

**A COMPARATIVE STUDY BETWEEN STUDENTS'
READING COMPREHENSION USING CLASSICAL
MUSIC AND VIDEO IN 10TH GRADER OF SMAN 10
BANDAR LAMPUNG IN THE ACADEMIC
YEAR OF 2019/2020**

A Thesis



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ABSTRACT

Many students found difficulties in mastering Reading Comprehension, especially in meaning of the text. The objective of this research was to find out whether there was a significance difference between teaching reading comprehension using classical music and video to enhance students' reading comprehension at the first semester of the tenth grader.

The methodology of this research was static group comparison design. The population was the tenth grader of SMAN 10 Bandar Lampung and the sample was chosen by doing cluster random sampling. Two classes were chosen as experimental class A that was given treatment by using classical music and experimental class B that was given treatment by using video.

The reading comprehension test was given to measure the significant difference score between the students' reading comprehension using classical music and the students' reading comprehension using video., the result of the t-test using independent sample test two tailed $\alpha = 0,05$ and $df = 49$ obtained the area of tcritical -2.009 or tcritical > 2.009 . It can be seen in the table above that -2.218 Because tobserved in the left critical area, so tobserved < -2.218 ($-2.218 < -2.009$) and $\text{sig.}(2\text{-tailed}) = 0.031$ where ($0.031 < 0.05$) with 95% confidence interval of data is significant, it meant that there was a significant different between the students those who are taught through classical music and those who are taught through video to enhance students' reading comprehension mastery. And for score students who taught by video is higher than students who taught by using classical music at the second semester of the tenth grader at SMAN 10 Bandar Lampung in the academic year of 2019/2020.

Key words : reading comprehension, classical music, video.

DECLARATION

Hereby, I stated that this thesis entitled: ‘ A Comparative Study Between Students’ Reading Comprehension Using Classical Music And Video In 10th Grader Of Sman 10 Bandar Lampung In The Academic Year 2019/2020’’ is completely my own work ia fully aware that I have quoted some statements, references and ideas from various sources and those are properly acknowledge in this thesis.
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A thesis entitled : **"A COMPARATIVE STUDY BETWEEN STUDENTS' READING COMPREHENSION USING CLASSICAL MUSIC AND VIDEO IN 10TH GRADER OF SMAN 10 BANDAR LAMPUNG IN THE ACADEMIC YEAR 2019/2020"**, by ; **AHMAD HASAN SUPENDI, NPM: 1611040021, Study Program : English Education**, was tested and defended in the examination session held on **Tuesday, January 17th 2023.**

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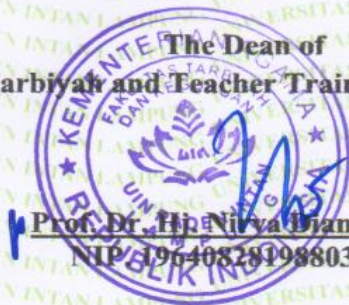
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MOTTO

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

لَيْلَةُ الْقَدْرِ خَيْرٌ مِّنْ أَلْفِ شَهْرٍ ﴿٣﴾

“The Night of Power is better than a thousand months”. (Al-Qadr: 3)¹



¹ Abdullah Yusuf Ali, *The Holy Quran (Koran) English Translation of the Meanings*, TheKing Fahd, 1987, p.321

DEDICATION

Praise and gratitude to Allah Almighty for His abundant blessing to me, and then from my deep hearth and great love, this thesis is proudly dedicated to:

1. The greatest inspiration in my life, my beloved family for their endless love, support, patience, and guidance. May Allah Almighty pour love and devotion back within His never ending.
2. My beloved friends Agung Dwi Prasetyo, Ilham Surbhakti and all of my friends in Avenger Class 2016.
3. My beloved lecturers who teach me and almamater UIN Raden Intan Lampung, who made me grow up and have contributed much for my self-development.



CURRICULUM VITAE

Ahmad Hasan Supendi was born in Bandar Lampung on September 5th, 1998. He is the single child of Mr. Mustofa and Ms. Sakmah.

He began his school to State SD N Tanjung Raya in 2004 and graduated in 2010. In the same year, she continued her study in MTs N 1 Bandar Lampung and graduated in 2013. After that, she continued his study in SMAN 10 Bandar Lampung in 2016. In the same year, he continued his study to UIN Raden Intan Lampung as a student of English Education Study Program of Tarbiyah and Teacher Training Faculty.



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Praise be to Allah SWT the Almighty, the Most Merciful and the Most Beneficent, for blessing me with His mercy and guidance to finish this thesis. Peace and salutation are upon our Prophet Muhammad SAW, with his family and his followers. This thesis entitled “A Comparative Study Between Students’ Reading Comprehension Using Classical Music and Video in tenth grader of SMAN 10 Bandar Lampung In The Academic Year of 2019/2020” is submitted as the compulsory fulfillment of the requirement for S-1 degree of English Education Study Program at Tarbiyah and Teacher Training Faculty, UIN Raden Intan Lampung.

When finishing this thesis, so much help, assistance, aid, support and many valuable things from various sides have been obtained. Therefore, thanks to:

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8. Finally, with fully aware, there are still many weaknesses in this thesis. Therefore, the criticisms, comments, corrections, and suggestions from the readers are expected to enhance the quality of this thesis.

