A COLLABORATIVE STUDY IN IMPROVING COMPETENCY IN SPEAKING SKILL BY USING “JAZZ CHANT TECHNIQUE” OF THE STUDENTS GRADE FIVE AT SD NEGERI 2 BANJAR TEGAL SINGARAJA

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ABSTRACT

The recent study was conducted to improve the competence of the students grade five of SD Negeri 2 Banjar Tegal Singaraja in speaking capability by applying Jazz Chant Technique. The subjects of the study were the second-year students of SD Negeri 2 Banjar Tegal Singaraja, especially those who belong to class V. The total number of the subjects was 17 students, 10 males, and 7 females. This study was conducted in two cycles. Each cycle consisted of two sessions. The first sessions were done for the treatment and the last session was for posttest. This study was an action-based classroom research that was conducted in two cycles in which four steps were involved in each cycle, namely; planning, action, observation, and reflection. Besides, the data were obtained through three kinds of an instrument; questionnaire, test, and researcher's diary. A pre-test was given to the students before conducting the action to obtain the preliminary data of the students' achievement in speaking capability. Then, the data obtained were descriptively analyzed. The study showed that the students' competence in speaking capability improved. The continual improvement took place in the students' achievement. It was shown by the students' mean score, which increased from cycle to cycle. Students' mean score was 54 in the pre-test, which was categorized as poor. After the treatment was conducted, it increased to a sufficient level of mastery 65 in post-test I. The second treatment was then conducted to get a satisfactory result since the results of students' score were not satisfying yet. Finally, the students' mean score could reach a good criterion, which was 80 in the post-test II. From the observation, it was found that Jazz Chant Technique allowed the students to collect their ideas, practice their pronunciation, intonation and organized their speaking capability through the song of Jazz Chant Technique that guided the students systematically in speaking capability so that they could produce good pronunciation in speaking. In addition, the technique also brought about a positive effect in fostering students' motivation and interest in learning English.

Keywords: pronunciation, speaking capability, Jazz Chant Technique, an action-based classroom research.

I. INTRODUCTION

There is a fact in which English is learned by people all over the world. According to Harmer (1991: 1), there are a number of different reasons why people learn English. Those reasons include school curriculum, advancement, target

language community and English for specific purposes. More than that, the importance of English is mostly due to the position it serves as an international language (Local Content English Curriculum of Elementary School, 2007), which constitutes the most widely used

language in the world. Therefore, mastering English is very significant, specifically since we are now in the globalization era.

In Indonesia, like what mainly happens in other parts of Asia, the importance of English is reflected in its national educational policy. In its education system, English is a subject that is taught at all levels of education, starting from elementary school until university. Even now, there is an inclusion of English in the programs of kindergartens. By this policy, the government means to prepare human resources with good English mastery, who will be able to compete and face global challenges in this competitive world.

In the context of teaching English as a foreign language in Indonesia, English instructions are mainly focused on the mastery of four language skills, namely listening, speaking, reading and writing (Depdiknas, 2003). Use is more emphasized rather than usage. It is so since successful language learning is indicated by a learner's ability in using the language communicatively, either in oral or written form, not just by his/her understanding of language rules (usage). In other words, the instruction of any English program should, as best as it can be directed towards the students' competence in using those language skills in communication.

Specifically, in Bali, English is taught in elementary schools since the third year. Actually, the teaching of English in early years, especially in elementary schools in Indonesia, is optional. This can be clearly seen from the status that English has as one of the local contents taught in the elementary school

curriculum. The inclusion of English as a school subject in the elementary school level portrays that English is regarded as very important by the local government of Bali. Referring to the fact that Bali is an international tourism destination which depends much on tourism development, this policy seems very reasonable.

