Effects of Background Music on Reading Comprehension of 1st Year High School Students in Dasmariñas

An Undergraduate Thesis Submitted

To the Faculty of Behavioral Science Department

College of Liberal Arts

De La Salle University- Dasmariñas

In Partial Fulfillment

Of the Requirements for the Degree

Bachelor of Arts in Psychology

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April, 2012

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Abstract

Name of Institution: De La- Salle University Dasmariñas

Address: BagongBayan ,Dasmariñas, Cavite 4115

Title: Effects of Background Music on Reading Comprehension of 1st Year High School Students in Dasmariñas, Cavite

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Funding Sources: Parents   **Cost:** PHP 9,000.00

Date Started: June 2011   **Date Completed:** April 2012

Objective of the Study:

A. General

To determine what music genre can be utilized as a learning aid in reading comprehension of 1st year high school students.

B. Specific

Statement of the Problem

The set of problems that this study aimedto determine the effect of RnB, Classical, Love and Rock as background music on reading comprehension of 1st

Year high school students in Dasmariñas, Cavite.The following are the actual problem statements.

1. What are the reading comprehension scores of subjects exposed to RnB, Love, Rock and Classical background music and no music?
2. Is there a significant difference in comprehension scores of subjects exposed to different conditions?
3. What are the feelings and thoughts of the subjects exposed to certain type of background music while reading?

Scope and Delimitations

This study determined the effects of background music to the reading comprehension of the students. The study only utilized music as a working variable. The music genres used in the study only included RnB, Rock, Classical and Love songs. The possible effects of other music genres were not taken into consideration in this study, except for Classical music which was described in the Mozart Effect. Also, the study didn't include highly technical aspects of music due to the researcher's lack of expertise in the area.

The study only covered reading comprehension as its dependent variable. Reading comprehension takes into consideration short term memory and memory processes (encoding, storage and recall). Aside from the

aforementioned elements, no other cognitive factors were considered. The test material for reading comprehension also only incorporated achromatic texts.

The subjects of the study were only limited to 1st year students from five chosen schools of Dasmariñas, Cavite. The academic grades of the subjects were not taken into consideration in choosing the respondents. There was no gender limitation imposed in the study. Any factors concerning other year levels were not considered in this study. Also, it was assumed in this study that the subjects had reading and comprehension skills matching their academic level.

Methodology

This group has chosen mixed-method design since a mixed-method research design is a general type of research that includes quantitative and qualitative research data, techniques and methods (Hunt, 2011). Also, according to Cresswell (2003), a mixed-method approach is one in which the researcher tends to base knowledge claims on pragmatic grounds (e.g., consequence-oriented problem centered). This was manifested in this research since this study aimed on determining the effect of background music on reading comprehension.

The treatment used for this study was background music- Classical, RnB, Rock and Love song. There were four experimental groups exposed to designated background music. Also, a controlled group received no music. Background music was used as the independent variable of this study while reading comprehension served as the dependent variable.

Findings

1. Majority of the respondents got high scores. Among the five conditions, no music got the highest number of respondents who got the perfect score.

2. $F_{(4,95)} = 0.61 < 1$. Thus, there was no significant difference in comprehension scores of subjects exposed to RnB, Rock, Classical, Love song, and no music while reading.

3. From the 47 respondents gathered for qualitative data, results revealed that Rock got the highest percentage of subjects who felt annoyed while reading with background music. On the contrary, Love Song got the highest percentage of respondents who were pleased. Also, Rock got the highest percentage of respondents who were distracted and love song got the highest percentage of respondents who were motivated to read while there was background music.

Conclusions

Based on the Findings of the study presented, the following conclusions were drawn:

1. In line with statement of the problem one, reading without music results to a better reading comprehension as compared to reading with background music.

2. The reading comprehension of students with or without music is not significantly different. Thus, background music cannot serve as an aid for reading comprehension. The researchers consider the possibility that the results were primarily influenced by the complexity of test materials. Therefore, Ceiling Effect was also taken into consideration as a possible result why the alternative hypothesis was rejected. The test was probably too easy why many of the participants score near the top.

3. Results revealed that majority of the respondents exposed to background music felt annoyed and distracted on the experiment. However, significant number of respondents were pleased which means that these respondents enjoyed reading with background music without considering their thoughts (distracted or motivated).

Recommendations

In the light of the foregoing conclusions drawn from the study, the following recommendations were made:

For further research

1. The present study could serve as a reference and for that reason, researchers are encouraged to explore more to have a better grasp of background music's benefits especially on academic areas.

2. For future researchers, it is suggested to get a larger sample size to get more representatives from the population.

3. More so, since people are musically inclined today especially the youth, studies on the effects of music preference on reading comprehension are recommended to determine if listening to a music preferred by the respondents would enhance reading comprehension or not. Other dependent variables are also suggested.

For the teachers, students and administrators

1. It is recommended that the students determine if a certain music genre could help enhance their reading comprehension skills. Likewise, they should also be aware of music genre they find distracting. These must all be observed for them to be able to concentrate on reading and other academic tasks as well.

2. School administration and staff are required to provide conducive learning experience for the students. Consequently, they should try to seek other ways to enhance their curriculum.

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