THE EFFECT OF USING CLASSICAL MUSIC ON STUDENT'S MOTIVATION AND PERSONALITY IN READING COMPREHENSION

THESIS

Submitted by

NURFADILLAH

148820322005

ENGLISH EDUCATION DEPARTMENT

FACULTY OF EDUCATION, LANGUAGE, SOCIAL, AND SPORT

MUHAMMADIYAH UNIVERSITY OF EDUCATION SORONG

2024

THE EFFECT OF USING CLASSICAL MUSIC ON STUDENT'S MOTIVATION AND PERSONALITY IN READING COMPREHENSION

Thesis

Present to the English Education Program

Faculty of Education, Language, Social, And Sport

Muhammadiyah University of Education Sorong

In Partial Fulfillment of the requirement for the

Degree of Sarjana Education (S1)

Defended in the

Thesis Examination

on April 1st, 2024

By Nurfadillah

Born

In Sinjai, South Sulawesi

LEGITIMATION SHEET

This thesis is written by the Dean of the Faculty of Education, Language, Social, and Sport at the University of Education of Muhammadiyah Sorong.

On: April 1st 2024

Dean

Roni Andri Pramita, M.Pd.

NIDN: 1411129001

Team of Thesis Examiner

1. Nurteteng, M.Pd.

   NIDN: 1418039201

2. Risqi Claudia Wardani H, M.Pd.

   NIDN: 1404029501

3. Agus Setiawan, M.Pd.

   NIDN: 1407029201

DECLARATION AUTHENTICITY

This is to certify that:

Name   : Nurfadillah

NIM   : 148820322005

Title: The Effect of Using Classical Music on Student Motivation and Personality

         in Reading Comprehension

I, as a result of this, declare that the thesis there is no work ever submitted for a degree in a college, and as long as my knowledge also does not have work of literature ever written or published by others, except as the writing referenced in this text is mentioned in the references.

Sorong, April 1st 2024

Mine Sincerely

Nurfadillah

NIM: 148820322005

LEMBAR PENGESAHAN

PERSETUJUAN REVISI ~~PROPOSAL~~ SKRIPSI

Nama	: Nurfadillah	
NIM	: 148820322005	
Program Studi	: Pendidikan Bahasa Inggris	
Judul Skripsi	: The Effect Of Using Classical Music On students Motivation and Personality In Reading Comprehension	
Tgl Ujian Skripsi	: 01 April 2024	

No	Nama Dosen	Jabatan	Tanggal	Tanda Tangan
1	Nurteteng, M.Pd.	Ketua Penguji	04-04-2024	
2	Rizqi Claudia Wardani, M.Pd.	Penguji 1	24-04-2024	
3	Agus Setiawan, M.Pd.	Penguji 2	25-05-2024	

Sorong, 24 April 2024

Ketua Program Studi
Pendidikan Bahasa Inggris,

Nurteteng, M.Pd.
NIDN. 1418039201

SURAT KETERANGAN VALIDASI

Yang bertanda tangan di bawah ini :

Nama	: Agus Setiawan, M.Pd.
NIDN	: 1407029201
Jabatan Fungsional	: Asisten Ahli
Unit Kerja	: Dosen Program Studi Pendidikan Bahasa Inggris
	FABIO Unimuda Sorong

Menyatakan dengan sesungguhnya telah melakukan validasi Intrument/produk mahasiswa :

Nama	: Nurfadilah
NIM	: 148820322005

Berupa :

☐ Media Pembelajaran

☐ Modul atau bahan ajar

☐ Model Pembelajaran

☑ Instrument Penelitian

☐ Lain-lain : ....

Dengan judul :

The effect Of Using Classical Music on student's Motivation and personality in reading comprehension.

Keputusan hasil validasi adalah : Sangat Baik/Cukup Baik*

Demikianlah keterangan validitas ini dibuat sesuai dengan kaidah akademik dan keilmuan serta dapat dipertanggungjawabkan. Selanjutnya agar dapat dipergunakan sebagaimana mestinya.

Mengetahui,	Sorong, 2024
Ketua Prodi. Pend. Bahasa Inggris	Validator
Nurteteng, M.Pd.	Agus Setiawan, M.Pd.
NIDN 1418039201	NIDN. 1407029201

https://pbing.unimudasorong.ac.id

PROGRAM STUDI:

Pendidikan Bahasa Inggris, Pendidikan Bahasa Indonesia, Pendidikan Pancasila dan Kewarganegaraan, PGSD, Pendidikan Jasmani, dan PG PAUD

MOTTO

"Do not stop studying because life does not stop teaching." That means never seeking knowledge, even if it is difficult to feel, because we live only to learn and keep learning. Like Imam Syafi Said, "Discovery One who has not experienced the bitter test of a single moment will swallow the disdain of foolishness all his life."

DEDICATION

I proudly dedicate this thesis especially to:

I dedicate my thesis to my family and many friends. A special feeling of gratitude to my loving parents, Mr. Darwis Syam, S.Pd.Mrs. Nurhayati and I, whose words of encouragement and push for tenacity ring in my ears, My sisters Nurul Wahidah Darwis, S.PD, Vina El-Kharif, Nur Asyifa, my brother Nurhidayat, my beloved uncle Mr. Nasaruddin, M, PD, and My beloved Aunt Mrs. Darmawati, MM, have never left my side and are extraordinary, and the last all of my family that I love.

ACKNOWLEDGEMENTS

Moreover, I would like to thank my beloved friends, Sist Vina, Riska, Fastabiqul Khairat, Arum, Ezra, Ulfah, Dyah, Sany, and Maya, who always supported me in finishing the thesis and cheered me up when I was down.

Finally, this thesis needs constructive ideas to reduce its weaknesses. I hope this thesis contributes to the education of both students at the University of Education in Muhamadiyah Sorong.

Sorong April 1st 2024

The Researcher

ABSTRACT

Nurfadillah /148820322005, 2024. **The Effect Of Classical Music On Student Motivation and Personality in Reading Comprehension in** the academic year 2023/2024. Thesis, English Education Department, Faculty Education, Language, Social and Sport, University of Education Muhammadiyah Sorong. April 2024

This research aims to determine whether a classical music treatment impacts reading comprehension, motivation, and personality, specifically in the third semester of English Education at UNIMUDA Sorong. Related to the objective, the research used a pre-experimental research design. This research population comprised students from the third semester of English education at UNIMUDA Sorong, comprising 21 students. The sample of this research was 21 students in the third semester. In collecting the data, the researcher used 20-item questions for the pretest and post-test, 20-item level questionnaires for Motivation, and 60 Questions for the MBTI test. In analyzing the data, the researcher used the SPSS 26 program to calculate the data pre-test and post-test. After Analyzing the result of the paired sample T-test, the Alternative hypothesis, which said that using classical music impacts students' reading comprehension, is accepted, and the Null hypothesis is rejected in addition to the result of P-Value (0.02), a smaller P-value (0.05) was found. This means the students' reading comprehension scores for the pretest and posttest differ significantly. Based on the data analysis from the motivation questionnaire, with the highest percentage of 47.6 with the motivated level, it can be assured that classical music treatment impacts student motivation. Also, the data analysis from the MBTI Test showed that the personality with the highest percentage is 42.9 with the introverted personality, so it can be concluded that classical music treatment influences student personality, especially in introverted personality. It can be concluded that classical music treatment impacts the student's reading comprehension, Motivation, and Personality.

Keywords: Reading Comprehension, Motivation, Personality, and Classical Music

TABLE OF CONTENT

LIST OF FIGURE

LIST OF TABLE

LIST OF APPENDIX

CHAPTER I

INTRODUCTION

1.1 Background of the Research

Academic motivation is recognized as a critical factor for academic success and well-being. Highly motivated students actively engage in educational activities and maintain good well-being. The concept of motivation has essential effects on human behavior. Motivation factors are used to increase the effectiveness and efficiency of individuals. Therefore, individual and organizational successes have been achieved.

Motivation is a process in which target-oriented activities are initiated and maintained (Cook & Artino, 2016). It can be said that motivation influences human behaviors, directs them, and contributes to ensuring continuity (Moos & Marroquin, 2010; Wright & Wiediger, 2007). The importance of motivation has been understood more in recent years, and it has recently attracted the attention of the educational sciences due to its effectiveness in education, training, and success.

One of the skills needed in the 21st century is Comprehension of Reading. Reading Comprehension skills play a central role in formal education. Includes higher education (Hasbun, 2006). According to William D. Baker, 85% of activities are related to Studying in college, including reading. Reading is the basis for all scientific disciplines; academics are no exception to language fields, and it is a significant means of communication a student needs to read. Thus, the acquisition of reading skills is a priority for many learners throughout the world.

Reading motivations play a crucial role in language education. Students will be able to construct science when they understand good reading. Low reading motivation will contribute to understanding good reading. Readers with low motivation for reading tend to adopt low coherence standards (Hwang, 2019).

Reading comprehension includes an interactive process to know and obtain the message conveyed by the author to the reader, as well as the need to practice reading activities (Fitriyani, 2017). As a student, reading comprehension skills are an ability that is needed. Still, these skills are greatly influenced by the motivation for interest in reading in students in the third semester of English language education. The low willingness to read increasingly worsens the world of lectures. The internal factors that influence this include attention, feelings, and, of course, motivation. Feelings of pleasure towards reading are a person's expression of reading. This is due to the element of a person's attention and motivation towards the reading they read. Apart from that, the environment also influences this; the environment is not conducive to various activities on campus, making most students feel stressed, bored, and uncomfortable in continuing this reading activity.

Based on the results of the 2nd semester of the English Language Education Department at Sorong Muhammadiyah Education University, some lack the

motivation to read. What factors into this is the initial fear or worry they experience, which is that they always think reading English language journals and articles is difficult. The reason is that the language is too heavy and difficult to understand. Apart from that, environmental influence is also a factor that is no less influential. For example, in an environment where someone likes to read, this will indirectly influence or encourage the person to read, and vice versa. Likewise, with an environment that can comfort a reader, some feel uncomfortable and cannot concentrate, so their focus is easily divided. The initial worry they experienced impacted decreasing concentration because some were overwhelmed by fear. On the other hand, courses in the early semester are usually filled with general sciences, so it is not uncommon for them to experience boredom when attending classes. In addition, students must read almost all English materials, which requires high interest and motivation.

Feeling comfortable and good significantly influences student motivation, both positive and negative. A cosy place, happy feelings, and a conducive situation can substantially influence changes in students' circumstances. Music brings positive situations and makes it convenient for many classes. Music has functioned as the background in some classrooms to mute industries on traffic sounds.

Both teachers and students can use music. As teachers, we can use music to make our students feel comfortable, change the way the students think, and support the learning environment. Music can help students learn and memorise better. We can use rhythm to improve memory and intelligence because music,

especially classical music, can stimulate our proper brain learning. Using classical music as a background can influence the work of our brain and change our ways of thinking and doing activities. Classical music has tone, and chant is soft and touching, affecting the physical, mental, and emotional state of someone who hears it. Therefore, classical music is an appropriate way for students to relieve boredom during the lesson. So that students can learn comfort optimally.

The type of music we usually listen to will influence our mood and show a person's personality. It depends on what kind of mood you are feeling at that time. Personality is the overall way an individual reacts and interacts with other individuals. Personality development is the sub-area of personality psychology that has very much led the renaissance in personality science. Research on continuity, change, and factors associated with personality change has increased exponentially in the last two decades. This was the result of fortuitous timing. As personality psychology became more widely accepted, technology and science policy, especially in Europe and Oceania, converged to create numerous publicly available longitudinal data sets. The resulting explosion of research has rendered what once was novel—a report on the longitudinal continuity and change in personality— somewhat mundane. Fortunately, it has also resulted in a much better empirical foundation to draw initial inferences about personality development. Of course, one reason for the emphasis on longitudinal studies in personality psychology is that consistency is defined in the field (Fraley & Roberts, 2005). The most frequently given definitions of personality or personality traits include consistency as a defining feature.

Besides that, personality is often defined as the characteristics that stand out in an individual. Personality is divided into eight and grouped into four groups: I-E (introvert - extrovert), S-N (sensing—intuition), T-F (thinking and feeling), and J-P (judging—perceiving).

Considering the importance of using classical music in learning, the researcher is interested in concluding whether using classical music affects students' motivation and personality in reading comprehension by using this research title: ***The Effect Of Using Classical Music On Students Motivation and Personality In Reading Comprehension***

1.2 Formulation of the Problem

Based on the research problem above, the researcher formulates the research question as follows:

1. Does the use of classical music impact students' reading comprehension in 2nd semester of the English Education Department at UNIMUDA Sorong?

2. What is the effect of using classical music on students' motivation in 3rd semester of the English Education Department at UNIMUDA Sorong

3. Which personalities are suitable for the classical music method?

1.3 Objective of the Research

1. this research aims to know whether or not using classical music affects the Reading Comprehension of the 3rd semester of the English Education Department at UNIMUDA Sorong.

2. To determine the effect of classical music on motivating students in the 3rd semester of the English Education Department at UNIMUDA Sorong.

3. To know which of the personalities are suitable and relate to the research

1.4 Hypothesis

H$_1$: Classical Music deserves to impact on the student's reading comprehension

H$_0$: Classical Music did not impact on the student reading comprehension

1.5 Significance of the Research

The result of this research can a contribution to lecturers, English students, and other research, as follows:

1. Lecturers

For reading lecturers, this research result can help address the problem of learning involving reading comprehension by using classical music to increase student motivation and also to learn and understand each student's personality. It can help improve the efficiency of learning.

2. Students

The results of this research can help English students arouse motivation for reading comprehension using classical music and understand each student's personality.

Other Researcher

This research can reference other researchers who want to research this topic.

1.6 Operational Definition

For this research, the researcher will be limited the research using four variables as follows:

1.5.1   Classical Music

Classical music is Written in a Western musical tradition, usually using an established form (symphony). It is generally considered to be severe and to have lasting value.

1.5.2 Motivation

Motivation is an internal state that propels individuals to engage in goal-directed behaviour. It can help you lose weight or push you to get that promotion at work or school.

1.5.3   Personality

A complete blend of attitudes, qualities, patterns of thought, emotions, and values that influence the individual to do what is right in their environment.

1.5.4   Reading comprehension

The kind of literature that aims to understand literature. Understanding the material means examining the reading material more closely and thus assessing the circumstances, values, functions, and effects of the reading. Understanding the reading is a process of reading to build understanding.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Reading Comprehension

2.1.1 Definition Of Reading Comprehension

Reading comprehension is one of the most complex behaviours humans engage in. Reading theorists have grappled with how to comprehensively and meaningfully portray reading comprehension, and many different theoretical models have been proposed in recent decades (McNamara & Magliano, 2009; Perfetti & Stafura, 2014). These models range from broad theoretical models depicting the relationships and interactions among comprehension subcomponents to models of specific comprehension processes. We review frameworks and models significantly impacting theory development, reading comprehension research, and instruction. (Nouwens et al., 2021)

Reading comprehension requires constructing a coherent mental representation of the information in a text. Reading involves three interrelated elements—the reader, the text, and the activity, all situated in a broader sociocultural context. The complexity inherent in reading comprehension has given rise to many influential models and frameworks that attempt to account for the various processes that give rise to reading comprehension, for example, activation of prior knowledge and integration of incoming information with currently active memory contents. Other models and frameworks attempt to

account for the components that constitute reading comprehension, such as decoding, vocabulary, and language comprehension.

