysis uses the Mann-Whitney Test.

1. Normality Test

Before delving into the primary analysis, it was crucial to assess the normality of the data distribution to ensure the validity of the subsequent statistical tests. Given that the sample size was under 100, the Shapiro-Wilk test was selected for this purpose, as it is well-suited for small sample sizes. This test helps determine whether the data deviates significantly from a normal distribution, which is a key assumption for many statistical analyses. The results of the Shapiro-Wilk normality test for both the experimental and control groups are detailed in Table 4.1, providing a comprehensive view of the distribution characteristics of the data in each group.

By examining the normality of the data, we can confirm that the assumptions underlying our statistical methods are met, thereby ensuring the

reliability and accuracy of our analysis. This step is critical as it influences the choice of further analytical techniques and interpretations. The insights gained from the normality test will guide us in selecting the appropriate statistical methods to accurately evaluate the effects observed in the experimental and control groups.

Table 4.1

Shapiro-Wilk Normality Test Results

	class	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
learning outcomes	pre-test experiment	.142	30	.128	.922	30	.031
	post-test eksperiment	.235	30	.000	.878	30	.003
	pre-test control	.265	30	.000	.872	30	.002
	post-test control	.315	30	.000	.808	30	.000

a. Lilliefors Significance Correction

Table 4.1 shows the results of the normality test, indicating very small significance values for all test phases. The significance value for the pre-test of the experimental group was 0.031, while the post-test for the experimental group showed a significance value of 0.003. For the control group, the significance value for the pre-test was 0.002, and the post-test showed a value of 0.000. All these significance values are well below the conventional alpha level of 0.05, indicating that the data from both groups are not normally distributed.

The Shapiro-Wilk test results, with significance values less than 0.05 across all phases, confirm that the data distribution does not follow a normal pattern. This non-normality can affect the validity of the analysis results if parametric statistical methods that assume normality are used. In this context, it is important to consider

alternative statistical methods that do not rely on the assumption of normal distribution to ensure that the analysis remains accurate and reliable.

When data do not follow a normal distribution, researchers may consider non-parametric statistical methods as an alternative. These methods do not require the assumption of normality and can provide valid results even if the data do not meet normal distribution criteria. Additionally, data transformation can also be a solution to achieve a distribution closer to normal, allowing for parametric analysis to be conducted with more accurate results.

Considering the results of the normality test, the next steps in the analysis should be approached with caution. Selecting statistical methods that align with the characteristics of the data will ensure that the analysis provides accurate and relevant insights. Therefore, a thorough evaluation of the analysis methods used and the potential need for data transformation is crucial to maintaining the quality and validity of the research results.

2. **Homogeneity of Variancee Test**

To ensure that the variances between the experimental and control groups are uniform, Levene's test for homogeneity of variances was conducted. This test aims to determine whether the variances in both groups are significantly different from each other. By confirming the homogeneity of variances, we can ensure that comparisons between groups are made under correct assumptions, thus making the analysis results more valid. Significant differences in variances can affect the accuracy of statistical tests used and may lead to errors in interpreting the results.

The results of the homogeneity of variances test provide insights into the consistency of variances among the analyzed groups. If the variances are found to be homogeneous, it validates the assumptions necessary for further statistical analysis. The data from Levene's test are presented in the following table, which provides detailed information about the variances in each group and helps determine whether the differences between groups can be accurately analyzed using the chosen statistical methods.

Table 4.2

Levene's Test for Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
learning outcomes	Based on Mean	.005	1	58	.943
	Based on Median	.244	1	58	.623
	Based on Median and with adjusted df	.244	1	56.444	.623
	Based on trimmed mean	.085	1	58	.772

Table 4.2 presents the results of Levene's Test for Homogeneity of Variance, which is crucial for determining whether the variances across different groups are equal. Levene's Test assesses the equality of variances, which is an important assumption for many statistical analyses. In this table, the test is reported based on several methods: mean, median, median with adjusted degrees of freedom, and trimmed mean. The significance values for these methods are 0.943, 0.623, 0.623, and 0.772, respectively. These results provide insights into the homogeneity of variance among the groups under study.

The significance value of 0.943 based on the mean, along with the other significance values which are all above 0.05, indicates that there is no significant

difference in variances across the groups. This suggests that the assumption of homogeneity of variances is met, meaning the variances among the different groups in the study are similar. Homogeneous data variance is a positive outcome for analyses that assume equal variances among groups.

Despite the homogeneity of variance demonstrated by Levene's Test, the data did not meet the normality assumption as indicated by the Shapiro-Wilk test results. The presence of non-normal distribution in the data necessitates the use of non-parametric tests. Non-parametric methods are appropriate for data that do not follow a normal distribution and do not rely on the assumption of equal variances, making them suitable for this study.

As a result, the researchers opted for non-parametric tests to analyze the data. Specifically, the Mann-Whitney Test was chosen because it is well-suited for comparing differences between two independent groups when the data does not meet normal distribution criteria. This test provides a robust alternative for assessing differences between experimental and control groups under non-normal conditions.

