


THE EFFECT OF PERSONALIZED BACKGROUND MUSIC ON THE STUDENTS' NEUROCOGNITIVE IN READING COMPREHENSION

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ARTICLE INFO	ABSTRACT
<p>Article history: Received: April 27, 2022 Revised: April 29, 2022 Accepted: May 20, 2022 Published: July 15, 2022</p> <p>Keywords: Personalized Background Music Reading Comprehension</p>	<p>This study aimed to improving students' reading comprehension skills by measuring and knowing the achievement of the students neurocognitive in reading comprehension through personalized background music. This research utilized a pre-experimental research method with a quantitative approach which involved all of the second grade students at SMPN 2 Aralle as the sample of this research. This research instrument is a reading text containing 10 number of essay test. The research result shows an improvement on the students' neurocognitive in reading comprehension after doing the treatment with personalized background music in learning process. It proved the post-test mean score was more significant than the pre-test (72.22%>53.89%). The result of the research was effective in improving students reading comprehension</p> <p style="text-align: right;"><i>This is an open access article under the CC BY-SA license.</i></p> 
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INTRODUCTION

English is one of several international languages spoken by most people around the world. In the global era, people are expected to master English so they can easily communicate with other people living in other countries. As the language of international communication, people living in countries that use English as a foreign language, including Indonesia, must learn it. To support Indonesians to communicate with other people around the world, the Indonesian government incorporates English into its education curriculum as one of the compulsory subjects starting from junior high school. Therefore, it is hoped that there will be great opportunities for Indonesian students to improve their English communication.

The aim of teaching English in Indonesia is primarily to enable students to use English for communication and to read books and references written in English. The

understudies are supposed to have English abilities, for example, reading, writing, listening, communicating in and other language components that should be instructed to understudies through the chose subjects. Among the four abilities above, reading got more noteworthy consideration than the other three abilities since reading is an adaptable movement for understudies, since they can get data from the text they have perused. Reading is moreover a working course of recognizing the huge considerations checking out. (Yulianti, 2014) Reading is a movement to comprehend the substance of the text that we read. By reading, the readers can receive any message and data which can increment information. As indicated by Pang et al. (Hidayati, 2018), reading is tied in with understanding composed messages and cognizance is the most common way of grasping words, sentences and associated message.

Reading comprehension includes insight and thought. The readers will utilize foundation of information, jargon, syntactic information, and different techniques to assist them with grasping a composed text. It implies reading is the correspondence interaction between the essayist and the readers. The creator has a message of feeling, realities, thoughts, and contentions that they need to share. Then, at that point, the essayist enters the message into the words. In this way, reading is a way in where something is deciphered or perceived. Every student has difficulty in learning to read because sometimes they feel bored and in fact they will be lazy to understand the subject. If you find a depressed atmosphere, feeling threatened, feeling afraid, students feel helpless, lacking enthusiasm, students become lazy and uninterested, the emergence of boredom, a monotonous learning atmosphere, and learning does not attract students' interest, so learning becomes unpleasant. (Hutauruk, 2015)

The problem statement of this research is how is the achievement of the students' neurocognitive in reading comprehension through personalized background music ? and is there any significant improvement on the students' neurocognitive achievement in reading comprehension through personalized background music ? and based on the problem statement, the objective of this research are: to find out how is the achievement of the students' neurocognitive in reading comprehension through personalized background music and to find out the significant improvement on the students' neurocognitive achievement in reading comprehension through personalized background music.

(Huang & Shih, 2011), in their journals with the title, *Effect Of Background Music On Concentration Of Workers*, found that background music is a common element in everyday life and the workplace. Determination of whether background music affects the concentration of human work is a relevant concern. Studies have found the influence of background music human behavior, and this study attempts to understand how background music and listeners' preferences for music affect worker concentration. (Manuscript & Receptor, 2011), in their journals with the title, *Impact Of Neurocognition On*

Teaching Competency, found that Neurocognitive process includes a number of human functions through neural network. Brain cells communicating with each other through an electrochemical process. Neurocognition includes perceiving, recognizing, conceiving, judging, and reasoning processes.

RESEARCH METHOD

The research method is the method that will be used to investigate a problem. In this case, the researchers used a pre-experimental design method to investigate the effect of personalized background music on the students' neurocognitive in reading comprehension. In this research, the researcher used pre-experimental design. The execution cycle zeroed in on the One-Group Pretest-Posttest Design. Ary, Jacobs, Irvine, and Walker (An et al., 2001), made sense of that one gathering pretest-posttest configuration typically includes three stages: (1) overseeing a pre-test which estimates the reliant variable; (2) applying the exploratory treatment to the subjects; and (3) controlling a post-test, again estimating the reliant variable.