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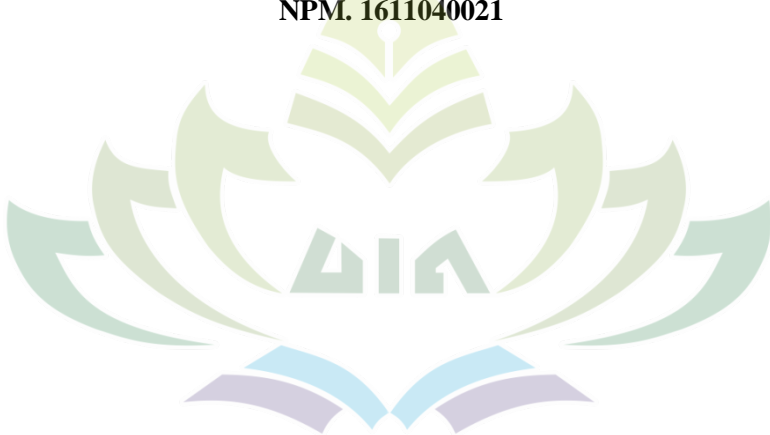


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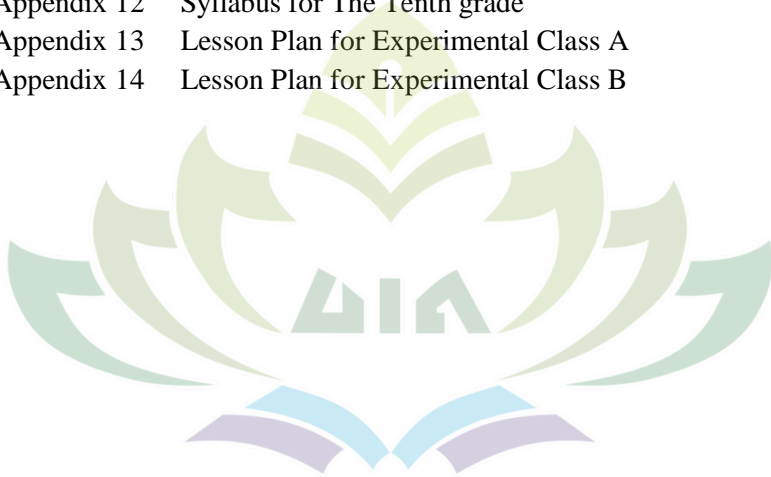
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CHAPTER I

INTRODUCTION

A. Background of the Problem

Reading is an activity that can improve language skills.¹ Reading is one of the maximum vital capabilities essential for a person, mainly for college kids to collect expertise and statistics. You can get statistics with the aid of using studying a book, mag or article at the internet.

Reading issues include: studying strategies, studying comprehension weaknesses, negative habituation, studying regression, gradual studying while the sentence is the primary idea, speedy studying while the sentence isn't the primary idea, and searching. phrase and fundamental idea.²

Interviewing English teacher Lita Reviana, S.Pd, from SMAN 10 Bandar Lampung First Semester Tenth Grade Preparatory Study, Reading Section Problems in the English Learning Process were students with and without limited reading comprehension. the text is not interested.³ To interest the student, the teacher must do something new or innovate in the learning process. An example of innovation combines text with sound, visual or audio-visual.

¹ Jeremy Harmer, *How to Teach English* (Britain: Pearson Longman, 2007), p.99

² Anie Susany Soemantri. *Reading Comprehension Problem Encountered By The Students Of Higher Stadents*. (Bandung: STMIK Madira Indonesia). Vol. 5 , No. 2, December 2011, 74-80

³ ³ Interview with Ms. Lita Refiana, S.Pd (teacher at SMAN 10 Bandar lampung) on September 30th, 2019 on 01.30 PM

Table 1
Students' Score of reading at the Tenth Grade of SMAN 10
Bandar Lampung in the Academic Year of 2019/2020

NO	Students' Score	CLASS										TOTAL	PERCENT AGE
		A1	A2	A3	A4	A5	A6	A7	S1	S2	S3		
1	≥76	13	13	12	12	13	12	14	10	11	12	122	35%
2	<76	23	24	22	23	25	22	21	26	23	21	230	65%
Total		36	37	34	35	38	34	35	36	34	33	352	100%

In the table above a total of 36 37 34 35 38 34 35 36 34 33 352 100, it can be concluded that 230 students received;76. This means that students' reading comprehension is worse than average and does not match the school's KKM. The KKM of the school is 76.

Based at the end result of the interview among the English trainer and the scholars, each the trainer and the scholars got here up with a few issues they encountered in coaching and studying studying comprehension. In the studying process, college students had problem locating the which means of words due to the fact they lacked vocabulary and the scholars' motivation to examine became nevertheless low. To reduce those issues, the trainer have to have suitable media to encompass withinside the lesson whilst the scholar has to examine an extended textual content that incorporates a considerable quantity of latest records to boom the scholars' know-how of the textual content examine.

A teacher could use a variety of resources. One medium was music. Patel stated that music is a sound organized in time, intended as an aesthetic experience, or experienced as such.⁴ Music can increase the reader's ability to concentrate. Music can activate the right brain and improve the mood of the reader.

⁴ Anirudh Patel. *Music, Language, and the Brain*. (Oxford University Press). 2008

And with music, it can also be incorporated into learning in the classroom.