Many of the most prominent models of reading comprehension describe single readers engaging with single texts. Several recent models attempt to account for the additional complexity of comprehending multiple texts. Along with engaging in comprehension of multiple texts comes the need to contend with various information sources (i.e., sourcing). Researchers have developed models and frameworks to capture the processes learners engage in when the need to engage in sourcing arises, such as when readers encounter conflicting information.(Butterfuss et al., 2020)

Anastasiou and Griva (2009: 283) define reading comprehension as a complex cognitive ability that requires the capacity to integrate text information with the reader's prior knowledge, resulting in the elaboration of a mental representation. In this research, reading comprehension is the ability to comprehend the message and information about writing material using cognitive and metacognitive skills. The indicators of the reading comprehension test in this study are based on the characteristics of the two reading strategies used, KWL and CSR. They recognise the topic and the main idea, find detailed information, use vocabulary (guessing meaning from the context), draw inferences, identify the exception, and refer to the passage.(Knoop-van Campen et al., 2022)

Reading comprehension involves understanding and processing text. An individual's comprehension of literature is influenced by their attributes and skills, including the ability to make inferences. If word recognition is complex, pupils

9

use too much of their processing capacity to read individual words, interfering with their ability to grasp what they read. Many reading challenges students face are related to the five components of reading (phonological and phonemic awareness, word decoding and phonics, fluency, vocabulary, and comprehension) addressed in target difficulties. Reading comprehension is the process of creating meaning from text. All reading teaching aims to help readers grasp the material. Reading comprehension requires at least two people: the reader and the writer. Comprehending involves decoding the writer's words and then using background knowledge to construct an approximate understanding of the writer's message. (Olviyanti et al., n.d.)

Reading comprehension has been defined as "the process of simultaneously extracting and constructing meaning through interaction and involvement with written language" (Snow, 2002, p. 11). Reading involves three interrelated elements: the reader, the text, and the activity or reading task, all situated in a broader sociocultural context. To comprehend a text, a reader must be equipped with a host of abilities (e.g., attention, memory, inferencing), motivation (e.g., reading goals, interest), and knowledge (e.g., domain knowledge, linguistic knowledge), all of which are influenced by the specific texts used and the activity the reader is engaging in (Snow, 2002). Although each element is essential for reading comprehension, this article emphasises reading processes, components, and individual differences.

Reading comprehension is one of humans' most complex activities (Kendeou et al., 2016). This complexity hinders the development of a

comprehensive theory that can make precise predictions across readers, texts, and discourse contexts (Kendeou & O'Brien, 2014; Perfetti & Stafura, 2014). Consequently, researchers have put forth models that focus on a limited set of components and processes of reading comprehension. We need to find some accommodation between our desire to have students develop particular reading skills; Mikulecky Jeffries (1996) states that some essential comprehension skills are:

1. Previewing for better comprehension

Previewing aims to predict what readers will read before they read it. For example, when readers receive a letter, they usually look at the return address or the stamp to determine where it came from and who sent it. Then, they make some guesses about what the letter will be about.

2. Scanning

The readers do not read every word; they read only keywords that will answer their questions. They skip over unimportant words to read faster.

3. Skimming

It means running the reader's eyes over a text to get a quick idea of the abstract of a text. They skim to get a general sense of what it is all about.

4. Using vocabulary knowledge for compelling reading

Guessing is the best strategy, as it tries to understand what is being written or discussed. Their reading is more enjoyable because they do not have to stop often.

5. Making inferences

Good readers constantly make inferences as they read. That means. Sometimes, they look forward, trying to predict what is coming. Then, they use the clues to guess about the text and the writer's ideas.

6. Finding topics

To understand what the readers are reading, they need to connect it to something they already know. To make this connection, they need to be sure that they know what they are reading about.

7. Discovering topics of paragraph

It isn't easy to understand what the readers are reading if they do not know what it is about! Even with no problematic words or grammar, they cannot make sense of the sentences if they do not see the topic.

8. Understanding the main idea

The main idea of a paragraph is a statement of the author's idea about the topic. A central idea statement is always a complete sentence that includes both the topic and the ideas the author wishes to express.

9. Summarizing

Summarising is retelling the essential parts of a passage in a much shorter form. It is an essential reading skill when summarising a passage; they can be confident that they have understood it. From the explanation above, the writer suggests that if you want to read well in English, you must think in English as you read. If you think in another language and translate it into English, you will always have difficulty with comprehension. Understanding the words and the grammar is

not enough. You need to make logical connections between the ideas and information in your reading. This means using the information you already know to conclude. In other words, you need to think logically.

2.1.2. The Importance Of Reading

Reading is a way to get information from something written. Reading and listening are the two most common ways to get information. Information gleaned from reading can include entertainment, especially when reading fiction or humour.

Reading is an important aspect that needs to be mastered because reading is the foundation of learning cross-disciplinary subjects. The ability to read is essential for finding a job or going to college. The ability to read plays an essential role in improving individual life and skills in school. It is essential to support the development of a country because the ability to read provides many benefits, including adding to the repertoire of knowledge, opening up new information, explaining new information to others, increasing concentration, and entertainment (Rintaningrum, 2019).

Not only is understanding required in reading. Critical and creative processing of reading materials must also be done while reading. As mentioned above, reading is a process of remembering and mental work involving critical and creative thinking. Better yet, if you can apply it in everyday life. Reading has a significant influence on everyday life. That is what gives people extensive knowledge. (Pradani, n.d.)

2.2 Motivation

2.2.1 Definition of Motivation

Motivation is a process in which target-oriented activities are initiated and maintained (Cook & Artino, 2016). It can be said that motivation influences human behaviours, directs them, and contributes to ensuring continuity (Moos & Marroquin, 2010; Wright & Wiediger, 2007). The importance of motivation has been understood more in recent years. It has recently attracted the attention of the field of educational sciences due to its effectiveness in education, training, and success. However, studies on how motivation tools are used in school activities and how they affect educational success are insufficient (Guay et al., 2005). In this context, this study focused on student motivation. The necessary elements for the students' motivation were grouped and turned into a model by examining the literature.

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

According to Pinder (1998 in Ambrose & Kulik, 1999), work motivation may be regarded as a set of internal and external forces that initiate work-related behaviour and determine its form, direction, intensity, and duration. The concept relates explicitly to the work context and includes the influence on work behavior of both environmental forces and those inherent in the person. In the workplace,

work motivation presents as an invisible, personal, and hypothetical construct that manifests in observable and, therefore, measurable behaviours.

Chen et al. (2012) stated that undersorganisationaltanding motivation within employees and from the environment will help improve performance. In this case, a manager needs to direct motivation by creating an organizational climate and forming a work culture or corporate culture so that employees feel encouraged to work harder to achieve a high level of performance.

Motivation can be explained as a process that initiates goal-directed behavior in individuals and ensures that the persistence to achieve this goal is sustained amongst employees. It is a catalyst for better employee performance and ensures goal-oriented behaviors. Earlier, there was no definite definition for motivation, but later, Houssave's definition was considered to understand the concept of motivation. In his words, motivation is the strength in determining the desired behavior of employees. (A. Di Serio, M.B. Ibáñez, and C.D. Kloos). Motivation is an emotion that establishes zeal to achieve. It creates positive energy that instigates an individual to perform excellently in his work. Positivity is inculcated to work in alignment with the group goals (J.E. Brophy). Motivation is concerned with emotions, physical well-being, and the logical context of an individual (H. et al.). It is one of the attributes of an employee that identifies his actions, direction, and the answer behind what we do (R.M. et al.). It creates an inner drive in an individual to perform better and give his best shot in delivering the best performance. A person who is motivated is self-driven and does not

necessarily need external force to perform. He always accomplishes his goals and performs best (M. et al.).

A motive is what prompts a person to act in a certain way or at least develop an inclination for a specific behavior (Kast & Rosenzweig, 1985), "Motivation" can be defined as those forces within an individual that push or propel him to satisfy basic needs or wants (Yorks, 1976). The level of needs will determine what rewards will satisfy an employee. According to Dessler, most psychologists believe that all motivation is ultimately derived from a tension that results when one or more of our essential needs are unsatisfied (Dessler, 1986).

Ouchi, W. G. (1987) explained the importance of motivation for productivity. He explored the reasons why Japan's national productivity is soaring. He went further to say that the secret of Japanese success is the excellent concern Japanese managers show for the well-being and development of workers. The fact that motivation is the most critical factor for productivity and quality is not a discovery. It was pointed out for the first time by studies conducted by Elton Mayo around 1930. Since then, several studies have confirmed the same results in several industries, including software development.

2.2.2 Type Of Motivation

a. Intrinsic Motivation

Intrinsic motivation (IM) refers to engagement in inherently satisfying or enjoyable behavior. IM is non-instrumental; intrinsically motivated action is not contingent upon any outcome separable from the behavior itself. Instead, the means and end are the same. For example, a child may play outdoors –

16

running, skipping, jumping – for no other reason than because it is fun and innately satisfying (Legault, 2016).

Intrinsic motivation is inherent, as it drives the direction of an individual's behavior and self-determination. Self-determination is essential for developing beings to become more effective and refined in reflecting on ongoing experiences. When students experience the inherent satisfaction of the activity itself, they will show intrinsically motivated behavior. If students are doing the activity to attain some reward, such as grades or social recognition, they are extrinsically motivated. Students motivated behaviors regarding choice, effort, and persistence in academic tasks correspond directly with their level of intrinsic motivation. (Ng, 2018)

According to Djamarah (2008:149–151), intrinsic motivation is a motif that becomes active or functional and does not need to be stimulated from the outside because every person has a push to do something. Extrinsic motivation is an active motif that has a function because it is stimulated from the outside.

Additionally, Sardiman (2011:90–91) states that Intrinsic motivation is inherent in learning situations and meets pupil needs and purposes. In contrast, extrinsic motivation is the form of motivation in which activity learning starts and is forwarded based on encouragement not associated with the learning activity.

Types of Intrinsic Motivation

- Competence Motivation: According to competence motivation, sometimes referred to as learning motivation, people are more driven by the process of learning than by the final product. The reason for this is that those driven by competence motivation are not so much driven by the result as they are by the process of learning or improving as they work toward a goal or job.

- Attitude Motivation: The method of persuading others by changing their thoughts and behaviors is known as attitude motivation. Attitude and motivation are inextricably intertwined and can be significant indicators of whether a team will perform well together and reach their business goals on schedule. Indeed, a good attitude can directly impact your professional path since you will be more driven to work hard, explore novel avenues, and contribute to an organization's success.

- Achievement Motivation: Motivation is commonly defined as the drive to attain goals and maintain that drive. Motivation underpins all cognitive behaviors, including planning, organizing, decision-making, learning, and assessment (Arellano et al., 1998). Achievements, according to Argyris (1960), are task-oriented behaviors. Individuals' performances are frequently assessed by comparing them to standards or those of others. According to the literature, achievement motivation is a subjective and internal psychological drive that allows people to pursue work they believe is valuable and pushes them to attain their goals. Meanwhile, achievement motivation is a competitive and comparing mindset. Achievement motivation, according to the interpretations offered by the experts

mentioned above, is a subjective, internal, and psychological drive that allows individuals to pursue work they consider to be meaningful and finally attain their goals. Hecker (1998) discovered that motives affect the establishment of psychological contracts. Meaningful employment, job security, a sense of accomplishment, and promotional outlets and possibilities are motivators (Wiyono & Wu, 2022).

- Creative Motivation: The desire to convey or communicate an idea is a form of creative motivation. This includes words, melodies, artwork, business concepts, or a product. In this instance, monetary prizes, incentives, or bonuses do not motivate people to develop. Instead, it is the urge to satisfy a person's inner gratification by creating something. Writing a book is an example of creative inspiration. Even if the book is not published or a best-seller, satisfaction comes from the opportunity to express oneself.

- Physical or physiological motivation is for relaxation, health, comfort, participation in sports activities, or recreation. Relaxation is physical and mental rest that makes the body more calm and comfortable (Dwisaputra & Achnes, 2017). This motivation comes solely from within a person's body, which needs to feel relaxed, relieves stiff muscles from working or studying hard, and refreshes a stressed mind. Therefore, it is feared that if not done, it would hurt physical and psychological health. This description is similar to the findings of various studies on tourists' motivations to travel, including relaxation motivation, enriching and learning

experiences, participation in leisure activities, enhancing personal values, and social encounters (Vuuren & Slabbert, 2011). Tourism activities conducted to improve life satisfaction, even after a short trip (two days)

b. Extrinsic Motivation

Extrinsic motivation includes outside motivational forces, such as a reward, that push students to work hard. This means accomplishing tasks because there are rewards associated with it. Extrinsic motivators often include grades and parental, teacher, and social expectations. According to author Fred M. Newman's "Student Engagement and Achievement in American Secondary Schools," for extrinsic motivators to be effective, the student must desire the rewards and understand that academic achievement is the only way of obtaining those rewards. We should recognize that extrinsic motivation may distract the student from learning. Although extrinsic motivators might work in the short term, such motivators do not work over the long haul. Students learning material for a reward typically do not continue to learn the material once the instructor removes the reward.

Motivation fueled by benefits from outside sources is known as extrinsic motivation. These can be material, like cash or grades, or immaterial, like recognition or acclaim. Extrinsic motivation is only driven by external rewards, unlike intrinsic motivation, which comes from within the person. Extrinsically motivated individuals will stick with an activity

even if it does not yield immediate rewards. For instance, to make a living, they might perform tasks they dislike at work. Operant conditioning is conditioning someone or something to perform a certain way in response to a reward or penalty. It involves extrinsic incentives.

Extrinsic motivation leads to engagement when material or social considerations are expected (Amabile et al., 1994). Contrarily, when intrinsically motivated, employees perform tasks out of interest and enjoyment for their own sake (Deci et al., 1999; Amabile & Pratt, 2016)

- The incentive theory of motivation is a behavioral theory that proposes that people are motivated by a desire for rewards and reinforcement. According to the incentive hypothesis, people will behave in ways that they feel will result in a reward while avoiding activities that may result in punishment. According to the Incentive Theory of Motivation, humans are motivated by rewards and penalties. This is a behaviorist hypothesis based on the work of scholars such as Edward Thorndike and B.F. Skinner.
- Fear motivation, namely, the individual acting due to fear. In this case, someone does something because of fear, such as fear of external threats or punishment.
- Power Motivation: Power motivation manifests as a drive to influence people and control one's environment (Schultheiss et al., 2005; Winter, 1973). People with a dominating power motive are

said to enjoy fighting and competing, cherish prestige, and aim for high positions on the social ladder. This, however, is an unduly basic view of power motivation, which can manifest itself in various ways. According to McClelland (1973), power has two "faces." One of these faces is socially unacceptable and associated with personal dominance over others. The other face is socially acceptable, if not desirable, and is centered on doing what is best for others.

- Social Motivation: Social motivation is one of the key variables influencing individuals' motivation in society. It is an intrinsic variable that encourages people to execute specific tasks and achieve their objectives. According to the literature study, people are motivated by various social interactions. Because social motivation is mediated by behavioral, biological, psychological, and social elements, interpersonal interactions can either ease or aggravate mental disorders. According to social motivation theory, behavioral, biological, and evolutionary forces influence an individual's level of motivation. Social motivation is essential to student learning in a learning setting. Feedback and autonomous support, in particular, enhance and promote learners' confidence. Identity, motivation, social position, and a sense of belonging are all encouraged by social motivation

2.3 Classical Music

2.3.1 Definition Of Classical Music

Music of various moods has been shown to enrich the listener's emotions and promote psychological and mental stability. Classical music is longer than other music genres, so it contains various detailed mood changes in one song. Suppose a specific classical music mood can be recognized accurately. In that case, it can be applied to multiple objectives, such as expanding from a single appreciation of music and fusing with visual media of a similar mood to develop the emotional experience. (Lee et al., 2021).

Listening to classical music can also overcome saturation after an activity, build creativity, and develop concentration and memory. Of course, this situation is good to use in learning activities. Not all music is possible to use in the learning process; music that can be used in the learning process is classical. Allo Dkk (2021:295) stated that classical music is an effective way to improve learning concentration. People who listen to classical music are more likely to gain a relaxed and calm situation, thus making it easier to lower levels of anxiety and immunity.

In this case, classical music is believed to make the mind capable and ready to concentrate because it can balance the activity of the right and left hemispheres of the brain and regulate the brain waves in conditions necessary for learning. From this explanation, using classical music as a relaxation medium in learning is very useful. Many classical music pieces can be used as a relaxation medium, created by composers such as Johann Sebastian Bach, Wolfgang Amadeus

Mozart, Ludwig van Beethoven, and Richard Wagner. Classical music created by a composer named Mozart is still more widely used because it can benefit its listeners. This aligns with Nugraha's (2019:71) explanation that Mozart's classical music is believed to psychologically influence his listeners (Cristin et al., 2022).