In conclusion, while Levene's Test confirmed the homogeneity of variance among the groups, the decision to use non-parametric testing methods was driven by the non-normal distribution of the data. The Mann-Whitney Test was employed to ensure the validity and reliability of the analysis, allowing the researchers to draw meaningful conclusions from the study despite the deviations from normality.

3. Hypothesis Testing Using the Mann-Whitney U Test

Since the data did not follow a normal distribution, the Mann-Whitney U Test, a non-parametric test, was employed to compare learning outcomes between the experimental and control groups. This test is suitable for analyzing data that do not meet the assumptions of normality and is particularly useful for comparing differences between two independent groups based on ordinal or continuous data. By using the Mann-Whitney U Test, we can assess whether there are significant differences in learning outcomes between the groups without relying on the assumption of normal distribution.

The Mann-Whitney U Test ranks all the data points from both groups together and then compares the sum of ranks between the groups. This approach allows for a robust analysis even with non-normally distributed data and provides insights into whether the observed differences in learning outcomes are statistically significant. The results of this test will be presented in the subsequent sections, offering a clear view of the comparative effectiveness of the intervention applied to the experimental group versus the control group.

Table 4.3

Mann-Whitney U Test Results

	class	N	Mean Rank	Sum of Ranks
learning outcomes	experimental class	30	42.52	1275.50
	control class	30	18.48	554.50
	Total	60		

Table 4.3 displays the results of the Mann-Whitney U Test, which is used to compare differences between two independent groups when the data is not normally distributed. This non-parametric test is particularly useful for evaluating the effectiveness of interventions, such as the impact of classical music on learning outcomes. The table shows the mean ranks and sum of ranks for both the experimental and control classes, providing insights into the relative performance of each group.

In the Mann-Whitney U Test results, the experimental class, which was exposed to classical music, has a mean rank of 42.52, while the control class, which did not experience classical music, has a mean rank of 18.48. These mean ranks reflect the relative standing of each group in terms of learning outcomes. The experimental class, with a higher mean rank, suggests that students in this group generally had better learning outcomes compared to their counterparts in the control class.

The sum of ranks further supports this conclusion. For the experimental class, the sum of ranks is 1275.50, whereas for the control class, it is significantly lower at 554.50. The considerable difference in the sum of ranks indicates that the experimental class performed notably better in terms of learning outcomes, reinforcing the idea that exposure to classical music may have had a positive effect on students' academic performance.

These results suggest that the classical music intervention had a beneficial impact on the learning outcomes of students in the experimental class. The higher mean rank and greater sum of ranks for the experimental class imply that the use of

classical music contributed to improved academic results compared to the control group. This finding aligns with previous research that has explored the potential cognitive and educational benefits of background music.

In summary, the Mann-Whitney U Test results reveal a significant difference in learning outcomes between the experimental and control classes, with the experimental group demonstrating superior performance. This underscores the effectiveness of classical music as an intervention for enhancing learning outcomes, providing valuable evidence for its potential application in educational settings.

Table 4.4
Test Statistics[a]

	learning outcomes
Mann-Whitney U	89.500
Wilcoxon W	554.500
Z	-5.452
Asymp. Sig. (2-tailed)	.000

a. Grouping Variable: class

Table 4.4 provides the detailed results of the Mann-Whitney U Test, including the test statistics used to determine the significance of the differences between the experimental and control classes. The Mann-Whitney U statistic is reported as 89.500, and the Wilcoxon W statistic is 554.500. Additionally, the Z value is -5.452, and the asymptotic significance (2-tailed) is 0.000. These statistics are crucial for interpreting the results of the test and assessing whether the observed differences are statistically significant.

The asymptotic significance value of 0.000 is notably lower than the conventional alpha level of 0.05. This indicates that the probability of observing the

obtained results, or more extreme results, if the null hypothesis were true, is less than 0.05. Therefore, the result is statistically significant, suggesting that the differences between the experimental and control groups are unlikely to have occurred by chance. This significant result supports the rejection of the null hypothesis, which posited that there is no difference between the groups.

Given the significance level of 0.000, it can be concluded that there is a statistically significant difference in students' learning outcomes between the experimental class and the control class. The data provides strong evidence that the intervention—classical music—had an effect on the students' academic performance. Specifically, the experimental class, which was exposed to classical music, demonstrated better learning outcomes compared to the control class.

The significant difference observed suggests that the use of classical music positively influenced students' motivation and reading comprehension. This result aligns with the hypothesis that classical music has a beneficial effect on educational outcomes. The substantial Z value further corroborates the strength of this effect, indicating that the differences between the groups are both statistically and practically significant.

In summary, the Mann-Whitney U Test results, including the low asymptotic significance value, confirm that there is a significant effect of classical music on student learning outcomes. The analysis supports the hypothesis that classical music enhances students' reading comprehension abilities, highlighting its potential as an effective educational intervention.

B. Discussion

This study aimed to investigate the impact of classical music on students' learning outcomes, specifically in reading comprehension. To ensure the validity of the findings, the researchers conducted a series of preliminary tests, including normality and homogeneity tests, before proceeding to the main hypothesis testing.

