



Utilization of Non-Lyrical Classical Music in Enhancing the Reading Comprehension of Grade 7 Students at Siena College of Taytay

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ABSTRACT

This study aimed to identify the possible effect of non-lyrical classical music on the reading comprehension performance of the Grade 7 - Charity Night High students. To determine the findings of the study, the selected class had undergone a Pre-test, Intervention, and Post-test procedure. A period of one month, which consisted of 12 continuous sessions was used in conducting the lesson presentation, using different nonfiction reading comprehension articles based on their appropriate Reading level. Initially, it was presented without the use of non-lyrical classical music. A series of interventions followed with the use of Classical music, and finally conducted the Post-test, with the aid of non-lyrical classical as background music. The result of the study showed that 45% of the students' learning outcomes increased. This positive outcome proved that non-lyrical classical background music helped students understand and recall information more effectively. The limitations of this study include time, sample size, and music genres. The research was completed in twelve (12) meetings. Limited time frame allowed for a shorter time to collect and analyze the data. The sample size was modest with twenty (20) students. Furthermore, the researcher was only focused on one particular music genre, which is non-lyrical classical music.

Keywords: *Siena College of Taytay, Non-Lyrical Classical Music, Reading Comprehension*

Introduction

One of the most crucial language outputs is reading because it is the most important tool for getting information (Pratiwi, 2020). The advancement of science and technology requires that people should be able to read. Man will only be able to progress with the ability to read and comprehend what he reads. Reading is not only a help to their own adjustment and an indispensable aid to their study. Indeed, reading is vital for students to master all school subjects since strong reading abilities help the student's learning process and make it easier for them to comprehend what the teacher conveys (Aisyah et al., 2020). However, most students often feel unmotivated in this skill due to the lack of stimuli (Agustin, 2018). Classical music has stood for a period of time as wonderful music for a series of tones that are played regularly and in rhythm, producing a series of beautiful and pleasant sounds (Wan & Jiang, 2021), which is recommended for utilization in the classroom as a tool to promote students' reading abilities (Pożgaj, 2022).

The inspiration for conducting this research came from the father and young niece of one of the researchers. After her mother died, they were all in a state of extreme suffering at the time, especially the father, who could not get over it for years and gradually progressed into the early stages of Alzheimer's. They tried various methods to assist him, but nothing worked until they were introduced to the use of classical music therapy for his treatment. His music therapist recommends 20 - 40 minutes of music therapy at least three times per week, at any time of the day. This series of activities was intended to stimulate various cognitive functions in order to compensate for cognitive function decline. And, thank God, his memory improved significantly after three months of using this treatment. The niece experienced the same thing when she struggled with her reading comprehension. She found it difficult to focus on her reading activities when she was younger. As they witnessed the benefits of music to the father, the researcher's brother and her immediately reintroduced their niece to this trial without the assistance of a music therapist. Mozart's music was chosen because it has a slow tempo and pitch between 70 and 80 bpm (bits per minute), which they believed would have a positive impact on the brain and make it easier to access and understand the mind due to the balanced condition in which all of the physical person's functions slow and make the body relax. And it worked wonderfully. She is now always at the top of the class for reading comprehension.

Thus, this study aimed to examine the effects of music from classical, particularly music without lyrics, on reading comprehension. Although a preliminary study has started to explore how background music affects students' academic performance, it has yet to go far enough to offer practical implications (Adams et al., 2018; Aghajani, 2019; Bonday, 2019). Indeed, the impact of music on academic achievement must be examined since the next generation of students will be sensitive to and perhaps even dependent upon constant stimulation. This in turn, will help the teachers better understand what affects the students' capacity to focus and recall information while reading, as well as investigate how various types of ambient music impact students' academic performance. Because students in this modern digital age are constantly overloaded with information and stimulation. Reading the news, watching videos,

and even listening to music without leaving the computer have never been so easy. Because of this, both students and teachers need to learn how to focus and study effectively despite ongoing distractions. Therefore, this study aimed to determine the effect of classical music on students' reading comprehension in narrative text, as well as the students' responses during reading instruction using non-lyrical classical music.