2.3.2. Types Of Classical Music

a. Sonata

Music history is divided into four periods: the Baroque period (1600-1760), the Classical period (1730-1820), the Romantic period (1780-1910), and the Modern period (1900-present). The sonata first appeared as an instrumental composition during the 16th century. Sonatas evolved from instrumental transcriptions of Italian canzonas (songs). The term "sonata" comes from the Italian word "suonare," which means "to sound." When comparing sonatas to canzonas, multiple comparisons develop, including sectional structures that contrast in meter and tempo (rhythmic) and dependence on contrapuntal (melodic) texture (Mangsen). There were two forms of sonata: sonata de camera (chamber sonata) and sonata de Chiesa (church sonata: more serious) (Kennedy). The sonata de cameras were composed in the form of suites (dance music: allemande, courante, sarabande, gigue) that were interconnected The sonata de cameras was composed in the form of suites (dance music: allemande, courante, sarabande, gigue) in the same key (Mangsen).

The sonata form, which originated in the early Classical period and comprises three essential parts: exposition, development, and recapitulation, is distinct from the sonata genre. Each movement's overall structure is defined by its music form. A single composition might have several movements. A sonata form is usually used in the first movement of a sonata. Overall, the sonata is a part of the classical repertory that applies to the piano and other instruments (Hsu, 2015).

Sonata Theory's core concept is that of dialogic form. This means that each sonata movement that we encounter (most likely a piece from the post-1750 past that has persisted as part of the standard performing repertory) can be grasped as having been set by the composer into a dialogue with the contextually relevant, normative expectations of a once-in-place, taken-for-granted genre. From the complementary standpoint of the present-day analyst, this can be restated as: "For structural analysis [a piece of music] exists most substantially in the ongoing dialogue that it may be understood to pursue with its stated or implied genre-a dialogue that may be recreated (more accurately, proposed as a reading) in the mind of the informed listener. . Therefore the central task of analysis is to reanimate this implicit dialogue in a way that is historically and musically sensitive" (EST, 605).

Types of Sonata, Scarlatti Sonatas (1739), Beethoven Sonata in D Major Op. 28 (1801), Brahms Sonata in C major Op. 1 (1853-1854), Prokofiev Sonata in f Minor Op. 1

b. Opera

During the Classical period (1750-1830), opera content began to alter. This was caused by the Enlightenment social movement, which included less intricate musical forms, more realistic stories (read: fewer gods, more mortals), and a backlash against the excessive vocal display.

Wolfgang Amadeus Mozart (1756-91) was the supreme Classical opera composer. For example, his farce, The Marriage of Figaro (Le et al.), is based on a play by French dramatist Beaumarchais, in which servants eventually outwit their aristocratic owners. It is rapid, irreverent, and amusing but also full of beautiful music. As shown in his masterpiece Don Giovanni, Mozart was also a master of high drama (Hautsalo & Westerlund, 2021).

c. Concerto

The concerto is "a musical genre, a composition written for one or more soloists accompanied by a symphony or chamber orchestra." It is accessible and esteemed by music lovers because it transmits easier-to-understand content and exposes the performers' sentimental and technical abilities.

The progress of musical science and the refinement of musical instruments during the 17th and 18th centuries resulted in new instruments. Simultaneously, the ambition of soloists to assert themselves and their efforts to enrich their methods of expression influenced the emergence and subsequent evolution of two types of concertos:

- The "concerto grosso," or "big concerto," developed at the height of the polyphonic style while also containing many homophonic elements in terms of tonal levels, as well as a primary melodic line played by one or more instruments and accompanied by the rest of the ensemble. Antonio Vivaldi was a prominent composer in Italy, Georg Philipp Telemann and Johann Sebastian Bach were prominent in Germany, and Georg Friedrich Handel was a well-known composer in England. The relationship between concertino (soloist or soloistic group) and ripieno (orchestral ensemble) is one of the defining features of the major concerto.

- The "classical concerto" was named after Wolfgang Amadeus Mozart, who pioneered the new kind of concerto under the new historical conditions of the Viennese Classical School. The composer's accomplishment is in outlining the three-movement cycle based on the principle of contrast between movements (fast, slow, quick), the double exposition of the orchestra and soloist (the first exposition played by the orchestra, sometimes presenting exactly the thematic material that the soloist will later expose, but with no obligatory tonal contrast). Ludwig van Beethoven (who introduced the principles of symphonic), Franz Liszt (who integrated the characteristics of the symphonic poem with the concerto), Robert Schumann, Frédéric Chopin (the two piano concertos) shaped the history of the classical concerto(Preja & Prof, n.d.)

d. Romantic Music Era

The period 1800-1910 is widely regarded as the time when the Romantic style in arts became a crucial component of cultural life. Romantic music, as the successor of baroque and classical music, is distinguished by its emotional outpouring. Compositions that portrayed human life, such as happiness, harmony, and despair, were sought by the composers. This new style is part of a movement that values freedom of thinking, emotional expression, and natural inspiration. Romantic music can be written for a single or few instruments, as in Chopin's nocturnes and Beethoven's string quartets, or for works with complicated orchestrations, as in Mahler's and Bruckner's symphonies ovation from his unfinished 9th symphony. (Pauwels, 2022)

The Romantic period is a broad descriptor instead of a specific period of musical development in the nineteenth century. In truth, Mozart died in 1791, before what is now known as the Romantic Era. His later pieces, however, are evocative of the early works of Romantic artists like Beethoven and Schubert. As a result, it seems logical to begin this piece with Mozart, who pioneered the way and laid the groundwork for the Romantic music masters. This article focuses on the causes of death of numerous well-known Romantic composers. (Pauwels, 2022).

There is a trend in the Romantic era for romantic composers to create music with a specific national identity, employing folk songs, dances, tales, and the history of their homeland (Kamien, 2015). Chopin expressed two significant

dimensions of nationalism amid Poland's political turbulence. First, he demonstrated the importance of culture and national pride (Thomas, 2007). Second, he established the genuineness of Chopin's commitment to Poland (Samson, 2007) (Djahwasi & Saidon, 2021)

e. Baroque Music

The Baroque period, which extended roughly from 1600 to 1750, was a time of invention and rapid innovation. Significant breakthroughs in science and music were made, and musical structures were revolutionised by composers such as Handel and JS Bach. This age also saw the emergence of merely instrumental music and the genesis of the modern orchestra. It was a transitional period in which music evolved from a private affair to a public spectacle. Unsurprisingly, music from this era is still hugely popular today.

Jean Jacques Rousseau defined Baroque music as having "confused harmony, charged with modulations and dissonances, difficult intonations, and constrained movement" (Hasol, 2008). Gesualdo, the composer; Frescobaldi, Schutz, Schein, and Scheidt between 1600-1670; Carissimi, Cavalli, and Locke between 1640-1670; Lully, Purcell, Buxtehude, Pachelbel, and Corelli between 1670-1710; Rameau, Scarlatti, Bach, and Handel between 1710-1750 (Akdeniz, 1999). A Baroque composer, Johann Sebastian Bach (1685-1750) left his imprint on history with his most notable pieces from this era. His compositions for period instruments such as the organ, harpsichord, and Klavier Wohltemperierte1 exhibit

the mathematical and geometric ratios of the period. They are among the most essential pieces that incorporate the elements of the period. (Raisbeck, 2022)

The difference from the description of types of classical music above is

1. concerto music is usually used for performances, such as musical dramas or dramas.

2. Opera is a musical art combined with performing arts, almost similar to a concerto. Still, opera music is only used for performances, unlike a concerto, where instrumental music can be used freely.

3. baroque: The term 'Baroque' comes from the Portuguese word 'barucco' or 'Barocco,' which means sloping round shape, like the shape of a pearl. 3 At the beginning of the 18th century, the art of music at that time was considered eccentric/excessive, had lost its standard shape, and was of low quality. Only during the 19th century did music from the Baroque era begin to be assessed in a new and more positive light. This music has always been synonymous with a luxurious and elegant impression because, at that time, this music was only popular among the upper class and was usually used at dance parties.

4. romantic: The main characteristic of Romantic music itself is greater freedom in musical form and expression of emotion and imagination from the composer. Then, the size of the orchestra became bigger and could even be called giant compared to before. The works of composers are also becoming richer in variety, from songs to short works for piano and ending with a very spectacular and dramatic ending at its peak. Technically,

musicians in this era also had a very high level, especially on piano and violin. Many musicians are considered virtuosos in the field of music. (Virtuoso from Italian: virtuoso, Latin Virtus, which means skill, expertise, excellence. So, a Virtuoso is someone who has extraordinary technical abilities in the field of singing or playing a musical instrument)

5. Sonata, most widely used for studying, is classical music created by Wolfgang Amadeus Mozart. Previously, Mozart's Sonata music was also said to improve brain abilities if listened to regularly. Mozart classical music is music that can serve aesthetic and artistic feelings that do not cause up and down waves where the rhythm produced by this music is parallel to the human brain so that it can affect the human brain, which is related to cognitive functions, namely the ability to learn, concentrate, strengthen memory, brain creativity, intellect, and healthy body. The classical music by Mozart used in this research is Mozart's Piano and Violin Sonata in G major K. 301: 1. Allegro con spirito and Piano Sonata no 16 in C Major K 545 "Sonata Facile." Allegro.

2.4 Personality

2.4.1 Definition Of Personality

The personality of an individual is the basis that affects a person's decisions and behaviour in everyday life situations as well as in the economic aspects of life (McAdams & Pals, 2006; Rauch & Frese, 2014). The broad concept of personality includes a range of factors, from abilities such as different forms of intelligence, motives, and attitudes to a person's characteristics and temper

(Brandstätter, 2011). Taken together, personality can be seen as the foundation for individual differences between humans (Mairnesse et al., 2007). Studies suggest that personality is an underlying system that develops until the age of 30 and then stays stable over adolescent life (Costa & McCrae, 1988). In the entrepreneurship literature, authors investigate a wide variety of personality aspects.

The personality theory most frequently investigated in entrepreneurship is the Big Five Personality Theory from psychology (e.g., Brandstätter, 2011; Kerr et al., 2017; Mueller & Thomas, 2001; Rauch & Frese, 2014). Research in entrepreneurial finance finds the effects of the Big Five on business angel syndication, investment management, and loss aversion in the financial domain (Block et al., 2019; Boyce et al., 2016; Mayfeld et al., 2008). The concept focuses on five key traits: First, openness, when strongly expressed, is a driver for the need for variety and intellectual curiosity 313 1 3 Million dollar personality: a systematic literature review (Costa et al., 1995). People who rate openness highly seek new experiences. In a business-related context, people with high openness ratings are socially skilled. Scientists suggest they are good salespeople with managerial skills (Almlund et al., 2011).

A personality aspect of increasing interest to researchers is narcissism (Bollaert et al., 2019; Butticé & Rovelli, 2020). Narcissistic individuals are generally perceived as arrogant and self-centred. They usually have an elevated image of their achievements and react with offence or even aggression when questioned (Miller et al., 2010). On the other hand, narcissism can also have positive effects, e.g., on self-confidence and self-respect, if not overly expressed

(Paulhus & Williams, 2002). Therefore, these characteristics are relevant for entrepreneurs. Narcissism is one of three characteristics summarised as the "Dark Triad" (Paulhus & Williams, 2002), which refers to the three socially aversive traits: narcissism, Machiavellianism, and psychopathy. These traits reflect self-promotion, emotional coldness, and aggressive behaviour in a person's character (Paulhus & Williams, 2002). Focusing on manager characteristics, the dark triad and, in particular, narcissism diminish the positive effect of entrepreneurial orientation and thereby negatively influence firm performance (Bouncken et al., 2020; Engelen et al., 2016). Narcissism and psychopathy are officially classified as psychological disorders in the U.S. and Europe (e.g., in DSM 4 and 5) (Furnham et al., 2013). However, the entrepreneurial literature uses them to describe personality aspects that tend towards the clinical definition but do not necessarily fit this pathological description of narcissism. (Neuhaus et al., 2022)

2.4.2. Types Of Personality (MBTI)

a. Introvert

An introverted personality is a thinker, less social, seldom speaks, and is an ashamed person who involves themselves minimally in social activities. Introverts prefer to spend time in small groups or one-on-one and usually like to get to know new people more slowly, but they are just social in different ways. It shows that introverts are personal, closed, and quiet people. These two different personalities will also influence students' speaking performance, where some students do it quite well but not with others. Students keep quiet not because they

cannot speak English but because they are worried they will make mistakes or feel anxious. Some students who have good self-confidence think only a little about making mistakes. On the contrary, some passive students will speak confidently if the answer is believed to be correct. One intuitively appealing hypothesis is that extroverts learn more rapidly than introvert learners. (Schwartz, effective Character Education, 2007). This is because introverted students prefer to study alone instead. (Souzandehfar, January 10th 2017) than extrovert learners will find it easier to make contact with other users of the second language and, therefore, obtain more input. (Schwartz, effective Character Education, 2007). The other theory is that an extrovert is a type of person who takes risks and is not afraid of making mistakes. (Ali Sukru Ozbay, 2017). (Paradilla et al., 2020).

A person with an introverted personality type tends to be shy, not talkative and self-centred (Luong, 2022). The tendency of attitudes possessed by an introverted person makes him naivety in the face of his outside world. The actions carried out by a person with an introverted personality tend to benefit himself and do not attach importance to how others perform actions. A man should be able to help others around him (M. et al., 2020). Because the introverted personality type focuses more on oneself and prefers to withdraw from the outside world or the surrounding environment (Dominika & Virlia, 2018), introverted personalities have difficulty developing social relationships and prefer to communicate personally and enjoy every activity that can be done alone. The introverted Personality spends more time with himself. Even though, as social beings, humans

should be able to socialise with others and do everything excellently to affect the individual (Rahmawati, 2020) positively.

The introvert's attitude directs the individual to the world in the subjective sense; his actions and thoughts are subjective. Introverted people tend to have a negative self-concept because of a lack of self-confidence and avoid communicating with others. They are afraid that others will mock them. In communication situations, they are more silent (Shehni, 2020). With this, it can be interpreted that a person's Personality can be inclined toward one type of Personality. (Nopiana et al., 2022).

The four personality types are anxious introverts, thinking introverts, social introverts, and restrained introverts.

b. Extrovert

The extrovert personality type has individual characteristics that are easy to get along with and adapt to the environment and social surroundings, so the objective external world heavily influences their thinking, feeling, and acting. The unique characteristics possessed by a child or an individual who has an extroverted personality type, namely preferring to work with a team or group rather than working alone, having a dominant leadership spirit, becoming an individual who likes to socialise and is active in other social fields; have a talent for interaction and have many connections; easy to get along and communicate with new people

and new environment; likes places full of crowds and hates quiet areas, and do not like being assigned individually. (Fitri et al., 2022)

Boroujeni (2015) states, "People prefer to attain energy and focus their attention through extroverts." People refer to those who have extrovert tendencies and who prefer to draw their energy from the outside world. Extroverts tend to interact with objects and people and concentrate their energy primarily outward. Then, he suggests that an extrovert views the world as consisting of ten objective external factors. Put another way, extroverts place such a high value on their external experiences—talking and acting—that they frequently start activities with little preparation and finish them by trial and error. It implies that an extrovert values outside experiences and is more inclined to engage with others in an area.

They typically have a large social circle and enjoy working in groups. Moreover, it appears that the extrovert student activities—in which students are encouraged to speak freely and without too much thought—are connected to the second characteristic of learning activities. (Diana et al. 2013)

c. Intuitive

Intuitive people rely on their intuition, instinct, and ability to make sense of seemingly disparate facts. They excel at reading between the lines and making connections between seemingly unrelated data. Individuals with this preference are abstract and theoretical. They are more concerned with the future than the present and intend to alter the world rather than exist in it.