The Shapiro-Wilk test was used to assess whether the data were normally distributed, as the sample size was less than 100. The results indicated that the p-values for both the experimental and control groups were all below the threshold of 0.05, with the pre-test and post-test in both groups showing significant deviations from normality. Specifically, the p-values were 0.031 and 0.003 for the experimental group's pre-test and post-test, respectively, and 0.002 and 0.000 for the control group's pre-test and post-test, respectively. These results suggest that the data are not normally distributed, leading the researchers to choose non-parametric methods for subsequent analysis.

Levene's test for homogeneity of variancee was conducted to determine whether the variancees across the experimental and control groups were equal. The results showed a p-value of 0.943 based on the mean, which is significantly greater than 0.05, indicating that the variancees are homogeneous. Despite the data being homogeneous, the lack of normal distribution necessitated the use of non-parametric tests.

Given the non-normal distribution of the data, the Mann-Whitney U Test, a non-parametric test, was employed to compare the learning outcomes between the experimental and control groups. The results showed that the experimental group, which was exposed to classical music, had a significantly higher mean rank (42.52) compared to the control group (18.48). The Mann-Whitney U value was 89.500, with a corresponding Asymp. Sig. (2-tailed) value of 0.000, which is below the 0.05 threshold. This result indicates a statistically significant difference in learning outcomes between the two groups.

The findings suggest that the use of classical music in the learning environment had a positive effect on students' reading comprehension abilities. The experimental group, which was exposed to classical music during the learning process, demonstrated significantly better performance compared to the control group. This supports the hypothesis that classical music can enhance student motivation and subsequently improve their learning outcomes.

The use of the Mann-Whitney U Test was appropriate given the non-normal distribution of the data, and the significant difference in learning outcomes between the experimental and control groups reinforces the conclusion that classical music has a beneficial impact on student learning. This finding is consistent with previous research that suggests music can create a conducive learning environment, potentially reducing stress and increasing focus, which in turn enhances academic performance.

The importance of reading and reading comprehension as pivotal components of language learning. The results demonstrate that students who engage regularly in reading activities, particularly those that involve previewing, scanning, skimming, and summarizing, show significant improvements in their comprehension abilities. These results corroborate the assertions made by Mantra et al. (2020), who emphasized the critical role of comprehension skills in academic success.

The study also aligns with McKeown et al. (2021) suggestion that a relational approach to reading comprehension can enhance literacy skills. The observed improvements in reading comprehension among the participants further substantiate the notion that strategies such as making inferences and understanding main ideas are effective in fostering deeper engagement with texts. These findings have significant implications for educational practices, suggesting that targeted instruction in these areas could enhance students' reading outcomes.

The results of this study underline the crucial role of motivation in the learning process. Both intrinsic and extrinsic motivational factors were found to significantly influence students' engagement and performance. The data revealed that students who were intrinsically motivated, driven by personal interest and enjoyment in learning activities, demonstrated greater persistence and higher achievement levels. This is consistent with the theories proposed by Filgona (2020) and Ng (2018), which emphasize the benefits of intrinsic motivation in academic settings.

Interestingly, the study also found that extrinsic motivators, such as rewards and recognition, were effective in the short term but less so in sustaining long-term engagement. This finding supports Newman's (2021) observation that while extrinsic motivation can boost immediate performance, it may not be sufficient to foster lasting academic success. These insights suggest that educators should focus on fostering intrinsic motivation by creating meaningful, engaging, and relevant learning experiences that resonate with students' interests and goals.

The incorporation of classical music into the learning environment was found to have a positive impact on students' concentration, relaxation, and overall academic performance. The findings support the claims made by Allo Dkk (2021) and Cristin et al. (2022) regarding the benefits of classical music in educational settings. The data indicated that students who studied with classical music playing in the background were more focused and retained information better than those who studied without music.

The use of music, particularly through the Suggestopedia method, was found to significantly enhance student motivation and reduce anxiety levels in the classroom. The findings align with the research by Deswarni et al. (2023), who identified the key elements of the Suggestopedia method, including the use of music to create a relaxed and enjoyable learning atmosphere. Students in the study reported feeling more comfortable and motivated to engage with the material when classical music was incorporated into the lessons.

This study's findings also suggest that music can play a crucial role in fostering a positive classroom environment, which in turn enhances students' willingness to participate and learn. The synchronization of brain activity facilitated by music, as suggested by Custodero (2020), appears to contribute to a more focused and receptive state of mind, enabling students to absorb and retain information more effectively. These results underscore the importance of creating a supportive and stimulating learning environment to maximize student engagement and achievement.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

The findings of the study suggest that incorporating classical music into the learning environment can significantly enhance students' reading comprehension abilities. The notable difference between the experimental and control groups indicates that classical music may be an effective tool for improving student motivation and focus, which in turn leads to better learning outcomes.

These results have practical implications for educators and curriculum designers. Integrating classical music into reading sessions may serve as a simple yet effective strategy to enhance student performance, especially in areas that require concentration and comprehension. Further research could investigate the effects of different music genres, varying durations of exposure, and the long-term impact on learning outcomes.