Instrument for gathering information is generally significant in each logical examination. The instrument in this examination is a bunch of exposition test. Students answer the essay test in pre-test and post-test to collect the data. The research also utilizes the Google meet, Zoom and Whatsapp group, which has been carried out to make this research effective. The researcher tried to make the research be able to be conducted at home.

In gathering the data, the research made observations on the students before giving the pre-test. Observations were made to find out and distinguish students who were homogeneous or heterogeneous. This is also done so that the research can more easily find out the type of music that is suitable for listening to students during the research process, so as to obtain a good result. Next, the researcher giving the pre-test to administered before the present researcher using the classical music as a personalized background music in the students reading process. It aims to determine the level of understanding of students or students' neurocognitive in reading comprehension before using personalized background music. Finally, at the end of the meeting the researcher giving the post-test. Post-test has been given to the students after the treatment to know the effect of personalized background music the students neurocognitive in reading comprehension.

RESULT AND DISCUSSION

The research results related to reading text with Personalized Background Music in the learning process to improve students' reading comprehension of the second grade students at SMPN 2 Aralle uses an experimental method with quantitative data analysis. Based on the data collection obtained by a pre-test and a post-test, the research has proved that Personalized Background Music effectively improved students' reading comprehension. The result of data analysis could be seen as follow:

1. The Improvement of Students' Reading Comprehension

Based on the research results, there were improvements in the students' reading comprehension by using Personalized Background Music in learning process, the number sees it of the mean score of the pre-test, which is 53.89, and the number of post-test is 72.22. The scoring percentage of the vocabulary improvement of the students between pre-test and post-test is 25.38%.

a) Pre-test

The Pre-test obtained students' reading comprehension rate score percentage before the researcher gave the students treatment. The process involved 18 students in the second grade students of SMPN 2 Aralle.

Table 1 The Pre-test Students' Rate Score

No	Classification	Score	Pre-test	
			Frequency	%
1.	Excellent	96-100	-	
2.	Early good	86-95	-	
3.	Good	76-85	1	5.56%
4.	Fairly good	66-75	2	11.11%
5.	Fair	56-65	4	22.22%
6.	Poor	36-55	8	44.44%
7.	Very Poor	0-35	3	16.67%
Total			18	100%

The table shows the results of students' reading comprehension score. Based on the data which the researcher obtained from the pre-test, there were three students in the Very Poor category (16.67%), eight students in the Poor category (44.44%), four students in the Fair category (22.22%), two students in the Fairly good category (11.11%), and a student in Good category (5.56%). Besides, there still some of the students has very poor categories. The researcher assumed that the student's skills was needed to be improved from the score percentage of the students' reading comprehension skills.

b) The Post-Test

Post-Test obtained students' reading comprehension rate scores percentage after the researcher gave treatment to the students.

The table 2 The Post-test Students' Rate Score

No	Classification	Score	Post-test	
			Frequency	%
1.	Excellent	96-100	0	0%
2.	Early good	86-95	1	5.56%
3.	Good	76-85	6	33.33%
4.	Fairly good	66-75	3	16.67%
5.	Fair	56-65	8	44.44%
6.	Poor	36-55	0	0%
7.	Very Poor	0-35	0	0%
Total			18	100%

The table shows the results of students' vocabulary score in the post-test. Based on the data above, there was a student in the Early Good category (5.56%), six students in the Good category (33.33%), three students in the Fairly Good category (16.67%) and eight students in the Fair category. Meanwhile, none of the students has Poor and Very Poor categories.

Related to the students' reading comprehension score above, it can be seen that the result of the post-test was slightly enhanced. More than half of the students got the Fairly Good category and none of the students in the Poor or Very Poor categories.

c) Mean score

The improvement of the mean score of students' reading comprehension can be seen in the following table:

The table 3 Mean Score of Students' Reading Comprehension in Pre-test and Post-test.

Indicator	Pre-Test	Post-test	Improvement
Students' Reading Comprehension	53.89%	72.22%	25.38%

The table of the mean score of students' reading comprehension score shows that in the students' pre-test got 53.89 (Fair), and in the post-test, the result was improved to 71.67 (Fairly Good). The improvement of the research was 24.82%. It can be assumed that the research about the Personalized Background Music has a good effect to help students in learning processes was successful.

CONCLUSION

Background Music On The Students' Neurocognitive In Reading Comprehension and based on the research findings in the previous chapter, the researcher concluded that Personalized Background Music is effective to used as a strategy to improve students' neurocognitive in reading comprehension, it was proved by the mean score of students' achievement before and after giving the treatment which is 53.89% in pre-test become 72.22% in the post-test. It increased 25.38%.

This research is suggest for english teacher to use the Personalized Background Music as a strategy to make students more interesting in the learning process so it can be improve students in reading comprehension and for the next researcher, hopefully the result of this research can also be used as an additional reference or future research with different discussion.

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