Intuitive people enjoy the unique and novel, and they dislike routine. Ideas motivate them, and they are more prone to concentrate on the theory rather than the practice of a project. They prefer learning to do and may become bored with repetitious assignments that do not challenge their ingenuity. Intuitives have a high-level view and may need more attention to detail. (A M, n.d.)

The example of the moving geometrical shapes also illustrates that intuitive theories postulate latent entities and explain observables (motion patterns) in terms of observables (beliefs and desires). An intuitive psychology theory features observable concepts, such as actions, and observables, such as mental states. Similarly, an intuitive physics theory postulates unobservable concepts, such as forces, to explain the interaction of observable objects (Wolff, this volume). Notably, the concepts in an intuitive theory are coherently structured. In the case of an intuitive physics theory, concepts such as force and momentum are related through abstract laws such as the law of energy conservation. In the case of an intuitive theory of psychology, beliefs, desires, and actions are linked by a principle of rational action – a person will try to achieve their desires in the most efficient way possible, given their beliefs about the world (Baker et al., 2009; Dennett, 1987; Hilton, this volume; Wellman, 2011). This principle allows us to make rich inferences based on very sparse data. (Gerstenberg & Tenenbaum, n.d.)

c. Sensing

37

Personality sensing can be described as collecting and modelling sensing data to understand and assess personality expression in daily life. Sensing data can be collected from ubiquitous computing devices such as smartphones, wearable devices, smart home appliances, and smart cars, which can have sensing software installed to permit the collection of mobile sensor data and metadata logs. These sources of 'raw' sensing data (i.e., unprocessed device data) can then be processed and aggregated to obtain personality-relevant information about a person's thoughts, feelings, behavior, and situational contexts (Funder, 2001, 2006). Figure 1 presents a schematic overview of the different levels of aggregation and types of personality-relevant information that can be obtained from sensing data.

Typically, sensing features represent objective indicators of behavior and situational contexts. However, such objective behavioral and situational indicators often do not reflect psychologically active information about how people perceive the world (e.g., their motivations for engaging in a behavior or being in a situational context). To obtain sensed information that is psychologically richer in reflecting people's subjective psychological experiences, language data must be collected from people's voices (via the microphone) or the words they type into the phone (via text message content, keystroke logging, or screenshots of smartphone screen content; see section on Person Factors for more information). Such sensing data sources can also obtain features that characterize behaviors and situations. (Harari et al., 2020)

e. Thinking

People who prefer Thinking tend to make decisions based primarily on logic and objective cause-and-effect analysis. Thinking and General Intelligence (IQ), its assessment (Wechsler, 1949), and adaptive development (Canivez et al., 2016).

The theory discusses 13 thinking styles that fall along five dimensions of mental self-government. The first dimension is the function of the mental self-government, including the legislative, executive, and judicial thinking styles. The second dimension is the form of mental self-government, including the hierarchical, oligarchic, monarchic, and anarchic thinking styles. The third dimension is the level of mental self-government, including the global and local thinking styles. The fourth dimension is the scope of mental self-government, including the internal and external thinking styles. The fifth dimension is the leaning of mental self-government, including the liberal and conservative thinking styles. (Zhang, 2000)

f. Feeling

The theory postulates that people attend to their feelings as a source of information, with different types of feelings providing various information. This assumption has a long tradition in emotion research. As Frijda (1988, p. 354) put it, "Emotions exist for the sake of signaling states of the world that have to be responded to, or that no longer need response and action." What exactly can a given emotion signal derive from its underlying appraisal pattern (Ellsworth & Scherer, 2003; Ortony et al., 1988)? Anger, for example, is a response to a loss or

lack of reward attributed to another agent's causal action; when no agent attribution is made, a loss gives rise to sadness. Accordingly, anger and sadness inform us about a loss but differ in what they tell us about its likely cause, giving rise to differential judgments of responsibility (e.g., Keltner, Ellsworth, & Edwards, 1993). Because emotions arise from ongoing, implicit appraisals of situations concerning their implications for one's goals, they have an identifiable referent (what the emotion is "about"), a sharp rise time, and limited duration. These characteristics distinguish emotions from moods, which lack a clear referent, may come about gradually, may last for an extended time, and are often low intensity (Bollnow, 1956; Morris, 1989). Hence, moods are more diffuse than emotions and primarily convey generic valence information without a clear referent. These differences are apparent when we say that we are angry "about" something but "in" a bad mood.

Cognitive feelings like surprise, boredom, or familiarity provide information about one's knowledge (Ortony et al.). Of particular interest to social psychologists is the metacognitive experience of ease or difficulty, which can pertain to recall and thought generation (accessibility experiences; Schwarz) or to the processing of new, external information (processing fluency; Winkielman et al.). Numerous variables can influence these experiences, from the amount of information a person tries to recall to the presentation format in which new information is presented (e.g., print fonts, figure-ground contrast) and the semantic context in which it is embedded. Because cognitive operations can be easy or difficult for many reasons, the specific inferences people. (Schwarz, 2012)

g. Judging

Judging other people's personalities is a widespread social phenomenon that occurs early in acquaintance. These personality judgments inform one's everyday social experiences and decisions. Judging an applicant as low in conscientiousness will reduce the chances that they will be given a job. Depending on whether strangers are evaluated as aggressive or not, one will tend to approach or avoid them. Mating decisions might be informed by how trustworthy or neurotic a potential partner is judged to be. Personality judgments are quickly apparent and relatively stable (Willis & Todorov, 2006; Harris & Garris, 2008; Kenny et al.). (Back & Nestler, 2016).

h. Perceived

The perceived personality of an endorser might best be measured by using personality traits of confirmed marketing relevance, i.e., brand personality dimensions (instead of, e.g., the Big Five personality model). Another reason why the brand personality model rather than models from human personality psychology should be used to assess the celebrity's perceived personality is that customers are usually unable to experience the real personality of the celebrity in natural contexts; through media, the line between celebrity and brand has blurred, and endorsers themselves are being referred to and regarded as "human brands." Thus, the image of the celebrity is more similar to marketing-relevant personality dimensions.

2.5. Previous Study

Some previous studies related to this research. The first is the thesis entitled *"The Effectiveness of Using Classical Music on Students' Motivation in Reading Comprehension By Ma Madani Alauddin (WAHDANIA, 2017) her research This research aimed to determine The Effectiveness of Using Classical Music on Students'* Motivation in Reading Comprehension. Therefore, the main problem to solve was to what extent is using classical music compelling on students' motivation in reading comprehension at Madani Alauddin? The research used Experimental Design, precisely "Non-equivalent Control Group Design. The research involved 60 second-year students of MA Madani Alauddin. Thirty students were in the experimental class, and 30 students were in the control class.

The data was analyzed using descriptive statistics (frequency, mean score, and standard deviation) and inferential statistics (independent sample t-test). The researcher found that the motivation of the second-year students in reading comprehension improved by using the classical music technique, as the mean score of the experimental class increased to 44.83 on the pre-test and 71.13 on the post-test. The post-test data show a significant difference between the experimental and control classes. The post-test outcome was very satisfactory in the experimental class.

The research's results were compelling. The t-test also shows that the Classical Music method improves students' reading comprehension, especially in narrative text. The t-test 3.15 is higher than the t-table 2.00 (3.15>2.00). Therefore, using classical music has a good effect on the students' motivation in

reading comprehension, so it is recommended that teachers use classical music to improve their students' motivation.

The second thesis, " Rashidi, " researched The Effect of Classical Music on The Reading Comprehension of Iranian Students (2011). The study showed that English teachers can effectively use music to facilitate students' language learning. Applying music to all the teaching sections of language class sessions may not be possible, but using it in the reading comprehension section would be beneficial (as the results of the present study showed). It can also bring variety to the language class.

Daniela Holguín-Barrera (2016). *The Use Of Classical Music To Improve Reading Comprehension.* This study focuses on an action research project on using classical music to improve reading comprehension in a foreign language classroom at a university level in Ambato, Tungurahua, Ecuador. The need for university students to improve reading skills in this society was analyzed because young people have not developed reading habits, even in their mother tongue. This aspect was considered, as well as students' results on reading exercises applied to them before and after being exposed to the use of classical music in the language classroom, which was evaluated through a comparison between the different experiences revealed in the surveys applied to the students, and their grade reports. The conclusion highlights a significant improvement in students' academic performance when they felt comfortable in their classroom environment while classical music was played. Even though research has not yet proved scientifically that the use of classical music influences students to improve their reading

comprehension in the language classroom, there are studies related to the use of classical music in education and the learning process associated with the topic of this study, which contributed to concluding that further research must be done in this specific area.

Three researchers found that classical music can benefit both teachers and students. Classical music can help pupils learn language and reading more effectively. This study examined the impact of classical music on pupils' motivation and reading comprehension. The research is comparable in its use of classical music. The first previous research found the use of classical music on students' motivation in reading comprehension; the second research found classical music to be an effective technique for improving pupils' reading comprehension. However, this research differs, and the third focuses on an action research project related to using classical music to improve reading comprehension in a foreign language classroom at a university level in the town of Ambato. This research uses classical music to determine students' motivation and personality in reading comprehension.

2.6. Conceptual Framework

```
                    ┌──────────────────────────┐
                    │ Classical Music On Students│
                    └──────────────────────────┘
           ┌────────────────┼────────────────┐
           ▼                ▼                ▼
   ┌─────────────┐  ┌─────────────────┐  ┌─────────────┐
   │  Students   │  │ The Effect Of   │  │  Students   │
   │ Personality │  │ Classical Music │  │ Motivation  │
   │             │  │ On Student      │  │             │
   │             │  │ Reading         │  │             │
   │             │  │ Comprehension   │  │             │
   └─────────────┘  └─────────────────┘  └─────────────┘
          │                 │                   │
          ▼                 ▼                   ▼
   ┌─────────────┐  ┌─────────────────┐  ┌─────────────┐
   │  MBTI Test  │──│ Pre – Test and  │──│  Questioner │
   │             │  │ Post Test       │  │             │
   └─────────────┘  └─────────────────┘  └─────────────┘
                            │
                            ▼
                    ┌─────────────────┐
                    │  Data Display   │
                    └─────────────────┘
                            │
                            ▼
                    ┌─────────────────┐
                    │   Conclusion    │
                    └─────────────────┘
```
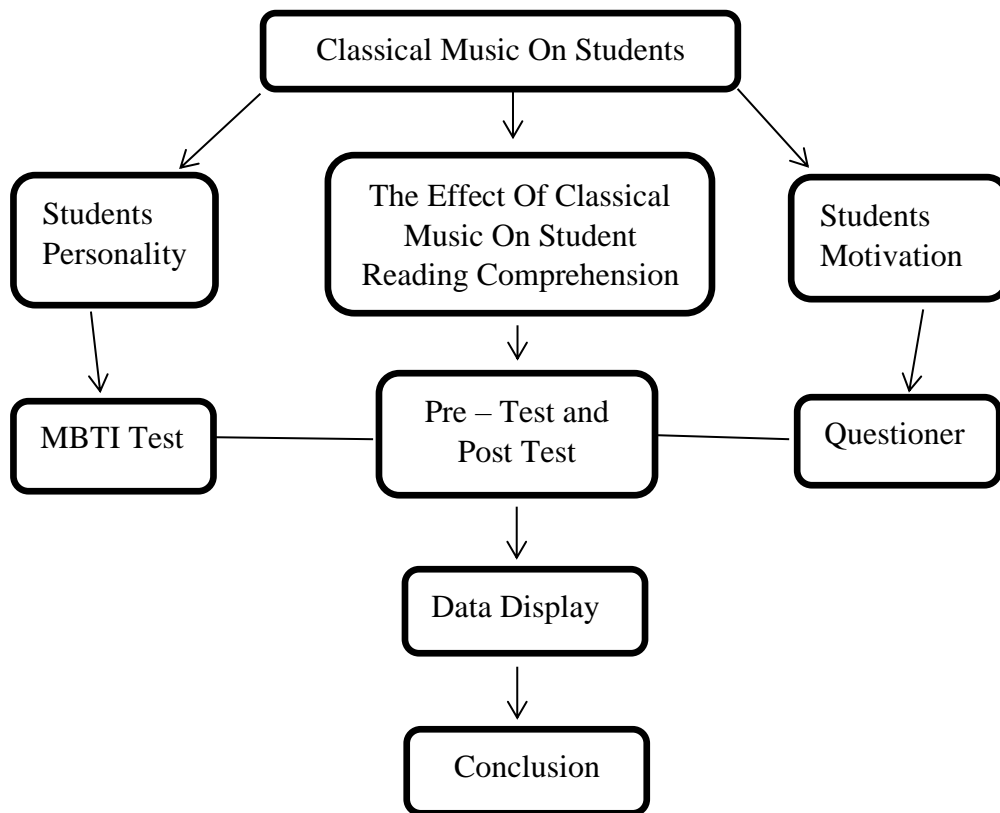
The background of this research is The Effect Of Using Classical Music On Students' Motivation and Personality In Reading Comprehension for the third semester of English Department students at UNIMUDA Sorong. The researcher intends to research the reading comprehension problem because the tools have weaknesses based on previous research or experience. In this method, the researcher used pre-tests and post-tests to find out the result from Using classical music for reading comprehension from the sample, a questionnaire to find motivation results from the student, and an MBTI test to see the student's personality. After the data was collected, the researcher analyzed it to draw a conclusion or result.

CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the researcher describes the research method. It consists of the research design, variable, setting, population and sample, data collection technique, research instrument, and data analysis technique.

3.1 Research Design

In this research, the researcher used a pre-experimental design. Pre-experimental design is a research method that happens before the actual experiment and determines how the researcher's intervention impacts the experiment. Pre-experiments are the simplest form of research design. In pre-experiment, single or multiple groups are observed after some treatment presumed to cause change. There are two forms of the pre-experimental design, consisting of pre-test and post-test. The researcher gives the students the pre-test to know the student's reading comprehension. Then, the students conduct the treatment by using classical music. Lastly, the students did the post-test to determine the effect of classical music treatment. Next, the researcher used a questionnaire to assess the impact of classical music on nonstudents' motivation. The independent sample test found no results for personality in reading comprehension.

Table 3.1 One Group Pretest-Posttest Design

Post – Test	Independent	Pre – Test
Y 1	X	Y 2

3.2 Research Variable

This research has two variables: the independent variable and the dependent variable. These two variables are identified in this research as follows:

a. An independent variable is a variable that is a result of or on its predecessor variable. One independent variable must be the treatment variable. One or more groups receive an experimental manipulation or treatment. In this research, listening to classical music is the independent variable.

b. The dependent variable is a response or criterion variable thought to be caused or influenced by the independent treatment conditions and other variables. This research's dependent variables are student motivation, reading comprehension, and personality.

3.3 Setting of the Research

a. Location of This Research

The research will be conducted at the University Education Of Muhammadiyah (UNIMUDA) Sorong

b. Time of Research

This research will be conducted in the fourth meeting, starting from February 2024.

3.4 Population and Sample Research

a. Population

The researcher needs to decide on the population from which to collect the data in this research. Creswell (2008) explains that a population is "a group of individuals with the same characteristics." Considering this statement, the population of this research is the second semester of the English Education Department at the University of Muhammadiyah (UNIMUDA) Sorong.

Table 3.2 Student Population

Levels Class	Gender		Amount of Students
2nd	Male	Female	
Total	**4**	**17**	**21**

b. Sample

The sample for this research is the second Semester of the English Education Department UNIMUDA Sorong, which consists of 21 students. The students are divided into four male students and 17 female students.

3.5 Research Instrument

In this study, researchers used a multiple-choice test with 20 questions to assess the impact of classical music on reading comprehension abilities. Next, each participant's personality was determined using the MBTI test, which consisted of 40 - 60 items. The instrument used to assess the influence of music on student motivation was a questionnaire with 20 questions.