However, in the field, the teaching of English in elementary schools is facing many challenges. First, even though English is put as a local content in the curriculum, there are, in fact, no teachers in Bali who really have the qualification as English teachers who are liable to teach English in elementary schools. So far the English teachers are class teachers who are assigned by the schools to teach English or part-time teachers who hold an S1 degree in English education, but not English for young learners. Second, English for young learners has not been given a serious attention by stakeholders. It is proven from the fact that there is no systematic attempt to improve English instruction such as providing qualified books, teaching facilities, and media at schools. It is true that there are some books sold for elementary schools but they have not been through an editing and testing process before offered to the public. Third, as the consequence of the first and the second problems, the teaching of English is far from ideal, especially if seen from the teaching-learning process. The teaching methods used, for instance, are still traditional and do not reflect the concepts of teaching English to young children. A related impact is, of course, the problems that students face in their learning.

Teaching English in elementary schools is not as complex as that in high schools. In elementary schools, this is

mainly intended to introduce English in early years as well as develop a positive attitude toward English on the part of the learners (Local Content English Curriculum of Elementary School, 2007). The main emphasis is just put on students' communicative competence (spoken), i.e. in order to be able to use the language in simple everyday communication (ibid). Therefore, classroom activities, as suggested by the curriculum, are mainly realized through dialogs or transactional conversations and monologs, even though they are just in their simple forms. However, reading and writing are still given in class as a means for the students to memorize and understand meanings of words and sentences in context as well as to practice pronouncing meaningful English words (ibid).

To achieve the communicative competence as explained above, the teaching of English in elementary school is geared toward two goals, i.e. to give declarative knowledge and to enable the demonstration of procedural knowledge (ibid). The first refers to the introduction of English grammars and the latter means application of the grammars learned in real-life contexts. Hence, in Bali, the teaching of English is intended to teach the grammars (rules) and how to use them in simple communicative activities.

English is a foreign language for Balinese students and therefore, problems in learning unavoidably always arise. Moreover, English has never been learned by most of the students before entering their elementary schools. With regard to students' learning problems, a preliminary observation conducted by the researcher in SD Negeri 2 Banjar Tegal Singaraja revealed that some students of

the fifth year could not speak well when performing simple dialogs in front of the class. Even though the teacher had introduced the words used in the dialogs and drilled their pronunciation before asking them to perform it, they could not say the sentences fluently. This actually happened because they had difficulty in pronouncing the English words. For instance, when the students said the word "name", they pronounced /nim/ very often, instead of /neim/. Besides that, when the students said, "where is he from?", they uttered, "where's from". Another example is when the students said "collecting", they pronounced /colekting/. The alphabet C on the words "collecting" should, in fact, be pronounced /k/. What can be concluded from these two phenomena is that the students could not memorize the English pronunciation that they had learned in their long-term memory. This means that their speaking ability in terms of pronouncing English words needs to be improved.

The preliminary observation conducted by the researcher also probed the teaching method used by the teacher at the school when teaching dialog. Before asking the students to perform a dialog, the teacher usually introduces the new words contained in the dialog and then writes them down on the blackboard. The teacher also leads the students to the meaning of those new words in a question-answer technique. Following this is pronunciation drill. When the teacher is sure that the class has mastered the pronunciation of the new words, a dialog is given. First, the teacher models how to read it, followed by asking them to follow every part of the dialog that is read

by the teacher classically or in groups (drilling). Then a pair of students is chosen and asked to perform the dialog. After the pronunciation, the teacher then corrects the students' mispronunciation. Another pair of students are then called again and the same procedure applies. The teacher continues giving the chance for the other pairs until most of the students get their turns to perform the dialog.

From the method used by the researcher in teaching speaking (dialog) above, it is clear that the method used by the teacher is monotonous because it is done every time he teaches dialog. Even though it enables students to practice speaking, the content of the dialog has been determined by the teacher. Thus, it gives less chance for the students' creativity to get involved in creating it, or at least try to express their own ideas even in their simplest form. Since it is prepared by the teacher, the students could not use their prior knowledge maximally in the learning process. Another point that needs to be noted is that the students still make mistakes in pronouncing the English words, both in the dialog performance and in the other activities that follow it. For example, when a reading passage containing the words that have been learned is given after the dialog performance during the class or a week after, the students often forget the correct pronunciation of the words that have been just introduced by the teacher. From this phenomenon, it is clear that the students cannot retain the information about the correct pronunciation of the English words learned from the drilling practice in their long-term memory. In other words, they are easily forgetful in pronouncing the words correctly.