While teaching the reading comprehension section of SMAN 10 Bandar Lampung, the teacher used Continuous Silent Reading technique. Sustained Silent Reading is reading using visual memory, which involves activating the eyes and memories.⁵ Students use their minds to learn in class and follow the material given by the teacher.

Barrera found that reading to classical music helped them focus, which made them perform better on reading assignments in the classroom.⁶ Pramono found that classical and jazz background music improved concentration and reading skills in young adult women, and there were no significant differences between the two types of background music.⁷

Another study by Tonekaboni in which the results of the study showed a significant difference in the performance of a group exposed to music and another group not exposed to music. The group taught text comprehension using Beethoven's music, which performed better than others without a musical background.⁸

Based on previous studies, all previous studies have shown good results using classical music in reading comprehension. With the help of classical music, the student improved his ability to concentrate in reading. So it can lead to reading comprehension. Based on the background of the problem, the study compares the differences between classical music and

⁵ Tarigan, H.G. *Membaca Sebagai Satu Ketrampilan Berbahasa*. (Bandung: UPI Press, 2007), p. 82

⁶ Daniela Holguin-Barrera, *The Use of Classical Music to Improve Reading Comprehension*. (Ecuador: Universidad Técnica de Ambato) Vol. 11, P 27-39.

⁷ Harijadi Pramono, Julia W Gunadi et al. *The Effect of Classical and Jazz Background-Music on Concentration and Reading Comprehension in Young Adult Women*. (Bandung Medicine Maranatha Christian University). Vol. 2 No 4, p. 965-974

⁸ Ali Morsbedi Tonekaboni. *The Effect of Beethoven Music on Reading Comprehension Students with ADHD*. (Islamic Azad University Tonekabon) Vol. 139, p. 1-19.

reading video instruction. Therefore, the title of this research is "A Comparative Study on Students' Reading Comprehension Using Classical Music and Video in Grade 10 of SMAN 10 Bandar Lampung in the Academic Year 2019/2020".

B. Identifying the problem

Based on the above background, the problems were identified as follows:

1. Reading comprehension of students in reading comprehension.
2. Students were not interested in reading

C. Containment of the problem

This study focused on finding out the significant difference between classical music and visual reading comprehension among tenth grade students of SMAN 10 Bandar Lampung.

D. Formulation of the Problem

Considering the above problem identification and problem boundary, the problem was formulated as follows: Is the reading comprehension of students taught by classical music better in narrative text than those taught by video in 2019/2020 academic year in SMAN 10 Bandar Lampung. ?”

E. Purpose of the study

The purpose of this study was to find out the importance of classical music and video reading in increasing reading comprehension.

E. Using research

1. In theory

The purpose of the research was to support the theory explained in the next chapter about the comparative study of the use of classical music and video in improving reading of students in the 10th grade of high school.

a) For the English teacher

To give information to the English teacher, especially in the second semester of the tenth grade of SMAN 10 Bandar Lampung in the academic year 2019/2020, that intensive reading with classical music or video is more effective when teaching reading in class.

b) For students

To motivate students to learn English and increase reading comprehension.

c) For the researcher

By using classical music or video, the researcher will know the reading ability of the students and as a result, the teaching strategy of the study can be implemented in the classroom.

G. Scope of the study

1. The subject of the study

The subjects were students of SMAN 10 Bandar Lampung 10 MIA 7 and MIA 1.

2. The object of the study

The subject of the study was the use of classical music and video.

3. Place of study

The study was conducted at SMAN 10 Bandar Lampung during the 2019/2020 academic year.

4. Research time

The study was conducted in the second half of the academic year from the 2019/2020 season.



CHAPTER II

LITERATURE REVIEW

A. **Concept of Teaching English as a Foreign Language**

Teaching involves the transmission of knowledge and ensuring students comprehend the information provided by the teacher. It is a systematic process that encompasses various interconnected elements. Effective teaching requires competent leadership, encompassing strong teaching skills, classroom management abilities, and professionalism. The primary role of teaching is to guide and facilitate learning, creating an environment conducive to knowledge acquisition. Our understanding of teaching influences our strategies, methods, techniques, approaches, teaching styles, and educational Philosophies.

In many academic institutions, English is taught as a overseas language. Although English isn't an respectable language in Indonesia, it's far extensively utilized in education, administration, and enterprise through knowledgeable individuals.⁹ English as a overseas language is commonly taught to college students who examine popular English inside their very own united states or as transient site visitors to a goal language united states. As a result, college students frequently depend upon English for communicate inside academic settings. Thus, instructors need to hire powerful strategies to inspire college students to apply English of their every day interactions.

In Indonesia, English is taught in schools, however it isn't generally spoken in society. Consequently, many Indonesians understand English as hard due to the fact they lack possibilities to apply it of their ordinary lives. These theories

⁹ Jeremy Harmer, *How to Teach Writing*, (New England. Pearson Education Limited, 2004), p 39.

spotlight the significance of shifting English language talents from instructors to college students in coaching English as a overseas language. Given that many college students have restrained publicity to English outdoor of school, it's far important for instructors to make use of powerful and tasty coaching strategies to spark college students' hobby in mastering English.

B. The concept of reading

1. Definition of reading:

Reading can be defined as an active process in which the reader engages in recognizing and comprehending information from a text.¹⁰ It involves the reader's active participation and effort to understand and grasp the content of the text being read.