3.6 Technique of Collecting Data

In this research, the researcher collected the data which consist of:

3.6.1 Test

The study includes pre-test and post-test assessments to gather scores and data. These measurements will be utilized to determine the impact of inequality on academic achievement in physics. A pre-test measures the student's reading comprehension and achievement before they enter the pre-experimental class. This activity will be conducted in the first meeting. In the pre-test, the researcher asks the students to read a text about reading narrative text. Then, the researcher was given a reading comprehension test to analyze students' abilities. The post-test is aimed to measure the student's reading comprehension after being taught by using Classical Music. In the post-test, the researcher gives the students the text to read the same as in the pretest. The topic is the same, but the text is different. Then, the researcher gave the reading comprehension score by analyzing how students read the text as a posttest score.

3.6.2 Questioner

The survey relies on a questionnaire to collect data from respondents. Researchers use questions to gather information for their studies, which respondents can answer. A questionnaire is the primary method for collecting primary and quantitative data, ensuring a consistent and comparable approach. This can lead to faster, more accurate data collecting and processing (Krosnick, 2018; Malhotra, 2006). Initially, the

method may appear simple, but unexpected responses might pose significant complications. The design of a questionnaire can impact the quality and quantity of data collected, ultimately influencing survey outcomes. A well-structured questionnaire can encourage respondents to submit correct and adequate answers, while a poorly constructed one can lead to biases and inaccuracies.

3.6.3 MBTI Test

MBTI is a designed psych evaluation to quantify individual intelligence, talent, and personality type. In this activity, researchers presented a test with several questions to the sample, which they would then answer. Then, researchers collected all the results of the answers for the rest of the analysis.

3.7. Technique Data Analysis

The data of this research will be analyzed using the following procedure: In this study, to collect data using a test-type instrument, Motivation Questioner and MBTI test, the instrument used was a multiple consisting of 20 questions used pre-test and post-test, 20 level questions for Motivation questioner and 60 for MBTI test.

Table 3.3 Classifications Scoring of Students Reading Comprehension

No	Classification	Range
1	Very Good	90-100
2	Good	70-89
3	Fair	50-69
4	Poor	30-49
5	Very Poor	10-29

Table 3.4 Classifications Scoring of Students' Motivation

No	Scale	Motivation Level	Score Range
1	Strongly disagree	Very low	1.00 – 1.49
2	Disagree	Low	1.50 – 2.49
3	Neutral	Average	2.50 – 3.49
4	Agree	High	3.50 – 4.49
5	Strongly agree	Very high	4.50 – 5.00

Source : (Huriyah, 2019)

Table 3.5 Percentage Of Eight Personality Variable

No	MBTI	Female	Male	Total	P
1.	Introvert (I)				
2.	Extrovert (E)				
3.	Sensing (S)				
4.	Intuition (N)				
5.	Thinking (T)				
6.	Feeling (F)				
7.	Perceiving (P)				
9.	Judgment (J)				

Source: (Wira & Kusuma, 2018)

1. Mean

The mean score is the average of the score. The scores are collected using the pretest and posttest results, Darmadi (2011). The researcher determines the mean score with the formula:

$$M = \frac{\sum X}{N}$$

Where:

M = Mean of students' score

the $\sum x$ = The Sum of students' score

N = Total number of students

c. Normality test

This normality test aims to determine if the data are netted from each variable with normal distribution. This normality test uses the Kolmogorov - Smirnov method (test K-S). The decision-making of normality test results using Kolmogorov Smirnov (Test K-S) method is if the significance value > 0.05 can be concluded that the data is derived from the average distribution population and if the significance of the < 0.05 can be concluded that the data comes from a population that is not a normal distribution.

d. Paired Sample T-test

Test Paired Sample T-test is used for two samples of paired data. This test uses the same sample but even different treatment. Usually, the researcher wants to compare data before it is given a pre-test and after treatment (post-test). The researcher used SPSS version 26 to analyze the data.

The decision-making of the paired sample t-test method is as follows:

1). If the P-value is significance value < 0.05, then Ho is rejected, and Ha is accepted. This means the effect of using classical music on students' reading comprehension in the second semester of English Department UNIMUDA Sorong.

2). If the P-value is significant> 0.05, then Ho is accepted, and Ha is rejected. It means The Effect Of Using Classical Music On Students' Reading Comprehension in the second semester English Department UNIMUDA Sorong.

CHAPTER IV

FINDING AND DISCUSSION

In this chapter, the researcher describes the research method. It consists of research design, research variable, research setting, population and sample, technique of collecting data, research instrument, and technique data analysis.

4.1 Findings

This analysis explains the pre-test and post-test rate percentage, the mean score and standard deviation, and the inferential analysis of the pretest and post-test.

4.1.1 The Student's Reading Comprehension in Pre–Test and Post–Test

Table 4.1 The Students' Reading Comprehension Scoresforf Pre-test and Post-test

No	Classification	Range	Pretest		Post-test	
			Frequency	Percentage	Frequency	Percentage
1	Very Good	90 – 100	0	0	5	23,8
2	Good	70 – 89	2	9,5	5	23,8
3	Fair	50 – 69	4	19,0	8	38,1
4	Poor	30 – 49	10	47,6	3	14,3
5	Very Poor	10 – 29	5	23,8	-	-
	Total		**21**	**100**	**21**	**100**

Table 4.1 shows the percentage of students' pretest and posttest reading comprehension. In the pretest, 5 (23,5%) students got abysmal scores, and 10 (47,6%) got poor scores. This indicates that half of the students in this class have poor reading comprehension abilities at pretests. On the other hand, there were 8 (38,1%) students who got fair scores, 5 (23,8 %) students who got good, and 5 (23,8%) perfect scores on the post-test. It can be stated that after treatment by the researcher, there is an increase in the student's scores compared to previously.

4.1.2 Mean Score and Standard Deviation

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	40.4762	21	20.05647	4.37668
	Posttest	60.9524	21	25.76912	5.62328

Table 4.2 shows the pre-test students' mean score is 40.4762, with a standard deviation 20.05647. The mean score of the post-test is 60.9524, with a standard deviation of 25.76912. This indicates that the mean score of the students in the post-test was higher than in the pretest.

4.1.3 Normally Test

Table 4.3 Mean Score and Standard Deviation

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Pretest	.154	21	.200	.939	21	.213
Posttest	.208	21	.018	.885	21	.018

The table above is used to determine whether the data is distributed normally or not. In this research, the normality test used is Shapiro-Wilk because the total sample size is less than 50. In the pretest, the significant score is 0.213; in the posttest, the significant score is 0.18. So, the data is distributed generally in both the pretest and posttest because the significant score is higher than 0.05.

4.1.4 T – Test Result

Table 4.4 Paired Sample Test

	Paired Difference					T	Df	Sig. (2 tailed)
	Mean	Std. Deviation	Std. Mean error	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pretest – Post-test	-20.47619	25.83141	5.63688	-32.23451	-8.71787	-3.633	21	.002

The data analysis above determines whether a score difference exists between the pretest and posttest. Statistically, there is a different score if the P-value is smaller than 0.05 and no different score if the P-value is higher than 0.05. The data above shows a different score between the pretest and posttest because the P-value (0.02) is smaller than the P-value (0.05). This means the students' reading comprehension scores for the pretest and posttest differ significantly. It shows that the Alternative hypothesis, which is that Classical Music treatment affects the students' reading comprehension in the third-semester English

education students at UNIMUDA Sorong, is accepted. This is because there is a statistically different score on the student's pretest and posttest. In other words, Classical Music treatment affects the students' reading comprehension.

4.2 Motivation Result

Table 4.2.1 Classification Of Effect Using Classical Music on Students'

Motivation

No	Scale	Motivation Level	Score Range	Frequency	Percentage
1	Strongly Agree	Very Motivated	90 - 100	4	19,0
2	Agree	Motivated	70 - 89	10	47,6
3	Neutral	Average	50 - 69	6	28,6
4	Disagree	Low Motivated	30 - 49	1	4,8
5	Strongly Disagree	Very low Motivated	0 – 20	0	0
			TOTAL	**21**	**100**

The result showed that ten students had high motivation levels, with a percentage of 47,6%, six students had average motivation levels, with a rate of 28,6%, and the other four had very high motivation levels, with 19,0%. Most

English Education 2nd semester students were highly motivated to learn English with classical music treatment.

4.3.1. The Result Of Eight Personality

Table 4.3.1 Classification Of Eight Personality

No	Personality	Frequency	Percentage
1.	Introvert (I)	9	42,9
2.	Extrovert (E)	7	33.3
3.	Sensing (S)	5	23.8
4.	Intuition (N)	0	-
5.	Thinking (T)	0	-
6.	Feeling (F)	0	-
7.	Perceiving (P)	0	-
8.	Judgment (J)	0	-
	TOTAL	**21**	**100**

The table above shows the percentage of student personalities. Here, introverts are nine students with a percentage of 42.9 percent; extroverts are seven students with a percentage of 33.3 percent, and sensing is five students with a percentage of 28.3 percent. At the same time, the other five personalities only have a percentage of 0 percent. From the percentage above, it can be concluded that the highest rates are introverted, extroverted, and sensing.

4.2 Discussion

Classical music was a reading approach that guided students through the text. They become bored if they merely read the text without music. Analysis of the post-test mean score between the pretest and post-test shows the technique's effectiveness. The mean score for the post-test is 60—9524 and 40.4762 for the pretest. The explanation for the different mean scores of the pretest and post-test post-test showed a higher increase than the pretest while the pretest scores were decreased. After Analyzing the result of the paired sample T-test, the Alternative hypothesis, which said that classical music treatment affects the students' reading comprehension in the second semester of English education students at UNIMUDA Sorong, is accepted. If we look at the data, there is an improvement in the student's reading comprehension scores, but they are still categorised as fair.

Some factors influenced the students' reading comprehension results based on the researcher's treatment in the classroom. First, when the researcher gave treatment, the students were interested in learning about reading with background classical music, especially when they practised reading the text during the treatment; the students felt more comfortable and relaxed, which made the distraction less and more focused on learning. Besides, reading motivation significantly contributes to acquiring the necessary reading skills and has an indisputable effect on continuing to read. (Vafa & Atilla, 2017).

Besides that, we look at the data again, we can see that there is a discrepancy between the pretest and post-test results where there are two samples

that get reverse scores where the pre-test scores are higher than the post-test scores; this shows an indication that classical music is not always This has an effect on students' higher level of understanding, but only on comfort when listening to classical music, they are comfortable, relaxed, but not on increasing the focus and knowledge of the students themselves. This also shows that not all people like the classical music genre. So classical music affects students' reading comprehension, but not all of it affects their level of understanding.

While music might improve students' reading comprehension, the type of music played can harm students' achievement. In a study by Anderson and Fuller (2010), three-quarters of the students who participated had significantly lower reading comprehension when listening to classical music than in a quiet setting. These findings imply that classical music is the best music to help pupils study. The Mozart Effect strongly supports playing classical music to help kids study. Rauscher, Shaw, and Ky established the Mozart Effect in 1993 after the findings of a study they conducted suggested the participants were exposed to Mozart's piano and violin sonata G central K.301: 1. Allegro con spirito and Piano sonata no 16 in c major k 545 "sonata facile." Allegro showed an increase in their scores, as opposed to those participants who listened to a relaxation tape or sat in silence (Linton, 1999). This has led researchers to believe there are more benefits to listening to classical music than other types of music in terms of a student's learning (Faham, 2011).

Classical music has been shown to benefit their learning and reading comprehension. However, as previously noted, the familiarity effect indicates that

students can recall material from a book more quickly when exposed to familiar tunes (Purnell-Webb & Speelman, 2008). When children hear a familiar melody, they can connect it with their reading content. According to Purnell-Webb and Speelman (2008), a previously established rhythmic pattern can give pupils a schematic frame that can serve as an effective mnemonic device. Students can use music as a mnemonic aid to remember what they read in the text if they identify familiar rhythmic patterns or melodies with the material. They may be able to recall the information they have associated with said melody. Utilizing instrumental versions of songs familiar to students could benefit their reading comprehension, as supported by the Mozart Effect and familiarity effect. (Bird, n.d.) 2017

Music integration into literacy lessons provides students with concrete, hands-on experiences essential to developing each child's ability to reason, think, solve problems, analyze, and evaluate texts (Sze & Yu, 2004). Music can allow students to make connections between a familiar sound and the text they are reading. These connections enable students to understand better what is being read and recall. Rhythm skills have been considered relevant to reading in typically developing students with a learning disability (Gordon et al., 2015). Music impacts students in a general education setting and students in a unique education setting. A study conducted by Register, Darrow, Standley, and Swedberg (2007) found that the students identified as having a specific reading disability made significant gains in their reading comprehension after being exposed to a music intervention treatment.

Teachers can use music as a teaching tool to help all students improve their reading comprehension skills. The familiarity of a tune enables children to focus entirely on a text and draw connections between the familiar melody and what they are reading. However, music with lyrics, regardless of whether the song is familiar to pupils or not, distracts them. Classical music, or music without words, does not compete with students' reading comprehension, hence improving students' capacity to understand a book. Music can also modify how pupils read and interpret text, which might influence how they perceive reading; a shift in attitude toward reading may fix more problems than anticipated. (Bird, n.d.) 2017

Secondly, during the treatment, the students seemed more active, creative, and critical; some asked many questions and made small statements from the text they read. Classical music can amuse students when they learn to read, especially narrative text. This showed that 21 of the students were higher after the treatment In class by using classical music to improve their motivation in reading comprehension. So, using classical music effectively enhanced students' motivation in reading comprehension.

Student enthusiasm for reading is essential for motivating any reading task. Students with high intrinsic motivation, task orientation, and self-efficacy are more active readers and achievers (Guthrie et al., 2000). If intrinsically driven learners want to read the content because it interests them. Cited in by (WAHDANIA, n.d.2018)

Harmer put it this way: "Motivation is a kind of internal drive that pushes someone to do or think to achieve something." Motivation is vital in the learning

process. He said, "Students' motivation makes learning-teaching easier and more pleasant." Motivation, both internal and external, can boost interest levels. Motivated people will try hard, not give up, and read books to improve their performance. Instead, those with poor motivation are prone to feeling discouraged, failing to concentrate on their lessons, and disturbing others. Students who are very motivated to learn English are expected to perform better than those who are unmotivated.

In addition to the two variables above, classical music is always associated with a student's personality. The third finding shows the results of treatment using classical music on students' personalities. Table 4.1.4 shows the outcome of the analysis MBTI test. There are 9 students with an introverted personality with a total percentage of 42, 9 are seven extrovert with a percentage of 3,3,3, and 5 are sensing with a rate of 23,8, which showed 21 of the students' after the treatment in class by using classical music to students.

From the explanation above, we can see that there are three personalities with a fairly high percentage; the first is introverted, as has been previously known, this personality tends to have close interactions with others, but findings in the field show that not all of these personalities close themselves off from their environment. It is just that they need something that makes them feel comfortable, for example, reading a book or studying in a relaxed and calm manner; one of the things that many people commonly use is listening to music. The same thing happens with introverts; they also like listening to music, especially classical genres or other genres. It is called classical music and also the chill music genre.

In an experiment conducted by researchers here, it was found that among 21 students, 9 had introverted personalities. Before applying the treatment, researchers found that these 9 people tended to be quiet, didn't interact much, and were a little anxious and worried. Usually, this happens when they are in a noisy place or when they meet new people. By applying the method of listening to classical music during learning, researchers saw a significant difference from before; they looked calmer and more relaxed along with the rhythm and melody that came from classical music.

Introverts are generally known as anti-social people who do not like crowds, but this statement is not entirely true. Introvert is an individual's characteristic that orients ideas, emotions, and impressions (Laney, 2002). They can be categorized as closed-minded students. It means that they prefer working. Independently instead of staying in a group. Introverts tend to be introspective and think deeply. They are more cautious about their surroundings and tend to think before acting to avoid making mistakes. Individuals free from distractions tend to think more clearly and generate new ideas.