Overall, this study adds to the growing body of evidence supporting the use of music as a cognitive enhancer in educational settings. It provides a foundation for further exploration of its benefits across various academic disciplines.

B. Suggestions

In relation to the conclusion above, the researcher proposes that educators identify effective techniques for teaching reading comprehension, as many students

find reading challenging. Teachers should focus on motivating students to learn English, particularly through reading activities. Incorporating classical music as an alternative strategy for teaching reading comprehension may be beneficial. Additionally, English teachers should use creative and engaging teaching materials to make learning more enjoyable and effective.

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APPENDICES

Appendix A. Appointment Letter of Supervisor

KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH
NOMOR: B-4243/Un.08/FTK/Kp.07.6/05/2024

TENTANG:
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA

DENGAN RAHMAT TUHAN YANG MAHA ESA

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH

Menimbang	:	a. bahwa untuk kelancaran bimbingan skripsi mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh maka dipandang perlu menunjuk pembimbing skripsi;
		b. bahwa yang namanya tersebut dalam Surat Keputusan ini dianggap cakap dan mampu untuk diangkat dalam jabatan sebagai pembimbing skripsi mahasiswa;
		c. bahwa berdasarkan pertimbangan sebagaimana dimaksud dalam huruf a dan huruf b, perlu menetapkan Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh.
Mengingat	:	1. Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
		2. Undang-Undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
		3. Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
		4. Peraturan Presiden Nomor 74 Tahun 2012, tentang perubahan atas peraturan pemerintah RI Nomor 23 Tahun 2005 tentang pengelolaan keuangan Badan Layanan Umum;
		5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
		6. Peraturan Presiden Nomor 64 Tahun 2013, tentang perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh Menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
		7. Peraturan Menteri Agama RI Nomor 44 Tahun 2022, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
		8. Peraturan Menteri Agama Nomor 14 Tahun 2022, tentang Statuta UIN Ar-Raniry Banda Aceh;
		9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Depag RI;
		10. Keputusan Menteri Keuangan Nomor 293/Kmk.05/2011, tentang penetapan UIN Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang menerapkan Pengelolaan Badan Layanan Umum;
		11. Surat Keputusan Rektor UIN Ar-Raniry Banda Aceh Nomor 01 Tahun 2015, Tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh.

MEMUTUSKAN

Menetapkan	:	Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh tentang Pembimbing Skripsi Mahasiswa.
KESATU	:	Menunjuk Saudara : **Dr. Nashriyah, S.Ag., M.A**
		Untuk membimbing Skripsi

Nama	:	Vera Ariska
NIM	:	200203007
Program Studi	:	Pendidikan Bahasa Inggris
Judul Skripsi	:	**The Effectiveness of Using Classical Music on Students' Motivation in Reading Comprehension**

KEDUA	:	Kepada pembimbing yang tercantum namanya diatas diberikan honorarium sesuai dengan peraturan perundang-undangan yang berlaku;
KETIGA	:	Pembiayaan akibat keputusan ini dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor SP DIPA-025.04.2.423925/2024 Tanggal 24 November 2023 Tahun Anggaran 2024;
KEEMPAT	:	Surat Keputusan ini berlaku selama enam bulan sejak tanggal ditetapkan;
KELIMA	:	Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan bahwa segala sesuatu akan dirubah dan diperbaiki kembali sebagaimana mestinya, apabila kemudian hari ternyata terdapat kekeliruan dalam Surat Keputusan ini.

Ditetapkan di : Banda Aceh
Pada tanggal : 21 Mei 2024
Dekan,

Safrul Muluk

Tembusan
1. Sekjen Kementerian Agama RI di Jakarta;
2. Dirjen Pendidikan Islam Kementerian Agama RI di Jakarta;
3. Direktur Perguruan Tinggi Agama Islam Kementerian Agama RI di Jakarta;
4. Kantor Pelayanan Perbendaharaan Negara (KPPN), di Banda Aceh;
5. Rektor UIN Ar-Raniry Banda Aceh di Banda Aceh;
6. Kepala Bagian Keuangan dan Akuntansi UIN Ar-Raniry Banda Aceh di Banda Aceh;
7. Yang bersangkutan;
8. Arsip.

Appendix B. Recommendation letter from The Fakultas Tarbiyah dan Keguruan to conduct field research

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniy.ac.id

Nomor   : B-4497/Un.08/FTK.1/TL.00/6/2024
Lamp   : -
Hal   : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,
Kepala SMPS Darul Falah Al-Aziziyyah
Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM   : **VERA ARISKA / 200203007**
Semester/Jurusan   : VIII / Pendidikan Bahasa Inggris
Alamat sekarang   : Rukoh, Darussalam, Kec. Syiah Kuala, Kota Banda Aceh

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul *The Effectiveness of Using Classical Music on Students' Motivation in Reading Comprehension*

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 05 Juni 2024
an. Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan,

Berlaku sampai : 31 Juli 2024   Prof. Habiburrahim, S.Ag., M.Com., Ph.D.