The study on the Utilization of Non-Lyrical Classical Music in Enhancing the Reading Comprehension of 7 - Charity Students of Siena College of Taytay SY 2022 - 2023 sought to understand its effects better through the following questions:

1. What is the profile of the respondents in terms of:

1.1 Gender; and

1.2 Learning styles?

2. What is the result of the Pre-test in Reading Comprehension without the aid of a non-lyrical classical music background?
3. What is the result of the Post-test in Reading Comprehension using a non-lyrical classical music background?
4. Is there a significant difference between the Pre-test and Post-test?

Methods

This study used one group pretest-posttest research design. A one-group pretest-posttest design is a type of research design that is most often utilized by behavioral researchers to determine the effect of a treatment on a given sample or between an intervention and outcome (Cranmer, 2017). It means that the researcher aimed at comparing the effect of non-lyrical classical music and no music, as music background, to find existing information and data regarding the effectiveness of non-lyrical classical music in the student's reading comprehension skills in the present times. The researcher decided to do an experimental research approach to determine the significant difference between the variables in this study.

The study was conducted at Siena College of Taytay, an academic institution that offers a music class for Grade 7 - Charity students, to identify the efficiency of the study of Utilization of Non-lyrical Classical Music in Students' Reading Comprehension.

The study was conducted with one group of male and female students of Grade 7 - Charity for the School Year 2022-2023. To determine the effectiveness of the Utilization of Non-lyrical classical music in terms of enhancing their reading comprehension, the researcher used the purposive sampling technique, a form of non-probability sampling (Nikolopoulou, 2022) because the respondents had the same characteristics that the researcher needed in her sample. In other words, respondents were selected on purpose, because the researcher only selected twenty (20) students from the bottom based on the results of their 1st quarterly examination to take part in this study.

Different nonfiction readings with interesting topics had been chosen for the Pre-test, Intervention, and Post-test procedure to find out the result of the study. For the pre-test and post-test, the same passage suited for the respondents' grade level was selected. Since the passages were approved by DepEd, they are considered standardized tests. Another instrument was a CD player to broadcast the music, and Mozart's non-lyrical classical music was mainly used in this study.

In any research study, the protection of human subjects through the application of appropriate ethical principles is critical. Considering the in-depth nature of the research process, ethical considerations have a special resonance in experimental studies. When conducting face-to-face activity with vulnerable groups of participants, ethical concerns become more prominent.

Results

Table 1.1 Demographic profile of the respondents in terms of gender

Gender	f	%
Male	10	50
Female	10	50
Total	20	100

Table 1.1 presents the data according to respondents' gender. The total number of respondents were 20 students, 10 (50%) of the respondents were male and the other 10 (50%) were female. It could be seen that there is an equal number of respondents on the aspect of Gender.

Table 1.2 Demographic profile of the respondents in terms of learning preferences

Learning Preference	f	%
Yes	14	70
No	0	0
Sometimes	6	30
Never	0	0
Total	20	100

Table 1.2 presents the profile of the respondents in terms of learning preferences which shows that 14 (70%) answered "Yes" while 6 (30%) responded "Sometimes". However, "No" and "Never" generated zero responses. This could be gleaned that the majority of the respondents showed preference to music.

Table 2. The Pre-Test Result of the students in reading comprehension without using Non-Lyrical Classical Music

	N	Mean	Sum	Sample Variance	Kurtosis	Skewness
PRE-TEST	20	15.1	302	9.463	-1.047	0.281

As shown in Table 2, 9 (45%) of the respondents passed the pre-test in Reading Comprehension without the use of background music with scores ranging from 16 - 20, while the remaining 11 (55%) failed with scores ranging from 10 - 14. Five (5) of the respondents who passed were male, while four (4) were female.

Table 3. The Post-Test Result of the students in reading comprehension using Non-Lyrical Classical Music

	N	Mean	Sum	Sample Variance	Kurtosis	Skewness
POST-TEST	20	20.6	412	18.147	0.127	0.689

It can be gleaned from Table 3 that in terms of the post-test, all 18 (90%) respondents passed the Reading Comprehension post-test with the aid of background music with scores ranging from 18 - 30, while 2 (10%) respondents failed with score 14.

Table 4. The Difference in the Results of students in the reading comprehension test using Non-Lyrical Classical Music

	Mean	Variance	df	t-comp	t-tab	Decision	Hypothesis
PRE-TEST	15.1	9.463	18	0.847	0.688	Reject	Significant
POST-TEST	20.6	18.147					

As shown in Table 4, the computed t-value of 0.847 was obtained. Also, the tabulated t-value of 0.688 was derived from the t-Test Table. Moreover, the pre-test and post-test mean scores of 15.1 and 20.6 respectively, were also presented in the table. The degrees of freedom (df) were also calculated at 18; the hypothesis was also rejected based on the table above.