Based on the above problems, the teaching technique for teaching speaking/dialog needs to be modified or changed with a more motivating one. A technique which makes the students become motivated since elementary school students still belong to the beginner who naturally like fun activities in their learning; and yet, at the same time, it should enable them to remember the pronunciation of the English words learned. The technique should also guarantee the participation of all students in the class, especially in creating the dialog so that they can use the language that they have stored in their memory. If they get involved in every part of the learning process, they will easily remember what they have learned. In short, a technique which suits the students' characteristics as young learners and which enables them to considerably participate in creating the dialog needs to be put forward. Considering the above problems, the researcher proposes an alternative of teaching speaking to improve the students' interest, that is, by using an interesting strategy called "Jazz Chants Technique". According to Carolyn Graham, the creator of the technique, a Jazz Chant is an innovative way of teaching speaking for English as a foreign language child (Grulich et al., 2006). She says that a jazz chant is a fragment of authentic language which is presented with a consideration given to its natural rhythm (ibid). In other words, a teacher using jazz chants presents authentic language to students in the form of rhythm deriving from American Jazz. Thus, the rhythm, stress, and intonation pattern of the chant serve as a model of

what the students would hear from a native speaker in natural conversation.

Graham (2006) furthermore identifies some types of jazz chant, namely ritual chants for teaching common everyday expression, vocabulary chants for teaching vocabulary, and grammar chants for teaching basic grammars (Grulich et al., 2006). Therefore, jazz chants are an innovative and exciting way to improve student's speaking and listening skills while reinforcing the language structures of everyday English. Jazz Chants use the music of jazz in which the lyrics of the song are short so the students will enjoy their learning. Bridges and Wright (2002) added that teachers can write their own chants to fit the material and vocabulary for their own units of study. Jazz chants can be poems that use jazz rhythms to illustrate the natural stress and intonation patterns that are usually used to lose boring time (Brodkey, Dean, and Shore, Howard, 1979). Actually, Jazz Chants can also be sung by all of the people to avoid stress and make them happy in order to forget all of their problems (Brodkey, Dean, and Shore, Howard, 1979). Bridges and Wright (2002) stated that students can create chants with their teacher and then may perform the chants in small or large groups. By this, jazz chants, thus, are able to give students an engaging way to learn. Gilleece (2006) stated that music and language are both human universals which always exist everywhere humans live. Thus, by integrating rhythms/music in the learning processes, it is hoped that the students as young learners will get more engaged in the language learning itself because music is universally favored by all human beings. Grulich et al. (2006)

specifically point out that an important reason for teaching jazz chants is that the rhythmical aspect of them is a powerful tool for memory. When vocabulary is presented to students with a beat, they exemplify, they easily remember the words. In line with Grulich et al., Besson et al. (1998) contend that from a cognitive standpoint, music is a whole-brain activity which facilitates such areas as memorization and vocabulary acquisition. Furthermore, music triggers the imagination and leads to greater creativity, as well as acts as a powerful motivator.

II. DISCUSSION

2.1 Teaching English in Elementary Schools in Bali

Based on the Local Content English Curriculum for Elementary School, the goals for teaching are to introduce the target language, in this case, English, since early years as well as to develop students' positive attitude toward English. The main competency that should be the major focus is that related to oral discourse, which mostly occurs in daily life contexts, especially at school. What is meant by discourse here refers to events of communication which are related and determined by the topic of communication, the interpersonal relationship among the participants, and the form of the communication, whether it is oral or written? Discourse competency, practically, is realized through dialogs or transactional conversations and monologs.