Appendix C. Confirmation letter

PEMERINTAH KABUPATEN ACEH UTARA
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMPS DARUL FALAH AL-AZIZIYYAH
Jln.Meunasah Dusun Suka SejahteraGampong Bangka Jaya Kec.Dewantara Kode Pos
24354 Telepon . -, Fax. - ,Email : smp.dfa@gmail.com

SURAT KETERANGAN TELAH MELAKSANAKAN PENELITIAN
Nomor : 422 / 220 / SMPS-DFA / 2024

Yang bertanda tangan dibawah ini Kepala Sekolah SMPS Darul Falah Al-Aziziyyah Kecamatan Dewantara Kabupaten Aceh Utara :

Nama   : Kafrawi, S.E
NIP   : -
Jabatan   : Aceh Utara / 01 Maret 2007

Dengan ini menerangkan bahwa :

Nama   : Vera Ariska
NIM   : 200203007
Prodi   : Pendidikan Bahasa Inggris
Fakultas   : Tarbiyah dan Keguruan UIN Ar - Raniry

Benar yang namanya tersebut diatas telah melakukan penelitian/pengumpulan data mulai tanggal 18 juli 2024. Dalam rangka penyusunan skripsi untuk menyelesaikan studinya dengan judul skripsi :

" **The Effectiveness of Using Classical Music on Students' Motivation in Reading Comprehension**".

Sesuai surat Kepala Kantor Wilayah Kementrian Pendidikan dan Kebudayaan Provinsi Aceh : 422/220/SMPS-DFA-2024.

Demikian surat Keterangan ini di buat untuk dapat dipergunakan seperlunya.

Bangka Jaya, 31 Juli 2024
Kepala Sekolah

Kafrawi, S.E
Nip:

Appendix D. Instrument of Research

Pre-test

Read the following text to answer questions number 1 to 3.

The Bear and the Two Friends

Once, two friends were walking through the forest. They knew that anything dangerous can happen to them at any time in the forest. So they promised each other that they would remain united in case of danger.

Suddenly, they saw a large bear approaching tern. One of the friends at once climbed a nearby tree. But the other one did not know how to climb. So being led by his common sense, he lay down on the ground breathless, pretending to be a dead man.

The bear came near the man lying on the ground. It smelt his ears and slowly left the place. Because the bear did not touch him, the friend on the tree came down and asked his friend on the ground, "Friend, what did the bear tell you into your ears? "The other friend replied, "He advised me not to believe a false friend.

1. What can we get from the story?
   a. we have to save ourselves
   b. we have to learn how to climb
   c. bear will not harm a dead man
   d. true friend always stands by us in ups and downs

2. "He advised me not to believe a false friend." (Paragraph 3)
   The underlined word refers to ....
   a. The Bear
   b. The dead man
   c. the friend who cannot climb
   d. the friend who climb the tree

3. Where do you think the story happened?
   a. in the river
   b. in the park
   c. in the woods
   d. in the zoo

Read the following text to answer questions number 4 to 7.

A Story From The Farm Yard

Two roosters were fighting fiercely to be the king of the farm yard. One finally gained advantage and the other surrendered.

The loosing rooster slunk away and hid itself in a quiet corner. The winner flew up to a high wall, flapped its wings and crowed its victory, as loud as it could.

Suddenly, an eagle came sailing through the air and carried it off, with its talons. The loosing rooster immediately came out of its corner and ruled the farm yard from then on.

4. From the text we know that ....
   a. Only one rooster can rule the roost
   b. The roosters are fighting to flap their wings
   c. The eagle had watched them all day
   d. The farm needs a new king

5. What is the main idea of paragraph 3?
   a. An eagle watching the rooster from a distance
   b. The loosing rooster came out from its hiding place
   c. The eagle took the winning rooster as its prey
   d. The winning rooster celebrates its winning proudly

6. What can we learn from the story?
   a. There's always a bigger enemy in this life
   b. Your friend can be your enemy
   c. Always grab an opportunity before you
   d. Don't be cocky when we have achieved our goal

Read the following text to answer questions number 7 to 10.

Mouse Deer and Mr. Crocodile

One day, a mouse deer was walking by the river. He was very starving because he hadn't eaten since morning. It was midday. But he found nothing in the land but dying trees. "Huh... I hate these branches, I don't like it!"

Across the river, there was green grassland, with young leaves. 'Hmm.. it seems delicious' imagined the mouse deer, 'but how can I get there? I can't swim, the current is very rapid?'

The mouse deer was figuring out the way how to reach there. Suddenly, he jumped to the air, 'aha.: he then walked to the edge of the river. He didn't see the reflection because the water flowed very fast. He dipped one of his fore legs into the water. A few moment later, appeared Mr. Crocodile showing his sharp teeth. He then laughed, "Ha... ha... ha, you can't run away from me, you'll be my tasty lunch!" said the crocodile.

"Of course, I can't. You are very strong, Mr. Croco," replied the mouse deer frightenedly. Then, the other crocodiles approached moving slowly. They approached the edge of the river.

"But, before you all have a party, I wonder how many your members are there in the river. If I know your number exactly, I can distribute my meat evenly,"said the mouse deer.