According to (Aghajani, 2019), an introvert is a person who tends to withdraw into /herself, especially when faced with emotional conflicts and stress in their environment. Introverts individually are shy, avoid people, and enjoy being alone. According to recent research, introverts, or timid, inward-focused people, prefer music they can enjoy in private. For these folks, the primary goal of music is to elicit thought and a sensory reaction. Introverts typically prefer

complex music with deep lyrics. Inward-directed "introverts" are more in tune with their creative side and comfortable with their personalities. As a result, it is understandable that most classical music listeners are introverts.

Next is the extrovert personality; it has been previously known that the extrovert personality is the opposite of the introvert, where this personality is more active in moving and talking and is also spontaneous; this extrovert is very good at socialising with many people. It is also more active in group activities, and this is one way to recharge their energy; in the experimental class that the researchers chose from among 21 students, there were 7 students from the MBTI test results who had extroverted personalities. The difference found in the field by researchers after carrying out treatment is that the behaviour of these extroverts tends to be more controlled, calm and comfortable with the treatment applied. From what we can initially see, these extroverts are spontaneous and often have explosive outbursts. However, among these 7 people, There were around 2 samples who felt that this treatment made them comfortable and relaxed but did not increase their focus in studying or reading because the effect they felt was that they tended to become sleepy. However, for the other 5 people, it looks good in terms of comfort and increasing focus; there is change and progress. The effect of using classical music treatment on extrovert personalities is more self-control along with the rhythm and melody of the music, which is chill and slightly upbeat.

Extroverts are one of the personality traits that tend to be open. Extraverts tend to enjoy human interactions and to be enthusiastic, talkative, assertive, and gregarious. Extraverts are energised and thrive off being around other people.

They take pleasure in activities that involve large social gatherings, such as parties, community activities, public demonstrations, and business or political groups. For stable emotional extroverts, among others, sociable, outgoing, talkative, responsive, easygoing, lively, carefree and leader. And for unstable emotions, extroverts, among others, are active, optimistic, impulsive, changeable, excitable, aggressive, restless and touchy (Shiv, 2016).

The extrovert type of personality is a more outward-world-oriented personality type. Eysenck and Eysanck (in Arini & Rosyidi, 2016) argued that what is typical of extroverts is that they are easy to get together, like parties, have many friends, need friends to talk to, and do not like reading or learning alone, really need excitement, take challenges, often resist danger, behave without thinking in advance, and usually want to follow his heart, love jokes, always ready to respond, and generally like change, cheerful, not much consideration, optimistic, laughing and happy, prefer to keep moving in doing activities, and tend to be aggressive. An extrovert would be more practical, fast-acting, quick-to-decision because of the current orientation of life. This type prefers to be active in the middle of people, so it's easy to adjust and usually occurs in a pleasant environment. Extroverts have the main characteristics of being sociable and impulsive, happy to joke, passionate, quick to think, optimistic, and other attributes that indicate people who value their relationship with others (Yusra et al., 2015).

Next is the sensing personality, which is an informative personality sensitive to its environment. Sensing refers to the way a person gathers information from the outside world through their five senses. A person who has tendencies to sense will pay more attention to concrete details, real information, and the facts around them. They focus on information that can be clearly observed and measured. Individuals with sensing preferences tend to be more practical, realistic, and careful when making decisions. Almost the same as extroverts, people who have a sensing personality are very clever or tend to work deftly with groups and have an adventurous spirit. Researchers found facts in the field that after implementing classical music treatment, 5 people out of 21 samples who were students with sensing personalities were able to increase their focus in studying, were calmer, more comfortable and also affected their self-control because this personality is also often spontaneous and less explosive. The effect of using classical music on this personality is that it can make the listener calmer and more relaxed.

Someone with a Sensing personality type generally needs more concrete information. Besides, they give more importance to experience and history or something they've experienced alone in dealing with an event or problem. A person with a sensing personality type tends to use his senses to receive information. Students with this personality type are more interested in practical and realistic activities. In solving a problem, they will first investigate the facts or information obtained to understand the given situation (Abid & Rahaju, 2018).

They tend to be more careful in securing data. However, they are still slow in predicting the next step because they are not imaginative and are a little slow considering the possibilities.

The type of personality sensing in this study is one of the new discoveries. And also the researchers found that the use of classical music had an impact on students primarily on comfort and a relaxed learning atmosphere.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

The data analysis result showed that the total score of students at the mean score in the post-test was 60.9524 and 40.4762 for the pretest. The data showed that students' scores in the post-test were higher than in the pretest. This meant that the classical music technique was more effective than the conventional method in teaching reading comprehension to third-semester English education students at UNIMUDA Sorong in the academic year 2023/2024.

To inspire students The statistics indicated that pupils exhibited a higher level of competency. The chart shows 10 students with high motivation, accounting for 47.5 per cent. Additionally, there are 6 students with a medium level of motivation, accounting for 28.6 per cent, and 4 students with a very high level of motivation, accounting for 19.0 per cent. The Classical Music approach improved students' motivation and personality in reading comprehension.

The final data demonstrate the impact of classical music treatment on students' personalities. The analytical results are presented in Table 4.1.4. The MBTI test revealed that 9 students had an introverted personality, accounting for 42% of the total. Additionally, 7 students have a percentage of 33.3, while 5 students have a rate of 23.8. The results indicated that the pupils' performance improved after implementing classical music in the classroom. The impact of classical music on pupils' personalities, particularly those with introverted, extroverted and sensing as a new findings tendencies, was significant.

5.2 Suggestion

1. Lecturer

The lecture should identify efficient techniques for teaching Reading Comprehension, as many students find reading exhausting. The lecture must motivate children to learn English, mainly through reading. Lectures can use classical music as an alternative strategy for teaching reading comprehension. English lectures should use imaginative teaching materials and make learning enjoyable

2. Students

Students should actively participate in class and pay attention to the teacher or lecturer. They should also respect the lecturer's focus on the lesson to ensure effective learning. The student must acknowledge his position as reformer and student. They should know what the students are saying. They must discipline themselves, starting with their learning, learning media and what they want to learn.

3. Other Resources

For the further researcher is suggested to find out much reference about Classical music technique.

BIBLIOGRAPHY

A M, S. E. (n.d.). *A Study of Intuitive Thinking.*

Aghajani, M. (2019). The Effect of Background Music on Reading Comprehension Regarding Extroverts / Introverts Personality Dimensions. *Contemporary Research in Education and English Language Teaching*, *1*(2), 19–24. https://doi.org/10.33094/26410230.2019.12.19.24

Back, M. D., & Nestler, S. (2016). Accuracy of judging personality. In *The Social Psychology of Perceiving Others Accurately* (pp. 98–124). Cambridge University Press. https://doi.org/10.1017/cbo9781316181959.005

Bird, J. (n.d.). *Listen Up! The Impact of Music on Students' Reading Comprehension Item Type thesis*. http://hdl.handle.net/20.500.12648/4976

Butterfuss, R., Kim, J., & Kendeou, P. (2020). Reading Comprehension. In *Oxford Research Encyclopedia of Education*. Oxford University Press. https://doi.org/10.1093/acrefore/9780190264093.013.865

Cristin, P., Hutagalung, N., Sinaga, T., Prodi,), Musik, P., Bahasa, F., & Seni, D. (2022). Manfaat Musik Klasik Sebagai Media Relaksasi. *Jurnal Seni Musik*, *11*(1), 80–90.

Djahwasi, H. R., & Saidon, Z. L. (2021). An Analysis of Artistic Form and Musical Perspective of Romantic Era Music. *International Journal of Academic Research in Business and Social Sciences*, *11*(11). https://doi.org/10.6007/ijarbss/v11-i11/11322

Fitri, R. M., Toharudin, M., & Bahrulinnisa, F. (2022). Personality Characteristics of Introvert, Extrovert, and Ambivert in Elementary School Students. *Pedagogik Journal of Islamic Elementary School Oktober*, *2022*(2), 157–170. https://doi.org/10.24256/pijies.v5i2.2917

Gerstenberg, T., & Tenenbaum, J. B. (n.d.). *Intuitive theories*.

Harari, G. M., Vaid, S. S., Müller, S. R., Stachl, C., Marrero, Z., Schoedel, R., Bühner, M., & Gosling, S. D. (2020). Personality Sensing for Theory Development and Assessment in the Digital Age. *European Journal of Personality*, *34*(5), 649–669. https://doi.org/10.1002/per.2273

Hautsalo, L., & Westerlund, H. (2021). The "operatic of opera" in music history pedagogy – exploring the temporal narrativisation of opera. *Nordic Research in Music Education*, *2*(1), 71–88. https://doi.org/10.23865/nrme.v2.3024

Hsu, C. A. (2015). *Development of the Sonata*. https://scholarworks.uark.edu/muscuht/1

Huriyah, S. (2019). AN INVESTIGATION OF THE RELATIONSHIP BETWEEN THE TEACHERS' CREATIVITY AND THE STUDENTS' MOTIVATION IN LEARNING ENGLISH. *ETERNAL (English et al.)*, *5*(2), 239. https://doi.org/10.24252/eternal.v52.2019.a5

Knoop-van Campen, C. A. N., ter Doest, D., Verhoeven, L., & Segers, E. (2022). The effect of audio-support on strategy, time, and performance on reading comprehension in secondary school students with dyslexia. *Annals of Dyslexia*, *72*(2), 341–360. https://doi.org/10.1007/s11881-021-00246-w

Lee, S., Jeong, H., & Ko, H. (2021). Classical music-specific mood automatic recognition model proposal. *Electronics (Switzerland)*, *10*(20). https://doi.org/10.3390/electronics10202489

Legault, L. (2016). Intrinsic and Extrinsic Motivation. In *Encyclopedia of Personality and Individual Differences* (pp. 1–4). Springer International Publishing. https://doi.org/10.1007/978-3-319-28099-8_1139-1

Neuhaus, J., Isaak, A., & Bostandzic, D. (2022). Million dollar personality: a systematic literature review on personality in crowdfunding. *Management Review Quarterly*, *72*(2), 309–345. https://doi.org/10.1007/s11301-021-00242-9

Ng, B. (2018). The neuroscience of growth mindset and intrinsic motivation. *Brain Sciences*, *8*(2). https://doi.org/10.3390/brainsci8020020

Nopiana, N., Egie, J., & Mers, O. (2022). The Impact of Internet Addiction on Introvert Personality. *World Psychology*, *1*(2), 1–17. https://doi.org/10.55849/wp.v1i2.97

Nouwens, S., Groen, M. A., Kleemans, T., & Verhoeven, L. (2021). How executive functions contribute to reading comprehension. *British Journal of Educational Psychology*, *91*(1), 169–192. https://doi.org/10.1111/bjep.12355

Olviyanti, I., Marbun, R., Program, Z. A., Fkip, S., & Pontianak, U. (n.d.). *AN ANALYSIS ON THE ABILITY TO COMPREHEND A READING TEXT BY THE SIXTH-YEAR STUDENTS*.

Paradilla, N., Zuhri Dj, M., & Hasanah, U. (2020). THE STUDENTS’ EXTROVERT AND INTROVERT PERSONALITY TOWARD SPEAKING PERFORMANCE. In *IJRETAL International Journal of Research on English Teaching and Applied Linguistics* (Vol. 1, Issue 1).

Pauwels, E. K. J. (2022a). Ten Famous Composers of the Romantic Era and Their Causes of Death. In *Medical Principles and Practice* (Vol. 31, Issue 1, pp. 20–28). S. Karger AG. https://doi.org/10.1159/000521537

Pauwels, E. K. J. (2022b). Ten Famous Composers of the Romantic Era and Their Causes of Death. In *Medical Principles and Practice* (Vol. 31, Issue 1, pp. 20–28). S. Karger AG. https://doi.org/10.1159/000521537

Pradani, A. (n.d.). *THE IMPORTANCE OF READING TO EXPAND KNOWLEDGE*. https://www.researchgate.net/publication/352020734

Preja, R., & Prof, A. (n.d.). *Ramona Preja Paradigms of the Concerto for Orchestra in Romanian Music Musicology Papers* (Issue 1).

Raisbeck, J. (2022). German Studies: The Romantic Era. *The Year's Work in Modern Language Studies*, *82*(1), 451–464. https://doi.org/10.1163/22224297-08201025

Schwarz, N. (2012). Feelings-as-information theory. In *Handbook of Theories of Social Psychology: Volume 1* (pp. 289–308). SAGE Publications Inc. https://doi.org/10.4135/9781446249215.n15

Vafa, S., & Atilla, O. (2017). Determining the variables that affect the reading motivation of educational faculty students. *Educational Research and Reviews*, *12*(13), 660–676. https://doi.org/10.5897/err2017.3237

WAHDANIA. (n.d.).

Wira, D., & Kusuma, Y. (2018). *Personality Profiles Using MBTI Test for Sport Talent Identification for Students*.

Wiyono, B. B., & Wu, H. H. (2022). Investigating the Structural Effect of Achievement Motivation and Achievement on Leadership and Entrepreneurial Spirit of Students in Higher Education. *Administrative Sciences*, *12*(3). https://doi.org/10.3390/admsci12030099

Zhang, A. (2000). Title: Are Thinking Styles and Personality Types Related? In *Citation Educational Psychology* (Vol. 20, Issue 3). http://hdl.handle.net/10722/42669

Harari, G. M., Vaid, S. S., Müller, S. R., Stachl, C., Marrero, Z., Schoedel, R., Bühner, M., & Gosling, S. D. (2020). Personality Sensing for Theory Development and Assessment in the Digital Age. *European Journal of Personality*. https://doi.org/10.1002/per.2273

A P P E N D I X

Appendix I

Pretest and post-test result

No	Pre – Test Result	Post – Test Result
1.	60,00	45,00
2.	35,00	25,00
3.	45,00	40,00
4.	10,00	100,00
5.	75,00	80,00
6.	10,00	45,00
7.	15,00	45,00
8.	45,00	100,00
9.	85,00	95,00
10.	40,00	50,00
11.	45,00	65,00
12.	50,00	65,00
13.	40,00	25,00
14.	15,00	35,00

15.	15,00	45,00
16.	35,00	40,00
17.	55,00	100,00
18.	45,00	100,00
19.	40,00	70,00
20	55,00	65,00
21.	35,00	45,00
Mean Score	**40,476**	**60,952**

Appendix II

Name Of Students

No	Student Name
1.	Andriana Gabriella Rumbiak
2.	Indah Ramadhani Tuhepali
3.	Yullyn Kestty Howay
4.	Nur Naija Wainsaf
5.	Feraningsih ethany hegemur
6.	Meri karolina mambrasar
7.	Tustia wulan Dewi
8.	Siti Afifa
9.	Anjely mosway into
10.	Ruth Saru
11.	Angreani Mangar
12.	Pascalina Ermerina Kolomusu
13.	Natalia Kolis
14.	Lina Debora Nibra

15.	Dotheis Wabia
16.	Miranti Marsaoly
17.	Senja
18.	Noseni petrus moses kalawen
19.	Stenli marthen mambrasar
20.	Klemens leonard mambrasar
21.	They

Appendix III

MBTI Result

Name: Student A

NO	STATEMENT A		STATEMENT B	
1.	Spontaneous, flexible, and not tied to time.		Planned and has a clear deadline	√
2.	He prefers to communicate by writing.	√	He prefers to communicate by talking.	
3.	Does not like things that are sudden and unplanned	√	Sudden changes are not a problem.	
4.	Objective	√	Subjective	
5.	Finding and developing ideas by discussing them		Find and develop ideas by reflecting.	√
6.	Move from a new general picture to details.		Move from details to a general picture as a conclusion.	√
7.	Oriented to the external world (activities, people)		Oriented to the internal world (memory, thinking, ideas)	√
8.	Please talk about the problems faced today and practical steps to overcome them.		Talk about the vision of the future and concepts regarding that vision.	
9.	Convince with an explanation that touches on feelings.	√	Convince with a reasonable explanation.	