In general, there are two things which become the content of any language education program, i.e. declarative knowledge which focuses on

grammars and procedural knowledge which emphasizes on the use of linguistic rules in real communication. With regard to the goals of teaching English in Elementary School in Bali above, the teaching of English in Bali is in fact directed toward procedural knowledge, that is, giving linguistic knowledge as well as how to use it in simple communicative activities. Thus, eventually, students are hoped to have communicative competence.

Communicative competence refers to the ability to communicate both in oral or written form. This implies that English lessons should be as many as possible attempted to give communicative practices to students. This also means that elementary school's children should be directed to be able to listen to simple utterances (listening), speak in simple forms (speaking), understand simple written English texts (reading), and express information or ideas in the written mood (writing).

The scope of English education in elementary schools in Bali province is the development of classroom discourse, that is communication which is limited on the things that are under reach for the students to speak about, such as the things around school life. Therefore, themes are just arranged around the things that they need such as identity, family, school, clothes, animals, house, foods and drinks, human body, public places, transportation, and hobbies. To be able to talk about these themes, they need to be equipped with some concepts such as numbers, alphabets, names of objects, colors, actions, and locations, time, ability, shape, quality, quantity, size, appearance, feeling, and comparison.

The teaching of English in elementary schools in Bali is conducted under the following principles, i.e.

1. teaching and learning is directed toward the attainment of competence
2. meaning is important in communication
3. meaning is determined by the context of language and situation
4. teaching English in elementary schools is theme-based
5. teaching English is done integrated
6. rules about language are given through communication activities
7. motivation is a key factor for students' success in learning
8. learning material and activities should be contextual and meaningful for students
9. students are the subjects, not the objects of learning
10. teachers should take the roles as an active director, advisor, motivator, evaluator, and facilitator

2.2 Speaking Competency in the Fifth Grade of Elementary School

Competency focused here is that in the fifth year of elementary school because the research will investigate the speaking skill in that grade. Based on the Local Content English Curriculum for Elementary School Standard, the teaching of English in the fifth year of Elementary School is directed toward the achievement of a standard competency. Speaking competency that should be obtained by

the students, then, is specifically formulated in some basic competencies.

In the first semester of the fifth year of Elementary School, the standard competency that should be achieved is stipulated as follows.

“to communicate orally and in written form, i.e. listening, speaking, reading, and writing, which are used for simple interactions in class by referring to the themes suggested, i.e. personal identity, daily activities, school environment, family, house, clothes, including such concepts as color, number, action, time, models, pronoun, preposition, to be, present continuous tense and simple present tense.”

This standard competency is then broken down into some basic competencies which can be seen below (Kurikulum Muatan Lokal Provinsi Bali by Pustaka Tarukan Agung, 2006):

2.3 Speaking Skill

Speaking is the ability to seek and giving information, expressing their thoughts, feelings, and ideas and engaging in social interaction using appropriate expressions (Chitravelu et al., 2005). Furthermore, Tarigan (1985) in Sugihartini (2005:4) defines speaking as a skill of pronouncing words or articulating sounds to express or say thoughts, ideas, and feeling. Hence, speaking involves the production of language.

Based on Chitravelu et al. (2005), speaking is closely linked to listening. The teaching of oral skills entails both listening and making appropriate responses for various purposes and in various contexts. This component, therefore, helps to develop pupils' oral skills to enable them

to seek and give information, express their thoughts, feelings, and ideas and engage in social interaction using appropriate expressions. Proper pronunciation and the use of appropriate register are also emphasized throughout the development of pupils' oral skills. Of all the four language skills, the speaking skill is probably the one most affected by personality features. Students who are confident and have experienced success are likely to be more motivated and more willing to try harder. In the development of speaking skill, you need to provide opportunities for students to learn two very important aspects of spoken language. This is the production of a range of correct and appropriate words and structures as well as correct use of phonological features like pronunciation, stress, intonation, rhythm, etc. In addition, you need to teach fluency which is the ability to produce speech that has 'normal flow': is spoken at normal speed, does not have too many unnecessary pauses when the speaker is at a loss for words, etc.