"Oh...o, great, good idea! But we are a large group, I can't count it precisely," Mr. Croco moaned. "Leave it to me, and I can make it for you!" Now, can you ask the others to line up, from one edge to the other edge of the river? The mouse deer requested. Then the crocodiles arranged themselves in line from one edge to the other edge of the river. The mouse deer jumped to the body of one crocodile to the others while he was counting, 'one, two, three; and so forth up to ten. Then at last he arrived at grassland, and he thanked to the dumb crocodiles.

7. Why did mouse deer want to go across the river?
   a. Because he was very hungry
   b. Because he wanted to cheat Mr. Crocodile
   c. He wanted to eat some dying trees
   d. He was afraid of the current of the river

8. How many crocodiles were there in the story above?
   a. Three crocodiles
   b. Ten crocodiles
   c. Thirteen crocodiles
   d. Not mentioned

9. " .... But we are a large group, I can't count it precisely,"
   The underlined word has closest meaning with ....
   a. Accurately
   b. Objectively
   c. Definitely
   d. Obviously

10. After reading the text, we may conclude that the mouse deer was ....
    a. Very greedy animal
    b. Cunning animal
    c. Dumb animal
    d. Frightened animal
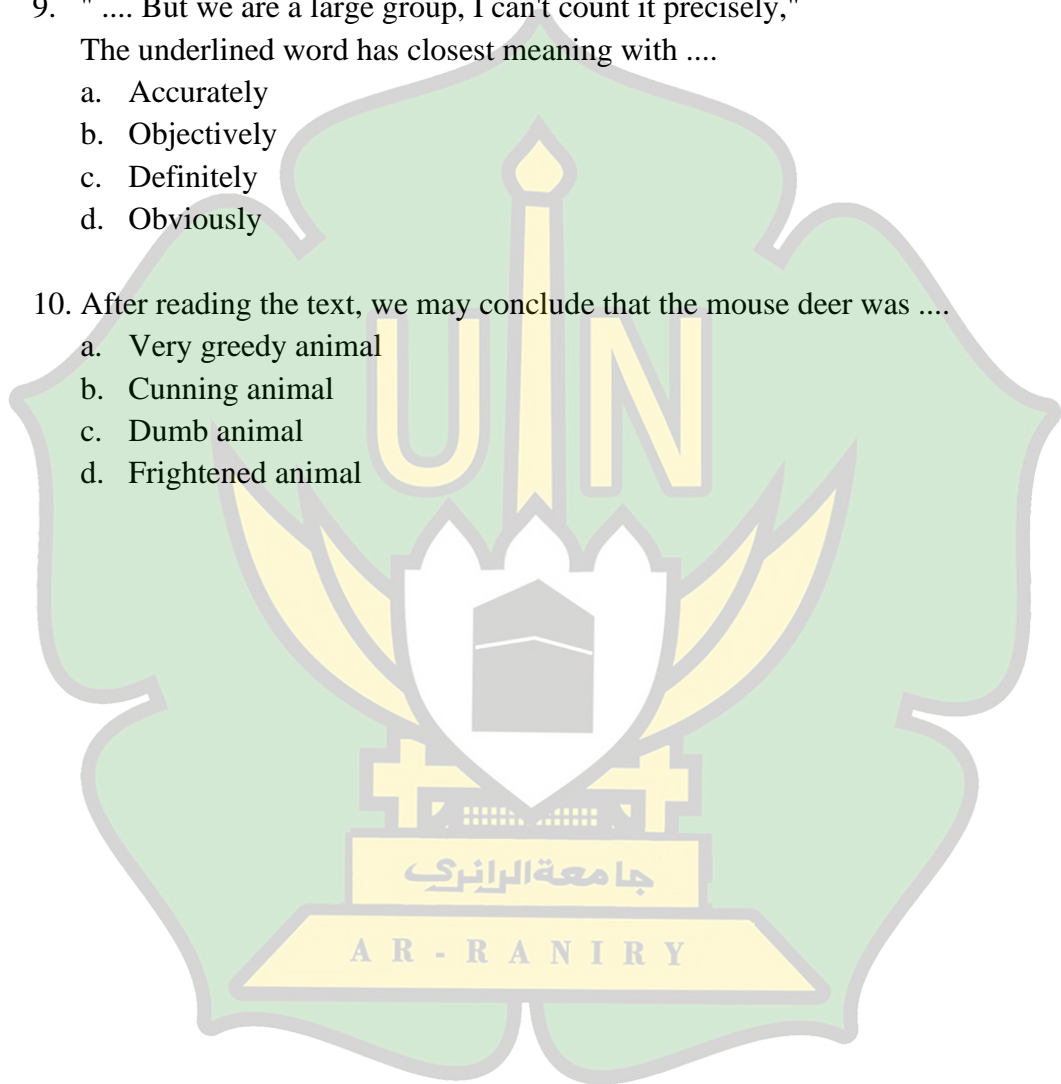
Read the following text to answer questions number 1 to 10.

Sangkuriang

Once upon a time in west java, lived a writer king who had a beautiful daughter. Her name was Dayang Sumbi. She liked weaving very much. Once she was weaving a cloth when one of her tools fell to the ground. She was very tired, at the same time she was too lazy to take it. Then she just shouted out loudly.