Additionally, reading is seen as a dynamic process where readers connect the information in the text with their existing knowledge and experiences to create meaning.¹¹ This indicates that readers bring their own background knowledge and understanding to interpret and make sense of the text they are reading.

Harmer emphasizes that reading is a highly interactive activity that requires readers to possess a range of reading skills and comprehension abilities in order to effectively understand the purpose and message conveyed in the text.¹² Therefore, reading entails actively engaging with the text to comprehend and integrate information, and to be proficient readers, individuals must develop reading comprehension skills through practice and exposure to various texts.

¹⁰ MF Patel and Praveen, M Jain, *English Language Teaching (Methods, Tools, and Technique)* (Jaipur Sunrise. 2008), p. 114.

¹¹ David Nunan, *Practical English Language Teaching: First Edition*. (New York McGraw Hill. 2003). p. 68

¹² Harmer Jeremy. *How To Teach English (an introduction to the practice of English language teaching)*. (London: Longman 2001). p. 70

2. Definition of reading comprehension:

Before delving into text comprehension, it is important to understand how experts define this term. Comprehension plays a central role in reading, as stated by Tankersley.¹³ It can be inferred that comprehension forms the foundation of reading, as it involves the ability to understand the meaning and message conveyed in a text. Drawing from Brown's language assessment theory, certain criteria can be identified to assess text comprehension:

- a. The main idea
- b) Reasoning
- c. Grammatical features
- d. Detail
- e. Leaving unwritten facts
- f. Profitable idea
- g Reading comprehension in context.¹⁴

C. Concept of teaching reading:

Teaching analyzing is a assignment that calls for exercise and the steerage of a teacher. The ideas of coaching analyzing consist of spotting that analyzing is an energetic skill, encouraging college students to interact with the content material of the text, now no longer simply the language, and fostering anticipation in analyzing. Matching the topic of the assignment is likewise important, in addition to making use of analyzing texts effectively.¹⁵ To teach reading successfully, it is essential to understand the factors that contribute to effective learning.

¹³ Karen Tankersley, *The Threads of Reading*, (Alexandria: ASCD, 2003).p.90

¹⁴ H. Douglas Brown *Op.cit*, p.306-310

¹⁵ Jeremy Harmer, *How to Teach English* (China: Longman, 2007),p.68

D. The concept of text types:

Texts are created when words are combined to convey meaning. They can be categorized into two main types: written and factual.¹⁶ Within schools, various text forms are taught, such as procedural, descriptive, narrative, storytelling, reports, news, analytical exposition, teaching materials, discussions, reviews, and public speaking. These different forms are known as genres, and there are thirteen types of genres:

1. Hoax: Humorously retells an event.
2. Narrative: Tells events in an informative or entertaining way.
3. Report: Describes the state of affairs in relation to natural, man-made, or social phenomena.
4. Analytical exposition: Presents one aspect of a problem to persuade the reader or listener.
5. News: Informs readers, listeners, or visitors approximately newsworthy or critical events.
6. Anecdote: Shares an uncommon or humorous incident.
7. Story: Entertains and offers with actual or vicarious experiences, regularly regarding a disaster and solution.
8. Procedure: Describes how some thing is completed via a chain of movements or steps.
9. Description: Provides facts approximately a person, place, or aspect.
10. Hortatory exposition: Persuades the reader or listener to consider in a few aspect or not.
11. Explanation: Explains techniques related to the formation or functioning of natural or socio-cultural phenomena.

¹⁶ Mark Anderson, Kathy anderson, *Text Types In English*, (Australia: Macmillan, 1997)

12. Discussion: Presents on the least elements of view on a intricate discourse.
13. Review: Criticizes a piece of artwork or an occasion centered on the public.

From those theories, it is able to be concluded that a textual content is a significant unit with phrase relationships. The association of phrases inside a textual content can adjust its that means and purpose.¹⁷

E. Understanding Narrative Text

1. Definition of Narrative Text

A narrative text is a type of text that recounts a story based on an event or personal experience. According to Anderson and Anderson narrative texts use spoken or written language to tell stories.¹⁸ Stories typically involve problematic events that lead to a crisis or turning point, which is then resolved. There are two main genres: narrative genres (such as stories, news, anecdotes, tales, and parodies) and factual genres (such as procedures, explanations, presentations, discussions, descriptions, overviews, news, and commentaries). This study focuses on narrative texts. Stories serve a social function by providing entertainment, amusement, and different experiences. They involve a sequence of events with characters and settings. Students engage in storytelling as a means of expressing their thoughts for the reader's entertainment or amusement. When writing a narrative text, students need to pay attention to the chronological order of sentences. A story is a text about a past event that follows a specific grammar structure and three

¹⁷ Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar* (New south wales Gerd Stabler, 1994), p 192

¹⁸ Eva Nurchivilaini *The Influence of Story Pyramid Strategy Towards Students Reading Ability of Narrative Text* (Bandar Lampung: STKIP PGRI Bandar Lampung) Vol. 11, No. 1, 2019, 22-34

types of organization: orientation, complication, and resolution.

2. Types of Narrative Texts

A story is a text that features a problem, climax, and resolution. This means that conflicts within the story are resolved by the end. There are various types of narrative texts, including fairy tales, legends, myths, and folk tales. This research focuses on legendary narrative texts.