10.	Focus on a small but deep hobby.	√	Focus on many hobbies broadly and generally.	
11.	Closed and independent	√	Social and expressive	
12.	Rules, schedules, and targets are very binding and burdensome.	√	Rules, schedules, and targets will be beneficial and clarify actions.	
13.	Using experience as a guide		Using imagination and reflection as a guide	√
14.	Task and job description oriented	√	People and relationship-oriented	
15.	Meetings with other people and social activities are tiring.	√	Meeting people and social activities makes you excited.	
16.	SOPs are very helpful.	√	SOPs are very dull.	
17.	Make decisions based on logic and rules of the game.		Make decisions based on personal feelings and other people's conditions.	√
18.	Free and dynamic		Procedural and traditional	√
19.	Results-oriented		Process-oriented	
20.	Activities alone at home are fun.	√	Activities alone at home are boring.	
21.	Allowing other people to act freely as long as the goal is achieved		Arranging other people in an orderly manner so that the goal is achieved	√

22.	Choosing inspirational ideas more important than facts	√	Choosing facts more critical than inspirational ideas	
23.	Putting forward goals and objectives first		Putting forward agreements first	
24.	Focus on targets and ignore new things.	√	Pay attention to new things and be ready to adapt and change targets.	
25.	Continuity and stability are preferred.	√	Change and variation are preferred.	
26.	Standings can still change depending on the situation later.		Stick to your stance.	
27.	Act step by step with a clear timeframe	√	Act enthusiastically without using a time frame.	
28.	He has the initiative in almost all things, even if they are unrelated to him.	√	Takes the initiative when the situation forces him or is related to his interests	
29.	He prefers a quiet and private place to concentrate.	√	Prefers a place that is busy and has lots of interaction/activity	
30.	Analyses	√	Empathizes	
31.	Thinks carefully before acting	√	Dare to act without thinking too long.	
32.	Respecting someone because of their character and behavior		Respecting someone because of their skills and technical factors	

33.	Feeling comfortable if the situation remains open to options		Feeling calm when everything has been decided otherwise	√
34.	Concluding long and carefully	√	concluding with quickly according to instinct	
35.	Expressing enthusiasm		Keeping enthusiasm in the heart	√
36.	Clarifying ideas and theories before putting them into practice		Understanding ideas and theories while putting them into practice directly	
37.	Involving feelings is unprofessional.		Being too rigid about rules and work is cruel.	√
38.	Looking for opportunities to communicate individually	√	Choose to communicate with a group of people.	
39.	The important thing is to maintain a harmonious situation.		The important thing is that the goal is achieved.	√
40.	Uncertainty is exciting and stressful and makes the heart happier.		Uncertainty makes you confused and unsettling.	
41.	Focusing on the present (what can be improved now)		Focusing on the future (what might be achieved in the future)	√
42.	Questioning		Accommodating	
43.	I am consistently observing and remembering details.		Observing and remembering details only if they relate to patterns	√

44.	Last-minute situations excite and bring out the potential.	√	Last-minute situations are very torturous, stressful, and mistaken.	
45.	Prefer indirect communication (telephone, letter, e-mail)	√	Prefer direct communication (face-to-face)	
46.	Practical		Conceptual	√
47.	Change is the enemy.		Change is the spirit of life.	√
48.	Often considered stubborn		They are often considered too partial.	
49.	I am excited when I help people overcome mistakes and set things straight.	√	Be enthusiastic when criticizing and finding mistakes.	
50.	Act according to the situation and conditions that occur at that time		Act according to what has been planned	√
51.	Use skills that have been mastered.	√	Like the challenge of mastering new skills	
52.	Build ideas when speaking.		Develop an idea carefully, then talk about it.	√
53.	Choose a method that already exists and has been proven.	√	Choose a unique method that other people have not practiced.	
54.	Life must be arranged from the start.		Life should flow according to conditions.	√

55.	Standards must be upheld above all else (it shows honor and self-esteem)		Human feelings are more important than standards (which are inanimate objects)	
56.	Lists and checklists are essential guidelines.	√	Lists and checklists are duties and burdens.	
57.	Demand fair and equal treatment for everyone.		Demand special treatment according to each individual's characteristics; people	
58.	Prioritise cause and effect.	√	Prioritise cause and value.	
59.	Satisfied when able to adapt to the momentum that occurs		Satisfied when able to carry out everything according to plan	√
60.	Spontan, Easy Going, fleksibel		Careful, considerate, rigid	√
	Personality Result		**Introvert**	

Name: Student B

NO	STATEMENT A		STATEMENT B	
1.	Spontaneous, flexible, and not tied to time.	√	Planned and has a clear deadline	
2.	He prefers to communicate by writing.		He prefers to communicate by talking.	√
3.	Does not like things that are sudden and unplanned		Sudden changes are not a problem.	√
4.	Objective		Subjective	√
5.	Finding and developing ideas by discussing them	√	Find and develop ideas by reflecting.	
6.	Move from a new general picture to details.	√	Move from details to a general picture as a conclusion.	
7.	Oriented to the external world (activities, people)	√	Oriented to the internal world (memory, thinking, ideas)	
8.	Please talk about the problems faced today and practical steps to overcome them.	√	Talk about the vision of the future and concepts regarding that vision.	
9.	Convince with an explanation that touches on feelings.		Convince with a reasonable explanation.	√
10.	Focus on a small but deep hobby.		Focus on many hobbies broadly and generally.	√
11.	Closed and independent		Social and expressive	√

12.	Rules, schedules, and targets are very binding and burdensome.		Rules, schedules, and targets will be beneficial and clarify actions.	√
13.	Using experience as a guide		Using imagination and reflection as a guide	√
14.	Task and job description oriented	√	People and relationship-oriented	
15.	Meetings with other people and social activities are tiring.		Meeting people and social activities makes you excited.	√
16.	SOPs are very helpful.		SOPs are very dull.	√
17.	Make decisions based on logic and rules of the game.	√	Make decisions based on personal feelings and other people's conditions.	
18.	Free and dynamic	√	Procedural and traditional	
19.	Results-oriented	√	Process-oriented	
20.	Activities alone at home are fun.		Activities alone at home are boring.	√
21.	Allowing other people to act freely as long as the goal is achieved	√	Arranging other people in an orderly manner so that the goal is achieved	
22.	Choosing inspirational ideas more important than facts	√	Choosing facts more critical than inspirational ideas	
23.	Putting forward goals and objectives first		Putting forward agreements first	√

24.	Focus on targets and ignore new things.	√	Pay attention to new things and be ready to adapt and change targets.	
25.	Continuity and stability are preferred.		Change and variation are preferred.	√
26.	Standings can still change depending on the situation later.		Stick to your stance.	√
27.	Act step by step with a clear timeframe		Act enthusiastically without using a time frame.	√
28.	He has the initiative in almost all things, even if they are unrelated to him.		Takes the initiative when the situation forces him or is related to his interests	√
29.	He prefers a quiet and private place to concentrate.		Prefers a place that is busy and has lots of interaction/activity	√
30.	Analyses		Empathizes	√
31.	Thinks carefully before acting		Dare to act without thinking too long.	
32.	Respecting someone because of their character and behavior		Respecting someone because of their skills and technical factors	√
33.	Feeling comfortable if the situation remains open to options	√	Feeling calm when everything has been decided otherwise	
34.	Concluding long and carefully		concluding with quickly according to instinct	√

35.	Expressing enthusiasm	√	Keeping enthusiasm in the heart	
36.	Clarifying ideas and theories before putting them into practice	√	Understanding ideas and theories while putting them into practice directly	
37.	Involving feelings is unprofessional.	√	Being too rigid about rules and work is cruel.	
38.	Looking for opportunities to communicate individually		Choose to communicate with a group of people.	√
39.	The important thing is to maintain a harmonious situation.	√	The important thing is that the goal is achieved.	
40.	Uncertainty is exciting and stressful and makes the heart happier.	√	Uncertainty makes you confused and unsettling.	
41.	Focusing on the present (what can be improved now)	√	Focusing on the future (what might be achieved in the future)	
42.	Questioning		Accommodating	√
43.	They are consistently observing and remembering details.	√	Observing and remembering details only if they relate to patterns	
44.	Last-minute situations excite and bring out the potential.	√	Last-minute situations are very torturous, stressful, and mistaken.	
45.	Prefer indirect communication (telephone, letter, e-mail)		Prefer direct communication (face-to-face)	√

46.	Practical	√	Conceptual	
47.	Change is the enemy.		Change is the spirit of life.	√
48.	Often considered stubborn		They are often considered too partial.	√
49.	I am excited when I help people overcome mistakes and set things straight.		Be enthusiastic when criticizing and finding mistakes.	√
50.	Act according to the situation and conditions that occur at that time		Act according to what has been planned	√
51.	Use skills that have been mastered.		Like the challenge of mastering new skills	√
52.	Build ideas when speaking.	√	Develop an idea carefully, then talk about it.	
53.	Choose a method that already exists and has been proven.		Choose a unique method that other people have not practiced.	√
54.	Life must be arranged from the start.	√	Life should flow according to conditions.	
55.	Standards must be upheld above all else (it shows honor and self-esteem)		Human feelings are more important than standards (which are inanimate objects)	√
56.	Lists and checklists are essential guidelines.		Lists and checklists are duties and burdens.	√

57.	Demand fair and equal treatment for everyone.	√	Demand special treatment according to each individual's characteristics; people	
58.	Prioritise cause and effect.	√	Prioritise cause and value.	
59.	Satisfied when able to adapt to the momentum that occurs	√	Satisfied when able to carry out everything according to plan	
60.	Spontan, Easy Going, fleksibel	√	Careful, considerate, rigid	
	Personality Result		**Extrovert**	

Name: Students C

NO	STATEMENT A		STATEMENT B	
1.	Spontaneous, flexible, and not tied to time.		Planned and has a clear deadline	√
2.	He prefers to communicate by writing.	√	He prefers to communicate by talking.	
3.	Does not like things that are sudden and unplanned	√	Sudden changes are not a problem.	
4.	Objective		Subjective	√
5.	Finding and developing ideas by discussing them		Find and develop ideas by reflecting.	√
6.	Move from a new general picture to details.	√	Move from details to a general picture as a conclusion.	
7.	Oriented to the external world (activities, people)		Oriented to the internal world (memory, thinking, ideas)	√
8.	Please talk about the problems faced today and practical steps to overcome them.	√	Talk about the vision of the future and concepts regarding that vision.	
9.	Convince with an explanation that touches on feelings.		Convince with a reasonable explanation.	√
10.	Focus on a small but deep hobby.		Focus on many hobbies broadly and generally.	√
11.	Closed and independent	√	Social and expressive	

12.	Rules, schedules, and targets are very binding and burdensome.		Rules, schedules, and targets will be beneficial and clarify actions.	√
13.	Using experience as a guide	√	Using imagination and reflection as a guide	
14.	Task and job description oriented	√	People and relationship-oriented	
15.	Meetings with other people and social activities are tiring.	√	Meeting people and social activities makes you excited.	
16.	SOPs are very helpful.		SOPs are very dull.	√
17.	Make decisions based on logic and rules of the game.	√	Make decisions based on personal feelings and other people's conditions.	
18.	Free and dynamic	√	Procedural and traditional	
19.	Results-oriented		Process-oriented	√
20.	Activities alone at home are fun.	√	Activities alone at home are boring.	
21.	Allowing other people to act freely as long as the goal is achieved		Arranging other people in an orderly manner so that the goal is achieved	√
22.	Choosing inspirational ideas more important than facts		Choosing facts more critical than inspirational ideas	√
23.	Putting forward goals and objectives first		Putting forward agreements first	√

24.	Focus on targets and ignore new things.		Pay attention to new things and be ready to adapt and change targets.	√
25.	Continuity and stability are preferred.		Change and variation are preferred.	√
26.	Standings can still change depending on the situation later.		Stick to your stance.	√
27.	Act step by step with a clear timeframe	√	Act enthusiastically without using a time frame.	
28.	Take great initiative in almost everything, even if unrelated to him.		Takes the initiative when the situation forces him or is related to his interests	√
29.	He prefers a quiet and private place to concentrate.	√	Prefers a place that is busy and has lots of interaction/activity	
30.	Analyses	√	Empathizes	
31.	Thinks carefully before acting	√	Dare to act without thinking too long.	
32.	Respecting someone because of their character and behavior		Respecting someone because of their skills and technical factors	√
33.	Feeling comfortable if the situation remains open to options	√	Feeling calm when everything has been decided otherwise	
34.	Concluding long and carefully	√	concluding with quickly according to instinct	

35.	Expressing enthusiasm		Keeping enthusiasm in the heart	√
36.	Clarifying ideas and theories before putting them into practice	√	Understanding ideas and theories while putting them into practice directly	
37.	Involving feelings is unprofessional.	√	Being too rigid about rules and work is cruel.	
38.	Looking for opportunities to communicate individually	√	Choose to communicate with a group of people.	
39.	The important thing is to maintain a harmonious situation.	√	The important thing is that the goal is achieved.	
40.	Uncertainty is exciting and stressful and makes the heart happier.		Uncertainty makes you confused and unsettling.	√
41.	Focusing on the present (what can be improved now)		Focusing on the future (what might be achieved in the future)	√
42.	Questioning	√	Accommodating	
43.	I am consistently observing and remembering details.		Observing and remembering details only if they relate to patterns	√
44.	Last-minute situations excite and bring out the potential.		Last-minute situations are very torturous, stressful, and mistaken.	√

45.	Prefer indirect communication (telephone, letter, e-mail)	√	Prefer direct communication (face-to-face)	
46.	Practical		Conceptual	√
47.	Change is the enemy.	√	Change is the spirit of life.	
48.	Often considered stubborn		They are often considered too partial.	
49.	I am excited when I help people overcome mistakes and set things straight.	√	Be enthusiastic when criticizing and finding mistakes.	
50.	Act according to the situation and conditions that occur at that time		Act according to what has been planned	√
51.	Use skills that have been mastered.	√	Like the challenge of mastering new skills	
52.	Build ideas when speaking.		Develop an idea carefully, then talk about it.	√
53.	Choose a method that already exists and has been proven.		Choose a unique method that other people have not practiced.	√
54.	Life must be arranged from the start.		Life should flow according to conditions.	
55.	Standards must be upheld above all else (it shows honor and self-esteem)	√	Human feelings are more important than standards (which are inanimate objects)	

56.	Lists and checklists are essential guidelines.		Lists and checklists are duties and burdens.	√
57.	Demand fair and equal treatment for everyone.		Demand special treatment according to each individual's characteristics; people	√
58.	Prioritise cause and effect.	√	Prioritise cause and value.	
59.	Satisfied when able to adapt to the momentum that occurs	√	Satisfied when able to carry out everything according to plan	
60.	Spontan, Easy Going, fleksibel		Careful, considerate, rigid	√
	Personality Result		**Sensing**	

Multiple Choice Test for Pre-test

The front page of this booklet provides practice to show you what the questions on the test are like. Your test administrator or teacher will now take you through these. Please fill in your answer on the answer sheet provided

1. What is the main idea of the story

    a. Beauty and the Beast is a story about a small family that falls into poverty so that the youngest daughter has to work for a lousy master.

    b. Beauty and the Beast is a story about a witch the prince hurts.

    c. Beauty and the Beast is a story about a young prince cast under a spell. His spell can only be broken with true love. Through many ups and downs, he finds love with Beauty, and she, in time, returns his love. They marry, and the prince's spell is broken, but they live happily ever after.

    D. Beauty and the Beast is about a prince and his unique friends in a large, shabby castle. A witch cursed the prince until one day; a lady appeared who broke the magic.

2. What is the moral of the *Beauty and the Beast* fairy tale?

    a. That we should value inward characteristic

    b. That love can conquer any challenge

    c. That women should have traditional roles

d. That we should improve ourselves

3. How does Beauty end up falling in love with the Beast in the fairy tale *Beauty and the Beast*?

    a.   She realizes that he is good and kind.

    b.   He changes into a good man because of her love.

    c.   She realizes he is a powerful man.

    d.   She learns her role as a caretaker and truly learns to care for him.