Anybody there! Bring me my tool. I will give you special present. If you are female. I will consider you as my sister if you are male, I will marry you sunddenly a male dog, its name was Tumang came. He brought her the falling tool. Dayang Sumbi was very surprised. She regretted her words but she could not deny it. So she had marry Tumang and leave her father. Then they lived in a small village. Several months later they had a son. His name was Sangkuriang. He was a handsome and healthy boy.
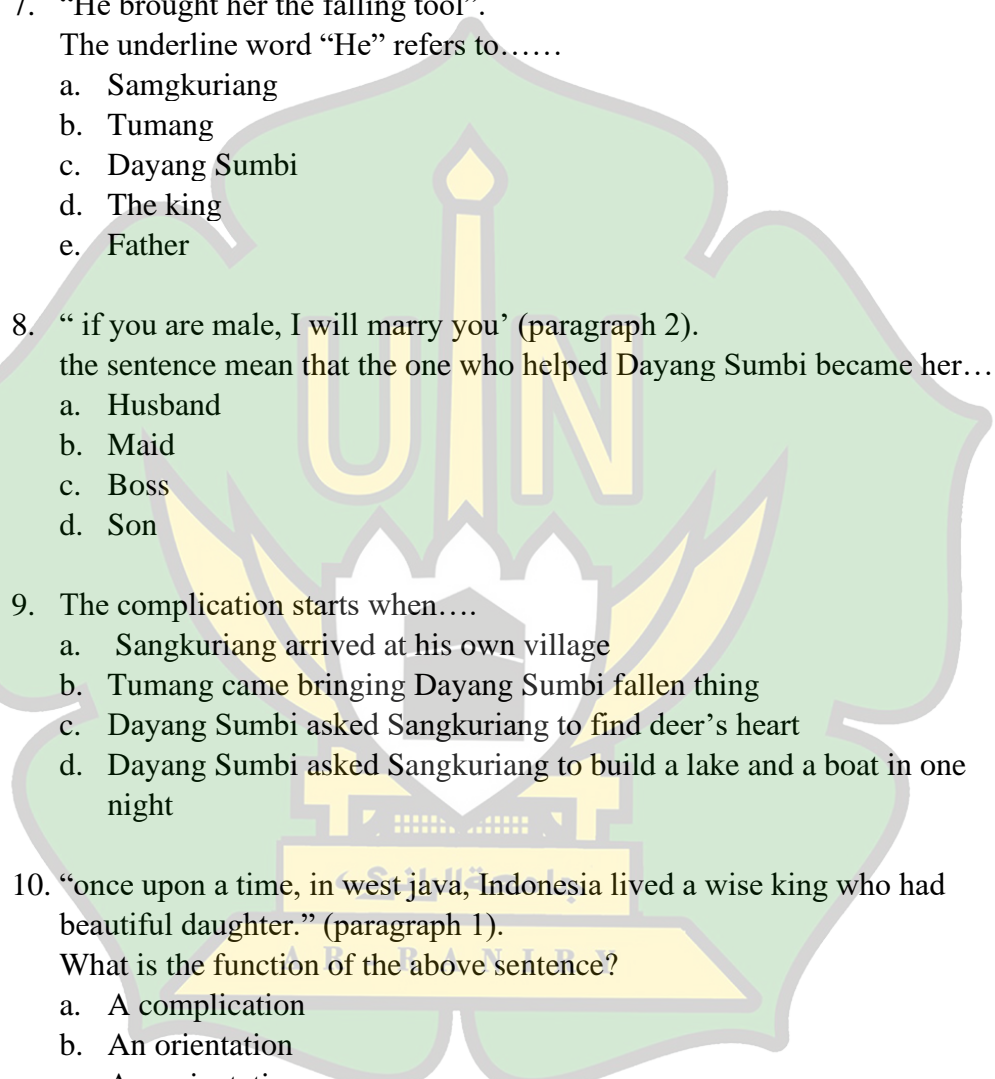
Sangkuriang liked hunting very much, especially deer. He often hunted to the wood usying his arrow. When he went hunting , Tumang was always with him. One day Dayang Sumbi wanted to have deer's heart so she asked Sangkuriang to hunt for a deer. Then Sangkuriang when to the wood with his arrow and his faithful dog. Tumang, but afher several days in the wood Sangkuriang could not find any deer. Then where all disappeared. Sangkuriang was exhausted and desperate. He did not want to disappoint her mother so he killed Tumang. He did not know that Tumang was his father. Tumang's heart to her mother. But Dayang Sumbi knew that it was Tumang's heart. She was so angry that she could not control her emotion. She hit Sangkuriang at his head Sangkuriang was wounded. There was a scar in his head. She also repelled her son. Sangkuriang left her mother in sadness. Many years passed and Sangkuriang became a strong young man. He wandered everywhere. One day he arrived. at his own village but he did not realize it. There he met Dayang Sumbi. At the time Dayang Sumbi was given an eternal beauty by God so she stayed young forever. Both of them did know each other. So they fall in love and then they decided to marry. But then Dayang Sumbi recognized a scar on Sangkuriang's head. She knew that Sangkuriang was his son. It was impossible for them to marry. She told him but he did not beliave her. He wished that they marry soon. So Dayang Sumbi gave very difficult condition. She asked Sangkuriang to build a lake and a boat in one night! She said she needed that for honeymoon.