3. General Structure of Narrative Text:

Narrative texts aim to entertain, amuse, and engage the reader by presenting or substituting different experiences. Stories follow a specific structure or pattern, which can be graphically represented. According to Anderson, the steps to creating a story are as follows:

a) Orientation/Exposure:

Introduce the main characters, and sometimes minor characters, providing indications of where and when the action takes place.

b) Complication/Rising Action:

Major occasions cause headaches or problems. Unforeseen occasions make the tale greater interesting. These headaches have an effect on the principle characters and function barriers on their course to reaching their goals.

c) Sequence of Events/Climax:

The narrator describes how the individual reacts to the headaches, such as their emotions and actions. Events may be provided in chronological order or via flashbacks. The target market studies the tale from the narrator's perspective.

d) Resolution/Falling Action:

The headaches are resolved, for higher or worse, even though testimonies not often go away unfastened ends. Certain sorts

of testimonies might also additionally go away readers thinking approximately the conclusion.

e) Reorientation:

This stage is optional and serves as a transition or conclusion.

4. Grammatical Features of Narrative Texts

Narrative texts incorporate grammatical elements that enhance students' understanding. These features include:

- a) Use of simple past tense (e.g., climbed, turned, broke).
- b) Utilization of specific nouns to refer to people, animals, and objects within the story (e.g., king, queen).
- c) Deployment of adjectives to describe characters, animals, or objects (e.g., long black hair, two red apples).
- d) Application of conjunctions and tenses to order events in time (e.g., as, before, after, soon).
- e) Incorporation of adverbial clauses to indicate specific event locations (e.g., here, on the mountain, happily ever after).
- f) Usage of verbs like "say" and "think" to convey feelings, thoughts, and dialogue.

5. Purpose of Narrative Texts:

People primarily write narrative texts to entertain and sustain the reader's interest in the story. This means that authors aim to create diverse stories that entertain and potentially educate readers by reflecting their own experiences. Cavanagh argues that narrative texts serve various purposes, including entertainment, excitement, motivation, instruction, and teaching through storytelling. Therefore, the social function of narrative texts is to entertain readers and listeners while also prompting them to think, learn lessons, and evoke emotions.

F. Understanding Media

1. Definition of Media

According to Sumantri, media in education or gaining knowledge of refers to the use of a mediator through manner of method of teachers to deliver educational materials and facilitate the gaining knowledge of process. Media is hired in coaching and gaining knowledge of to make the transport of gaining knowledge of substances simpler and greater effective. Additionally, Sadiman defines media as a way of verbal exchange that transmits messages from a sender to a receiver. Based on those definitions, media may be understood as a medium used to transmit statistics from the company to the recipient.¹⁹ In the context of teaching and learning, media refers to the communication tools utilized by teachers to transmit information, such as learning materials, from themselves to students. This approach generates greater interest in learning among students.

2. Types of Media

Various styles of media were invented in present day times, making it less difficult for instructors to bring substances in coaching and gaining knowledge of. Arsyad states that media includes 3 components: message, person, and tool. Educational media were stimulated with the aid of using technological advancements. Arsyad classifies gaining knowledge of equipment into precise sorts primarily based totally on technological development.²⁰ The types of teaching media can be categorized into three groups: visual media, audio media, and audiovisual media.²¹

¹⁹ Arief S. Sadiman. *Media Pembelajaran: Pengertian Pengembangan Pemanfaatan*, (Jakarta: PT. Raja GrafindoPersada, 2002) Page.6

²⁰ Azhar Arsyad. *Media Pembelajaran*, (Jakarta: PT. Raja GrafindoPersada, 2002), P.29

²¹ *Ibid*, P.3

a) Visual Media

Visual media, additionally called print media, encompasses any media that scholars can see or touch. Examples consist of pictures, photographs, actual objects, diagrams, thumbnails, textual content, and maps. Visual media traits consist of one-manner verbal exchange and receptiveness, in which the textual content and visuals are provided visually. The improvement of this media surroundings relies upon on language ideas and visible perception. It is student-oriented, and customers can rearrange the information. There are thirteen kinds of textual content, inclusive of narrative, procedural, report, analytical presentation, expository, descriptive, discussion, news, review, anecdote, and misleading texts.

b) Audio Media

Audio media, also referred to as listening media, is typically used for listening and understanding passages. These media exhibit one-way communication. Examples of audio media include radio, tape recorders, cassettes, and CDs.

c) Audiovisual Media:

Audiovisual media combines auditory and visual elements. It allows for the visualization of abstract concepts and non-verbal vocabulary. Audiovisual media overcomes limitations of time, place, and human senses, attracting students' attention and enhancing their knowledge. Displaying audio and visual messages requires mechanical and electronic machinery. Audiovisual media has characteristics such as linearity, resembling dynamic visuals, realization according to the author's presentation, and serving as a physical representation of real or abstract ideas. It was developed based on principles of behavioral psychology and cognition. The level of interactive participation is relatively low, with a teacher-oriented approach. Examples of audiovisual media include videos, films, and television.