4. What is the setting of the story of *Beauty and the Beast?*

    a. Castle and candle rose

    b. Small town, forest, beast hidden place

    c. France City

    d. Big Town

5. What is the conflict of this story

    a. Brother and Sister Belle as their father

    b. The Fathers failures in the past

    c. Because a witch's dire curse the prince

    d. Belle and the Beast, where Belle is a prisoner in the Beast's castle, and the Beast is determined to make her fall in love with him to break the curse placed on him and his castle.

6. What does Belle use to check on her father?

    a. Enchanted Telescope c. Crystal Ball

    b. Tarot Cards d. Magic Mirror

7. Who does Gaston bribe to have Maurice locked up?

    a. Monsieur Flaubert   c. Monsieur Balzaq

    b. Monsieur Glouton   d. Monsieur D Arque

8. What is the first dish Belle is offered in the "Be Our Guest" sequence?

    a. Quiche Lorrain   c. Beef Ragu

    b. Cheese Souffle   d. Soup Du Jour

9. What narcissistic hunter wants to marry Belle?

    a. Lufou   c. Philipe

    b. Gaston d. Cogsworth

10. Which wing of the castle is forbidden?

    a. North Wing c. South Wing

    b. West Wing d. East Wing

11. Once upon a time, in a far-off country, there lived a merchant who had been so fortunate in all his undertakings that he was enormously wealthy. He had six sons and six daughters, who were accustomed to having everything they fancied, but he did not find he had a penny too much. However, misfortunes befell them.

One day, their house caught fire and speedily burned to the ground, with all the splendid furniture, books, pictures, gold, silver, and precious goods. The father suddenly lost every ship upon the sea, either by pirates, shipwreck, or fire. Then he heard that his clerks in distant countries, whom he had trusted entirely, had proved unfaithful. Moreover, at last, from great wealth, he fell into the direst poverty…

What is the main idea of this paragraph…

    a. Belle's father lost his job.

    b. Early small family conflict bell

    c. Belle's father lost his wealth and his employees.

    d. Belle and his father's brother's glory

12. Which of the following is not a primary or supporting character?

    a. Belle c. Witch

    b. Father d. Beast

13. What does "Magnificent" mean in paragraph 16?

    a. Glorious c. Confused

    b. Happy d. Great

14. Why does Belle reveal the Beast's location to the townsfolk?

    a. She Reveals it Accidentally

b. The Enchantress put a spell on her

c. To prove her Father's sanity

d. Gaston Blackmails Her

15. *"Here is what you asked me to bring you. Little do you know what it has cost."* *What does this* sentence mean?

    a. About a beautiful rose

    b. The Father likened the rose to his life

    c. This teaches that we must not take small things for granted because they can sometimes cause us to fall and miss many things.

    d. Dangerous bell

16. What does Belle find in the west wing

    a. A torn portrait of the prince

    b. Beast

    c. The Enchanted Rose

    d. A torn portrait of the prince

17. What does the enchantress offer Beast in exchange for shelter

    a. Her blessing

    b. A handful of Beans

    c. A rose

d. Her firstborn child

18. Bell's Father is…

a. Bookseller c. Inventor

b. Gardener d. A Baker

19. "Ah, Beauty, you are not so unfortunate as you suppose. Here, you will be rewarded for all you have suffered elsewhere. Your every wish shall be gratified. Only try to find me out, no matter how I may be disguised, for I love you dearly, and in making me happy, you will find your happiness. Be as truehearted as you are, beautiful, and we shall have nothing left to wish for.

"What can I do, Prince, to make you happy?" said Beauty. "Only be grateful," he answered, "and do not trust too much to your eyes. Above all, do not desert me until you have saved me from my cruel misery".

" After this, she thought she found herself in a room with a beautiful, stately lady who said to her.

"Dear Beauty, try not to regret all you have left behind you; you are destined for a better fate. Only do not let yourself be deceived by appearances."

What does the bottom line mean?

a. Do not just stare out of sight

b. Do not judge an individual solely based on their appearance

c. Let us be more accurate in assessing a person than by mere appearance

d. All answers are correct

20. Who is the beast?

      a. An ordinary man

      c. A man who watches a single rose

      b. A man who was cursed

      d. A Prince cursed by an evil witch

Post – Test

1. How did the witch get Rapunzel in the first place?

   a. Rapunzel's mother did not want Rapunzel and was glad to find a way to get rid of her.

   b. The witch was, in fact, Rapunzel's biological mother.

   c. Rapunzel decided to live with a witch when she was twelve.

   d. Rapunzel's father had promised the witch to give her up when the witch caught her dad in her garden.

2. How high was Rapunzel's tower?

   a. 10 ells

   b. 20 ells

   c. 35 cells

   d. 100 ells

3. Where did the Rapunzel herb grow?

   a. The beautiful garden in front of her house

   b. In the garden next door, which the wicked witch had

   c. In the garden next door, which was in front of the tower

   d. In the garden, which was in the desert

4. Where did the wicked witch lock Rapunzel?

   a. In the garden

   b. In her house

   c. In the kingdom

   d. In the tower

5. Which of the following is the best summary of paragraphs 1 through 8?

   a. One day, a woman who wished to be a mother longed for the fresh rampion in the enchantress's garden. She thought she would die

without it. Her husband, who loved her, took the risk and stole some rampion from the garden. However, she longed for more, so the husband returned to the garden. The enchantress caught him, and he agreed to give her their unborn child in exchange for the rampion.

b. There once was a man and woman who wished for a child. They lived by the beautiful garden of an enchantress. One day, the woman was looking into the garden and longed for some of its fresh green rampions. The need grew so much that the woman believed she would die without it. Her husband loved her so much that he decided to sneak into the garden and pick her some rampion. She made a salad and ate it with great joy. However, she soon began to want it even more.

c. The man and woman living next to the enchantress's garden always hoped to be parents. However, one day, the husband snuck into the garden to steal some rampion for his wife. The wife loved it so much that she asked him to get her more. This time, the enchantress caught the man. He was so afraid that he agreed to give her their unborn child in return for his escape.

d. There once was a beautiful garden of an enchantress. In the garden grew fresh green rampion. Next door, there lived a man and a woman. One day, the woman began to feel she would die if she did not eat some of the rampions. Her husband wanted to save her, so he stole some into the garden. The man was caught and forced to give the enchantress their child.

6. The reader can conclude from the information in the first paragraph that-

    a. The enchantress was known for her trickery

    b. the husband was usually a thief for his trade

    c. the rampion was enchanted and made the woman long for it

    d. the woman should have controlled her urges and not eaten the rampion

7. Read the sentence from paragraph 10…

Rapunzel had magnificent long hair, fine as spun gold, and when she heard the voice of the enchantress, she unfastened her braided tresses.

The author included the metaphor about Rapunzel's hair…

    a. Suggest that her hair was not ordinary

    b. Identify what makes her important

    c. Help the reader visualize

    d. Show how she will save herself

8. what is the meaning of *pitiless in paragraph 17?*

    a. Mean

    b. Inhuman

    c. Cruel

    d. Bitter

9. What is the theme at the end of the story…

    a. Appreciate your life

    b. Value friendship

    c. Do not trust people

    d. Never give up

10. Which sentence suggests that Rapunzel also has magic?

    a. Thus, he roamed about in misery for some years and, at length, came to the desert where Rapunzel lived in wretchedness.

    b. He heard a voice that seemed so familiar to him that he approached it. When he came, Rapunzel knew him, fell on his neck, and wept.

    c. Two of her tears wetted his eyes, and they grew clear again, and he could see with them as before.

    d. He led her to his kingdom, where he was joyfully received, and they lived for a long time afterward, happy and contented.

11. In her anger, an uninvited wise woman makes a proclamation.

    a. That the princess shall die after a spindle accident

    b. That the king shall never know true love

    c. That the queen shall be turned into a frog in one-year

    d. That the princess shall fall into a coma, stated

12. The reason the king feast is….

    a. To celebrate a prophecy that has come true

    b. To decide which female suitor shall be true love

    c. To honor the memory of a deceased love, one

    d. To commemorate the daughter's fifteenth

13. Which statement is true?

    a. The wise woman claims possession of the now abandoned castle

    b. The princess tried and failed to find Briar Rose C

    c. Neighbouring enemy kingdom plan to take ownership of the seemingly empty land

    d. A friendly frog attempts to compel the wise woman to reverse to curse

14. What supernatural event affects the castle…

    a. It becomes invisible to the naked eye

    b. It becomes encircled by a crocodile-infested moat

    c. It crumbles to the ground

    d. It becomes barricaded off by a hedge of thorns

15. In the resolution…

    a. Briar Rose is taken to a neighboring kingdom against her will and forced into a marriage she does not want.

    b. Briar Rose finds love and celebrates a wedding

    c. Briar Rose brings each wise woman a golden plate and makes peace with them for the rest of her life.

d. Briar Rose forces the thirteenth wise woman to wear hot iron shoes and dance until she dies.

16. What did Aladdin tell his mother after seeing the princess?

    a. He wanted to be the king.

    b. He wanted to marry the princess.

    c. He wanted to live in the palace.

    d. He would give the king the magic lamp.

17. Who helped Aladdin create all things to please the King Sultan

    a. Her mother
    b. The Genie
    c. The Princess
    d. DThe King

18. What pattern can be found on Prince Achmed's underwear after Rajah rips a hole in his pants?

    a. Diamonds
    b. Star
    c. Mickey
    d. Hearts

19. What does Jafar trap Rajah in?

    a. A cave
    b. A closet
    c. A bird cage
    d. A bottle

20. Which character says: "She thinks the monkey is the sultan"?

    a. Iago

b. Aladin

c. Genie

d. Jafar

Appendix VI

Motivation Questioner

Name :

Students'' Number :

Students'' Gender: Male / Female

Instruction: Please circle one alternative for each statement according to the amount of "Strongly Disagree," 2 to "Disagree," 3 to "Neutral," 4 to "Agree," and 5 to "Strongly Agree."

No	Statement	1	2	3	4	5
1.	I like reading in English to learn something new about people and things that interest me.					
2.	I feel happy when I read about something interesting in English.					
3.	I like reading a lot of exciting things in English.					
4.	I like reading about new things in English.					

5.	I like challenging myself while reading in English.					
6.	Without reading, my life would not be the same.					
7.	I need to receive compliments for the knowledge I gather from reading. I like others to question me about what I read so that I can demonstrate my knowledge.					
8.	I would not say I like reading material with complex vocabulary.					
9.	When an assignment is interesting, I can read complex English materials more efficiently.					
10.	I enjoy reading long stories in English.					
11.	I read all the expected material for work or university courses and am confident I can understand difficult books or articles.					
12.	I enjoy reading classical music.					

13.	Incorporating classical music into my reading experience uplifts my mood and motivates me.					
14.	When I read in English, I often think about how well I read compared to others.					
15.	I feel happy when my friends ask me for help with their English reading assignments.					
16.	I practice reading in English because I need to do well in my future classes.					
17.	I try to read in English so I can understand what my friends are talking about					
18.	When the topic is interesting, I am willing to read difficult.					
19.	I like it when the topic of an English reading makes me think more.					
20.	I like complex, challenging English readings.					

Appendix VII

MBTI TEST QUESTIONER

Name :

Student Number:

Class :

NO	STATEMENT A		STATEMENT B	
1.	Spontaneous, flexible, and not tied to time.		Planned and has a clear deadline	
2.	He prefers to communicate by writing.		He prefers to communicate by talking.	
3.	Does not like things that are sudden and unplanned		Sudden changes are not a problem.	
4.	Objective		Subjective	
5.	Finding and developing ideas by discussing them		Find and develop ideas by reflecting.	

6.	Move from a new general picture to details.		Move from details to a general picture as a conclusion.	
7.	Oriented to the external world (activities, people)		Oriented to the internal world (memory, thinking, ideas)	
8.	Please talk about the problems faced today and practical steps to overcome them.		Talk about the vision of the future and concepts regarding that vision.	
9.	Convince with an explanation that touches on feelings.		Convince with a reasonable explanation.	
10.	Focus on a small but deep hobby.		Focus on many hobbies broadly and generally.	
11.	Closed and independent		Social and expressive	
12.	Rules, schedules, and targets are very binding and burdensome.		Rules, schedules, and targets will be beneficial and clarify actions.	
13.	Using experience as a guide		Using imagination and reflection as a guide	
14.	Task and job description oriented		People and relationship-oriented	
15.	Meetings with other people and social activities are tiring.		Meeting people and social activities makes you excited.	
16.	SOPs are beneficial		SOPs are very dull.	

17.	Make decisions based on logic and rules of the game.		Make decisions based on personal feelings and other people's conditions.	
18.	Free and dynamic		Procedural and traditional	
19.	Results-oriented		Process-oriented	
20.	Activities alone at home are fun.		Activities alone at home are boring.	
21.	Allowing other people to act freely as long as the goal is achieved		Arranging other people in an orderly manner so that the goal is achieved	
22.	Choosing inspirational ideas more important than facts		Choosing facts more critical than inspirational ideas	
23.	Putting forward goals and objectives first		Putting forward agreements first	
24.	Focus on targets and ignore new things.		Pay attention to new things and be ready to adapt and change targets.	
25.	Continuity and stability are preferred.		Change and variation are preferred.	
26.	Standings can still change depending on the situation later.		Stick to your stance.	
27.	Act step by step with a clear timeframe		Act enthusiastically without using a time frame.	

28.	Take great initiative in almost everything, even if unrelated to him.		Takes the initiative when the situation forces him or is related to his interests	
29.	He prefers a quiet and private place to concentrate.		Prefers a place that is busy and has lots of interaction/activity	
30.	Analyses		Empathizes	
31.	Thinks carefully before acting		Dare to act without thinking too long.	
32.	Respecting someone because of their character and behavior		Respecting someone because of their skills and technical factors	
33.	Feeling comfortable if the situation remains open to options		Feeling calm when everything has been decided otherwise	
34.	Concluding long and carefully		concluding with quickly according to instinct	
35.	Expressing enthusiasm		Keeping enthusiasm in the heart	
36.	Clarifying ideas and theories before putting them into practice		Understanding ideas and theories while putting them into practice directly	
37.	Involving feelings is unprofessional.		Being too rigid about rules and work is cruel.	
38.	Looking for opportunities to communicate individually		Choose to communicate with a group of people.	

39.	The important thing is to maintain a harmonious situation.		The important thing is that the goal is achieved.	
40.	Uncertainty is exciting and stressful, and it makes the heart happier.		Uncertainty makes you confused and unsettling.	
41.	Focusing on the present (what can be improved now)		Focusing on the future (what might be achieved in the future)	
42.	Questioning		Accommodating	
43.	I am consistently observing and remembering details.		Observing and remembering details only if they relate to patterns	
44.	Last-minute situations excite and bring out potential.		Last-minute situations are very torturous, stressful, and mistaken.	
45.	Prefer indirect communication (telephone, letter, e-mail)		Prefer direct communication (face-to-face)	
46.	Practical		Conceptual	
47.	Change is the enemy.		Change is the spirit of life.	
48.	Often considered stubborn		They are often considered too partial.	
49.	I am excited when I help people overcome mistakes and set things straight.		Be enthusiastic when criticizing and finding mistakes.	

50.	Act according to the situation and conditions that occur at that time		Act according to what has been planned	
51.	Use skills that have been mastered.		Like the challenge of mastering new skills	
52.	Build ideas when speaking.		Develop an idea carefully, then talk about it.	
53.	Choose a method that already exists and has been proven.		Choose a unique method that other people have not practiced.	
54.	Life must be arranged from the start.		Life should flow according to conditions.	
55.	Standards must be upheld above all else (it shows honor and self-esteem)		Human feelings are more important than standards (which are inanimate objects)	
56.	Lists and checklists are essential guidelines.		Lists and checklists are duties and burdens.	
57.	Demand fair and equal treatment for everyone.		Demand special treatment according to each individual's characteristics; people	
58.	Prioritise cause and effect.		Prioritise cause and value.	
59.	Satisfied when able to adapt to the momentum that occurs		Satisfied when able to carry out everything according to plan	
60.	Spontan, Easy Going, fleksibel		Careful, considerate, rigid	
	Personality Result			

Appendix VIII

Picture