Richards (2008) states that speaking is an important dimension of conversation to be used that is appropriate to the particular circumstances. Different styles of speaking reflect the roles, age, sex, and status of participants in interactions and also reflect the expression of politeness. Different speech styles reflect perceptions of the social roles of the participants in a speech event. If the speaker and hearer are judged to be of more or less equal status, a casual speech style that stresses affiliation and solidarity is appropriate. In line with this, Harmer (2007) said that speaking activities are designed to provoke 'speaking- as- a-

skill', where there is a purpose for talking which is not just linguistic.

Learning to speak is a developmental process. The process approach to speaking focuses upon the exploration and awareness of what the writers actually do and what they chose when they read. A process approach to speaking helps students to read as a professional speaker, choosing their own topics and genres, and writing from their own experiences or observations. A speaking process approach requires that teachers give students greater responsibility for, and ownership of, their own learning. Students make decisions about genre and choice of topics, and collaborate as they speak.

Richards (2008) says that talk as interaction refers to what we normally mean by "conversation" and describes the interaction that serves a primarily social function. When people meet, they exchange greetings, engage in small talk, recount recent experiences, and so, on because they wish to be friendly and to establish a comfortable zone of interaction with others. The focus is more on the speakers and they wish to present themselves to each other than on the message.

Harmer (2007) said that good speaking activities can and should be extremely engaging for the students. If they are all participating fully and if the teacher has set to the activity properly and can then give the sympathetic and useful feedback, the students will get tremendous satisfaction from it.

2.4 Using Rhymes and Songs in Teaching Speaking

Carolyn Graham (1979) states that all children love rhymes and likes to repeat them again and again. The children can use either traditional rhymes or modern rhymes. Rhymes are repetitive, they have natural rhythm and they have an element of the fun of playing with the language. Children play with language in their mother tongue, so this is a familiar part of their world and it has an important part to play in their learning process.

Eken (1996), Hill (1999), Horner (1993), and Lo and Fai Li (1998:8) state that since the meaning is an important device in teaching speaking, it is important to contextualize any speaking point. Songs are one of the most enchanting and culturally rich resources that can easily be used in language classrooms. Songs offer a change from routine classroom activities. They are precious resources to develop students' abilities in listening, speaking, reading, and writing. They can also be used to teach a variety of language items such as sentence patterns, vocabulary, pronunciation, rhythm, adjectives, and adverbs.

As stated by Lo and Fai Li (1998:8), learning English through songs also provides a non-threatening atmosphere for students, who usually are tense when speaking English in a formal classroom setting. Songs also give new insights into the target culture. They are the means through which cultural themes are presented effectively. Since they provide authentic texts, they are motivating. Prosodic features of the language such as stress, rhythm, intonation are presented through songs, thus through using them the language which is cut up into a series of structural points becomes a whole again. There are many advantages of

using songs in the classroom. Through using contemporary popular songs, which are already familiar to teenagers, the teacher can meet the challenges of the teenage needs in the classroom. Since songs are highly memorable and motivating, in many forms they may constitute a powerful subculture with their own rituals. Furthermore, by using traditional folk songs at the base of the learners' knowledge of the target culture can be broadened. Correctly chosen, traditional folk songs have the dual motivating attack of pretty tunes and interesting stories, plus for many students- the added ingredient of novelty (Hill, 1999:29). Most songs, especially folk songs, follow a regularly repeated verse form, with rhyme, and have a series of other discourse features, which make them easy to follow. In consequence, if selected properly and adopted carefully, a teacher should benefit from songs in all phases of teaching grammar. Songs may both be used for the presentation or the practice phase of the grammar lesson. They may encourage extensive and intensive listening, and inspire creativity and use of imagination in a relaxed classroom atmosphere. While selecting a song the teacher should take the age, interests of the learners and the language being used in the song into consideration. To enhance learner commitment, it is also beneficial to allow learners to take part in the selection of the songs.