3. Advantages of Media

Mass media is highly beneficial in language learning. It helps motivate students to study more seriously by using real-life passages in classrooms, increasing interest in learning materials, and presenting them in the target language. This approach allows students to enjoy learning and prevents boredom. Mass media also provides information, such as cultural input, that cannot be easily brought into the classroom. According to Celce Murcia, the benefits of using media in language learning include:

- a) **Motivation:** Mass media serves as an important motivator in language learning.
- b) **Content and Meaning:** Audio-visual materials provide students with meaningful content and guidance. They create a contextual learning environment where language problems can be introduced and practiced.
- c) **Authenticity:** Media materials bring authenticity to the classroom, strengthening students' connection between the language learned in class and the real world.
- d) **Catering to Different Learners:** Media meets the needs of both visual and auditory learners.
- e) **Multiple Sources of Input:** Importing media into the classroom exposes students to various sources of input.
- f) **Utilizing Background Knowledge:** Media helps students access diagrams and maximize their previous background knowledge in language learning.
- g) **Effective Information Processing:** Media enables time-saving and concise presentations, stimulating students' minds and facilitating information processing.²²

²² Celce, Murcia. 2003. *Discourse and Context in Language Teaching*. New York: University of Cambridge, P. 461

G. The concept of classical music

1. Definition of classical music

Music is a fascinating subject in psychology, as it has the ability to improve people's psychological well-being, provide comfort, and promote relaxation, especially when reading.²³ However, due to the diverse nature of music, it cannot be universally applied to learning, as the wrong choice of music can impact students' performance.²⁴

Classical music, according to Brooke Nelson, goes beyond being pleasant background noise; it can actually contribute to improved health, intelligence, and sleep.²⁵ Donald Jay Grout defines classical music as art music produced or cultivated within the Western music tradition, encompassing both religious and secular compositions.²⁶

This study specifically utilizes classical music, particularly Mozart's compositions, to enhance students' reading comprehension of narrative texts. Classical music can provide the listener with semantic concepts, enabling them to engage with the text more effectively.²⁷ The constant presence of music helps the brain focus on the words and retain the meaning of the reading comprehension.

²³ Talamini, F, Grassi, M, To, E, Santoni, R, & Carretti, B, *Learning and Individual Differences Learning a second language Can music aptitude or music training have a*, 64(January 2017). 1-7 <https://doi.org/10.1016/j.lindif.2018.04.003>

²⁴ Kasiri, F, *The impact of non-lyrical Iranian traditional music on reading comprehension performance of Iranian EFL learners The case of gender, attitude, and familiarity* Procedia -Social and Behavioral Sciences, 199, 157-162 <https://doi.org/10.1016/j.sbspro.2015.07.500>

²⁵ Nelson in Isnaini Maulidiyah. *The Effect Of Classical Music On Students' Reading Comprehension At Smp Wachid Hasyim 4 Surabaya* (Uin Sunan Ampel Surabaya). P. 25. 201

²⁶ Donald Jay Grout in Wahdania, *The Effectiveness of Using Classical Music on Students motivation in Reading Comprehension at MA Madani Alauddin*. (UIN Alauddin Makasar). 2017 p 16

²⁷Patel, *Op Cit* p 331

2. Teaching reading using classical music:

In the beginning of the lesson, there is a brief pause in conversation as the teacher listens to music played from a tape recorder. The teacher listens to various fragments to capture the mood of the music and then begins reading or reciting the new text, modulating their voice in accordance with the musical phrases. Students follow along in their textbooks, which include translations in their native language.²⁸

There are intervals of festive silence between the first and second parts of the "concert," allowing for potential student interaction. Before the start of the second part, there is another moment of silence, and the musical phrases are heard before the teacher begins reading the text. At this point, students close their textbooks and listen to the teacher's reading. Finally, the students quietly leave the room. They are not given homework for the lesson, but are encouraged to read the material before going to bed and again in the morning. Based on these methods, the researcher concludes that teaching reading using classical music involves the following steps: explaining the details of the narrative text, presenting the material with classical music, facilitating group discussions and application of the learned content, discussing the meaning of challenging text within groups, focusing on the text while the teacher reads, addressing difficult meanings based on discussions and pronunciation, and evaluating students' progress through meetings and post-exam exercises.

It can be concluded that teaching through classical music and suggestive pedagogy yield similar results in teaching reading.

²⁸ Richards and Rodgers, *Approaches and methods in language teaching*, (USA: Cambridge, 1986), p. 151

3. Advantages and disadvantages of classical music

Classical music offers advantages, such as potentially extending to academic achievements,²⁹ sharing perceptual and neural mechanisms with literacy and musical training,³⁰ and stimulating the brain, mood, concentration, and reducing fatigue during studying.³¹ On the other hand, there are disadvantages to consider, including the potential disruption of decoding processes due to the cognitive overlap between language understanding and musical processing. Additionally, introverts may experience decreased scores when studying with music compared to studying in silence.³²

H. CONCEPT OF VIDEO

1. Definition of video:

Video refers to the method of electronically capturing, storing, processing, transmitting, and reconstructing a chain of photographs that depict moving scenes. Hoffner indicates that video era turned into evolved to decorate the enjoy of visually impaired people whilst looking films and TV shows. Jeremy states that video tapes have lengthy been a not unusualplace device in language teaching, and nowadays, it's far uncommon to discover a complete coursebook with out a video component.³³ Video serves various functions, including education, as it presents a collection of messages in an audiovisual context, showing learners the cultural behaviors associated with the language they are studying.³⁴ Videos