Discussion

Interpretations

Based on Table 1.1 in terms of respondents' gender, both were represented equally in this study with frequency and percent distribution of 10 and 50%, respectively. Therefore, bias in gender was eliminated. Lardizabal (2017) recognizes the significance of gender in the evaluation of a particular program or policy because gender bias can dominate the result of a study.

In terms of the respondents' preference for listening to music while reading on table 1.2, the majority of the respondents answered "Yes," while the remaining respondents chose "Sometimes," but "No" and "Never" were never answered. This indicates that the majority of respondents preferred to read while listening to non-lyrical music.

As shown in the figure above on table 2, 9 (45%) of the respondents passed the pre-test in Reading Comprehension without the use of background music with scores ranging from 16 - 20, while the remaining 11 (55%) failed with scores ranging from 10 - 14. Five (5) of the respondents who passed were male, while four (4) were female. This could imply that males are more likely to comprehend what they have read than females without the use of background non-lyrical music.

In terms of the post-test which is shown in table 3, all 18 (90%) respondents passed the Reading Comprehension post-test with background music with scores ranging from 18 - 30, while 2 (10%) respondents failed with a score of 14. Based on the posttest results, with the aid of non-lyrical classical music, compared to when the students were reading and not listening to music, the learning outcome increased by 45%. This positive outcome could prove that background non-lyrical music helped students understand and recall information more effectively.

As shown in Table 4, the computed t-value of 0.847 was obtained. Since the computed t-value is greater than the tabulated t-value of 0.688, therefore, it can be concluded that there is a significant difference between the pre-test and post-test scores of the students. That is why the null hypothesis is rejected, and it can be deduced that reading while listening to classical music can be a factor in achieving high scores.

After being exposed to non-lyrical classical music, students' reading comprehension increased. The instrumental versions of non-lyrical classical music make students more attentive. The music did affect the student's mood, which in turn affected their performance. The students' scores from their first reading tasks to their last, most of the students' improved. While some had just slight increases, others made significant improvements.

Recommendations

Therefore, it is recommended that this study can be conducted again in another grade level or age group, or with a larger number of participants. Moreover, this research can be replicated using lyrical music as background or different kinds of music to find out the effect of different music genres in enhancing reading comprehension. In addition, it is shown in the posttest results that there were still two (2) students, who could not pass the test after being exposed to non-lyrical classical music. Therefore, further study is needed in order to study specifically the reasons why lower scores were still obtained by some respondents while other respondents achieved high scores in the posttest.

Regarding the utilization of non-lyrical classical as background music to improve students' reading comprehension, the suggestions to students, parents, and teachers is that they should utilize non-lyrical classical music to boost students mood or to promote students' reading skills, because due to the lack of stimulation, most students frequently feel they need more motivation to develop this skill (Agustin, 2018).

In addition, teachers should carefully select orchestral works rather than instrument soloists when selecting classical music to play. The music should be enjoyable, and lively, such as *Canon in D Major* by Johann Pachelbel, *Für Elise* by Beethoven, *Water* music by Handel, *Frédéric Traumerei Scene* by Robert Schumann, *Nocturne In E flat Major* creation by Frederic Chopin, *a String Quartet* by f. j. Haydn, a series of *Sonatas* (No. 8 in A minor, K. 310; No. 14 in C minor, K 457)" by Mozart (Hapsari, 2019; Puri & Khotimah, 2018), which were proven to have a positive effect on the brain and it is simpler to access as well as create a balanced state in a person's physical functions which will eventually make the whole body relax.

The main goal of this research was to improve students' reading comprehension through music using this exposure strategy. Hence, appropriate pieces of non-lyrical classical music must be carefully chosen to be played in the classroom. The positive outcomes of this research have definitively shown that when utilizing non-lyrical classical as background music to expose students during the reading exercises would generate significant improvement in their scores, particularly when compared to the scores obtained in the stage where students experienced non-exposure to classical music when reading.

For the benefits of the students, the findings of this study will be disseminated by presenting it to school-level and other researchers through seminar presentations on the topic "Benefits of non-lyrical classical music in improving the Grade 7 students' reading comprehension".

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