Sangkuriang agreed. With the help of genie and spiritis, Sangkuriang tired to build them. By midnight he had completed the lake by building a dam in Citarum river. Then he started making the boat. It was almost dawn when he almost finished it. Meanwhile Dayang Sumbi kept watching on him. She was very worried when she knew this. So she made lights in the east. Then the spiritis

thought that was already dawn. It was time for them to leave. They left Sangkuriang alone. Without their help he could not finish the boat.

Sangkuriang was angry. He kicked the boat. Then the boat turned upside down. It, leter, became Mounth Tangkuban Perahu. Which means an upside-down boat. From a distant the mount really looks like an upside down boat.

1. What is the story about?
    a. West java's tales
    b. Tumang a Dog husband
    c. The legend of Tangkuban Perahu
    d. Dayang Sumbi's rejection to marry Sangkuriang

2. According to he story, Tumang was….
    a. actually a handsome prince
    b. married to Dayang Sumbii
    c. Sangkuriang pet dog
    d. good at hunting deer

3. What did Dayang Sumbi look like?
    a. She liked weaving clothers
    b. She looked for the heart of a deer
    c. She was beautiful
    d. She was looking at her fallen tool

4. What made Dayang Sumbi stay young?
    a. She set up conditions in doing things
    b. A young man fall in love with her
    c. knew how to take care her body
    d. God gave her an eternal beauty

5. Who are the main caracthers in the story?
    a. Dayang Sumbi and Sangkuriang
    b. The king Dayang Sumbi, the dog and Sangkuriang
    c. The king, Dayang Sumbi, the dog, Sangkuriang, the ganie, and the spiritis
    d. The king, Dayang Sumbi, the dog, Sangkuriang, the mount, the boat, the genie, and the spiritis

6. What moral value can we learn from the story?
    a. People must keep their words all the time
    b. Do not make a promise to easily
    c. Never be reluctant to do good things
    d. We should not hate our decendants

7. "He brought her the falling tool".
   The underline word "He" refers to……
    a. Samgkuriang
    b. Tumang
    c. Dayang Sumbi
    d. The king
    e. Father

8. " if you are male, I will marry you' (paragraph 2).
   the sentence mean that the one who helped Dayang Sumbi became her….
    a. Husband
    b. Maid
    c. Boss
    d. Son

9. The complication starts when….
    a. Sangkuriang arrived at his own village
    b. Tumang came bringing Dayang Sumbi fallen thing
    c. Dayang Sumbi asked Sangkuriang to find deer's heart
    d. Dayang Sumbi asked Sangkuriang to build a lake and a boat in one night

10. "once upon a time, in west java, Indonesia lived a wise king who had beautiful daughter." (paragraph 1).
    What is the function of the above sentence?
    a. A complication
    b. An orientation
    c. A reorientation
    d. A resolution

Appendix E. Result of students' pre-test and post-test in experimental and control class

Experimental Class	Pre-test	Post-test
AK	50	80
AM	60	80
AR	60	80
AT	70	90
BTI	50	70
F	50	80
HZ	90	100
KA	50	80
KA	40	60
KF	30	70
M	60	80
MA	80	90
MA	30	70
MAI	30	60
MAR	50	60
MAS	60	80
MF	50	80
MFSP	70	80
MNT	30	70
MR	40	60
MR	70	80
MRA	30	60
MS	40	70
MWA	60	80
MZ	40	70
MZ	30	60
MZA	60	80
RS	50	80
S	30	60
T	50	70

Control Class	Pre-test	Post-test
AA	60	50
AF	30	50
AI	60	50
IL	60	60
IMR	30	50
KF	30	50
M	40	50
MA	70	80
MA	30	50
MA	60	40
MA	60	50
MAR	50	60
MFA	60	50
MFP	60	50
MFR	30	50
MH	30	50
MI	60	50
MM	60	50
MM	50	60
MRF	70	70
MRM	40	40
MZF	60	70
RA	80	90
RM	70	60
RR	40	50
S	60	60
SB	40	50
T	30	40
TR	60	60
Z	40	40

Appendix F. Curriculum Vitae

The researcher, Vera Ariska was born on February 23rd 2002 in Tambon Baroh, North Aceh. She has two lovely sisters; Siska Mauliza, Hayfa Humairah and two lovely brothers; Waliul Amri, Muhammad Rizki. She is the first child of her beloved parents; Ramli and Mardiana.

The researcher got her first education at TK Saudah. She entered at SDN 8 Bireun and graduated in 2014. In the same year, she continued her study in SMP Darul Falah Al-Aziziyyah and finished in 2017. Then she continued her study in MAS Ulumuddin Boarding School and finished in 2020.

In following year, she was accepted as a student in English Education Department of *Fakultas Tarbiyah dan Keguruan* UIN Ar-Raniry Banda Aceh.