²⁹Talamini, F, Grassi, M., To, E., Santoni, R., & Carretti, B. *Op.Cit.* P.3

³⁰ Tierney, A, & Kraus, N. (n d.) *Music Training for the Development of Reading Skalls.Changing Brains- Applying Bruin Plasticity to Advance and Recover Human Ability* (1st ed, Vol.207). Elsevier B.V. <https://doi.org/10.1016/B978-0-444-63327-9.00008-4>

³¹ Kasiri, *Op. Cit.* P. 2

³² Talamini, F, Grassi, M., To, E., Santoni, R, & Carretti, B. *Op.Cit.* P3

³³ Jeremy harmer. *The Practice of English language teaching.* (England: Pearson Longman. 2001). P. 282

³⁴ Hoffner, H,dkk., 2008. Lights, Cameras, Pencils! Using Descriptive Video to Enhance Writing.The Reading Teacher, Vol 61(7), Pages. 576-579

encompass a wide range of communication situations and combine sound and images.³⁵ Djamarah and Zainin Safitri assert that audiovisual media, such as television, movies, and videos, are particularly effective for language learning due to their utilization of both sound and visuals.³⁶ According to Susan, video aids students in terms of motivation, communication, non-verbal cues, and cross-cultural comparisons. In summary, video is a tool used for recording, displaying, or transmitting moving visual images.³⁷

It incorporates both sound and images and can be utilized for teaching and learning purposes.

2. Types of videos

Jane Sherman provides an overview of different video types, which include³⁸:

a. Video drama stories

Video dramas depict fictional narratives, often set in fantasy worlds where characters are affluent and predominantly white, men display heroism, women possess beauty, and love stories culminate in true love. Criminals are typically apprehended after dramatic car chases.

b. True stories

Certain movies declare to symbolize real-existence activities and intention to mirror the unpredictable nature of reality, portraying complicated social landscapes and non-romanticized situations. These movies are regularly set in colourful historical, social, or geographical contexts. Jane Sherman identifies essential kinds of genuine stories:

³⁵ Canning, C., 2000. Current Theory on the Use of Video as An Educational Medium on Instruction. The Internet TESL Journal, vol 5, p. (11)

³⁶ Safitri, I.,2010. *Teaching Writing Skill through Audio-Visual*. Bogor: University of IBN Khaldun Bogor-Indonesia

³⁷ Susan Stempleski and Barry Tomalin, *Video in Action*, New York : Prentice Hall, 1990, Page.3-4

³⁸ Jane Sherman. 2003. *Using Authentic Video in the Language Classroom*. New York:

Cambridge University Press, page.12

1) Historical films

These films often commence with a comprehensive background summary, similar to historical films that used to include rolling text recaps. Most historical films involve military or political battles and feature a significant amount of action.

2) Biographies

Biographical films focus on relatively ordinary individuals, allowing for comparison and observation of their lifestyles and pivotal moments.

c. Short videos

Short videos are brief in length or coverage. Jane explains that a VCR refers to a device that connects to a television and records television programs. In the context of teaching, video can refer to anything that narrates the story of fictional characters.³⁹ Based on these definitions, videos can be classified as films or videos that do not meet the duration criteria for a feature film. Videos stimulate children's imaginations through the combination of words and images. There are various types of videos, such as cartoons, animated videos, and narrative videos. Cartoons like "Tom and Jerry," animated videos like "Naruto," and narrative videos like "Cinderella" and "Snow White" are examples.

In general, video refers to moving visual images that can be viewed. A video or animated video presents moving puppets or drawings. Videos should be suitable for children and enhance their motivation to comprehend storytelling structures.⁴⁰ Almost all children enjoy stories, making videos an enjoyable and fun tool for foreign language learning. Brown and Lewis refer to

³⁹ Jane Sherman. *Op. Cit* .p.12

⁴⁰ Mansur Hidayat, *The Implementation Of Using Short Video Stories To Increase Students Understanding In learning Narrative Structure In Seventh Grade Of MTs SA PancasilaSalatiga Academic Years Of 2012/2013*, Thesis in English Education DepartementofState Islamic Studies Institute Salatiga, 2013.

videos as compilation films or videos that create the illusion of movement when projected.⁴¹

Videos captivate viewers with their moving and visually appealing content. Using short videos can enhance students' motivation in reading comprehension. According to Dahar, animated short videos serve as an important medium for information processing.⁴² They involve various stages, including motivation, recognition, acquisition, retention, dialing, transfer, giving, response, and confirmation. In this context, animated short videos are preferred over standard videos as they support students' motivation from the beginning until confirmation is achieved, allowing for effective feedback. Video usage has become a prevalent and practical learning method, supporting students' success.

d. Long videos:

Long videos refer to movies or videos that last approximately an hour or more. They include blockbuster films, Hollywood productions, action movies, and others. The term "long video" describes video content with a defined narrative structure consisting of a beginning, middle, and end, typically lasting more than 10 minutes. These videos often incorporate pauses within the content.⁴³

3. Teaching reading through videos

When employing a flipped classroom approach to teach young English as a Foreign Language (EFL) learners how to read, the teacher follows several steps. These steps include:

- Ensuring the installation of software like "Windows Movie Maker" or similar applications on the computer.
- Writing a script to narrate the video, focusing on topics that appeal to young learners, such as animals, fruits, vegetables,

⁴¹ Brown, dkk. *AV Instruction Technology, Media, and Methods*. 1977. USA: McGraw.hill,inch. Page 232

⁴² Dahar, 1996. *Teori –teori Belajar*. Jakarta: Erlangga

⁴³ Suherman Jane. *Op. Cit* .p.18

or other engaging subjects that enhance their reading skills aligned with the curriculum.

- Preparing supporting materials for the video, such as images, clips, instrumental music, words, and quotes, which complement the teacher's narration.
- Recording the teacher's voice while reading the script and combining it with the supporting materials to create an interactive and engaging video. The materials are arranged in a logical order.
- Distributing the video to students for viewing outside the classroom, accompanied by specific questions to guide their comprehension.
- Encouraging group discussions among students, where they present their answers to the questions raised in the video. The teacher facilitates these discussions, providing guidance and interactive feedback.⁴⁴
- Another flipped classroom strategy for teaching action verbs using short videos involves the following steps:
 - a. Providing a YouTube video case study along with guiding questions for students to answer before class.
 - b. Assigning the first part of the case study as homework, where students apply what they learned from the previous night's video.
 - c. Showing the second part of the video in class to stimulate discussion.
 - d. Repeating this process until the entire video segment is covered.⁴⁵

⁴⁴ Choiril Anwar. Flipped Classroom In Teaching Vocabulary To EFL Young Learners. Journal English Language Education Department. Universitas Islam Sultan Agung Semarang. Vol.113-114

⁴⁵ Clyde Freeman Herreid and Nancy A. Schiller, "Case Studies and the Flipped Classroom", Journal of College Science Teaching 42, no. 5 (2013): 62.

Based on the methods described above, it can be concluded that teaching reading through short videos involves the following steps:

1. The teacher introduces the narrative text to the students.
2. A short video case study related to the text is presented to the class.
3. Students engage in small group discussions, applying their knowledge from the previous night's video.
4. Students analyze and discuss the meaning of difficult action verbs based on the video content.
5. Students focus on the text presented in the video.
6. The teacher leads a discussion on the meaning of the most challenging action verb, taking into account students' conversations and pronunciation.
7. The teacher evaluates students' progress and development through subsequent assessments.

According to the researcher, teaching reading through short videos and implementing a flipped classroom strategy yield similar results.

4. Advantages and disadvantages of video

a. Advantages of video

Videos offer several advantages in the classroom, as described by Cakir:

1. Videos enhance students' interest in learning.
2. They can be incorporated as part of the teaching and learning process.
3. Videos help students develop skills in processing different types of information simultaneously, including spoken, written, and visual content.

4. Video sessions allow learners to engage in activities such as viewing presentations, discussing orally and in writing, conducting internet searches, and preparing short reports, combining audio and visual elements.
5. Students can develop strategic thinking and collaborative skills during video-based activities.⁴⁶

b. Disadvantages of video:

Alongside the advantages, video usage in teaching also presents some disadvantages, including:

1. The reliance on modern technology, such as computers, can intimidate some teachers who lack proficiency in using technology.
2. Teachers need to enhance their technology skills to effectively manage video-based instruction, as students are now in learning.⁴⁷

I. Online Learning System

1. Definition

Traditionally, learning and teaching were confined to physical classrooms, where teachers imparted knowledge through textbooks and blackboards. However, online or mobile learning has emerged as a new concept that offers flexible communication opportunities for language teachers and students.⁴⁸ It lets in freshmen to get right of entry to mastering substances and facts each time and anywhere, increasing the opportunities of coaching and mastering in distinctive conditions and conditions.

⁴⁶ Cakir, I., 2006. *The Use of Video as An Audio-Visual Material in Foreign Language Teaching Classroom*. The Turkish Online Journal of Educational Technology, vol 5(4), P.12

⁴⁷ Ibid . p.9

⁴⁸ Javad Gholami and Ghader Azarmi, *An Introduction to Mobile Assisted Language Learning* (Houston: International Journals of Multidisciplinary Research Academy, 2012), p.1(Online), available on: <http://citeseerx.ist.psu.edu/viewdoc/download?jsessionid=C65E092A749CB615CFBCC021870F516D?doi=10.1.1.347.9975&rep=rep1&type=pdf/> (September 15th, 2016)

2. Difficulties/Challenges

Implementing distance gaining knowledge of provides diverse demanding situations categorised into 4 wide categories: individual, course, contextual, and technical. Individual demanding situations encompass elements along with pupil motivation and conflicting priorities, which could effect the fulfillment and dropout quotes of on line gaining knowledge of programs.

J. A Framework for Thinking

Reading comprehension is a vital skill in language learning. Students need to understand the text to effectively engage with it. However, many students struggle with comprehension due to a lack of reading practice. To address this issue, teachers can utilize techniques such as intensive reading, which focuses on extracting detailed information from a text. Incorporating media, such as classical music or videos, can enhance the teaching and learning process, creating a conducive environment for understanding and meaning-making.

K. Hypothesis

Based at the aforementioned theories and frameworks, the hypotheses for the look at are as follows:

Ho: In the educational yr 2019/2020, there's no giant distinction among using classical track and video in enhancing the analyzing abilities of tenth-grade college students at SMAN 10 Bandar Lampung.

Ha: In the educational yr 2019/2020, there's a giant distinction among using classical track and video in enhancing the analyzing abilities of tenth-grade college students at SMAN 10 Bandar Lampung.

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