2.5 Jazz Chants

2.5.1 The definition of Jazz Chants

According to Carolyn Graham, the creator of the technique, a Jazz Chant is an innovative way of teaching speaking for English as a foreign language child

(Grulich et al., 2006). She says that a jazz chant is a rhythmic presentation of natural language, linking the rhythms of spoken American English to the rhythms of traditional American jazz. In other words, a teacher using jazz chants presents authentic language to students in the form of rhythm deriving from American Jazz. Thus, the rhythm, stress, and intonation pattern of the chant serve as a model of what the students would hear from a native speaker in natural conversation.

In addition, according to Ann Kennedy (expertvillage.com), Jazz Chant is a poem that uses jazz rhythms to illustrate the natural stress and intonation patterns of conversational language in teaching speaking. She also contends that Jazz Chants provide an innovative and exciting way to improve the student's reading skills while reinforcing the language structures of everyday situation.

2.5.2 The Features of Jazz Chants

Grulich et al. (2006) state that jazz chants have some characteristics as follows:

1. A jazz chant must use natural and real spoken language
2. A jazz chant must have useful language
3. A jazz chant must be appropriate language (relevant to the age group and its level)
4. A jazz chant has to have four-beat rhythm: 1, 2, 3, 4 (sometimes there is no word spoken on a beat, but a clap, tap, or pause will indicate the beat. The first beat is the first stressed word, which is not always the first word of the line.

In the example below, the first beat is like not do or you.

Example:

Do you	LIKE	it?	(clap)	YES,	I	DO
	1		2	3		4

2.5.3 The Advantages of Jazz Chants

There are some advantages of using jazz chants (Grulich et al., 2006), namely:

1. Jazz chants use natural spoken English. By using jazz chants, students are introduced with the target language in its natural stress and intonation
2. Jazz chants can be used in classes of any size
3. Jazz chants do not require any special materials
4. Jazz chants can be used with all age groups

2.5.4 The Uses of Jazz Chant

According to Ilciukiene (<http://www.hayo.nl/tesolanz.html>), jazz chants can be used in the English classroom for a variety of reasons: 1) to teach the natural rhythm, stress, and intonation; 2) to recall a grammatical point; 3) to teach language functions; 4) to enlarge vocabulary; 5) to develop students' listening and speaking skills; 6) to introduce the students with target language culture; 7) to create an interesting relaxing atmosphere; 8) to renew students' energy, as more formal teaching is "lightened"; 9) to encourage pupil participation, thereby giving confidence to shy pupils; 10) to increase students' interaction, which provides fluency practice and reduces the domination of the teacher; 11) to reduce the distance between teacher and students by the use of fun activities, etc.

There are some purposes of Jazz Chants in teaching learning process that was used in University of Delaware Prepared by Mohamed Loutfi of EL Institute

(<http://www.hayo.nl/tesolanz.html>):

1. They introduce and reinforce the language structures and functions of everyday spoken English.
2. They provide an innovative, exciting and effective way of improving students' speaking and listening skills.
3. They are simple and repetitive, providing students with the language they really use.
4. They appeal to students of all ages and work with large classes.
5. They simulate pair work and role-playing activities.
6. They will surprise, inspire and delight students and teachers alike.
7. They fire the students' imagination and help them remember difficult words and expressions.
8. They help students combine grammatical syllables with functional dialogues to produce practical and natural sounding English.
9. They constitute a context for language use for learners.
10. Students become themselves when they sing or play.

From the different purposes above, it can be concluded that, the use of Jazz Chant Technique is to help the students to understand about speaking text given by the teacher and to motivate the students in improving their skills in

speaking comprehension by using the variety of teaching, for example, using songs and rhymes in teaching speaking. Besides that, the aim of Jazz Chant Technique is that the student will be able to pronounce the jazz chants given orally and accurately with the right keywords stress, rhythm and intonation pattern and the student will be able to exchange general information with another person.

2.5.5 The Procedure in Making Jazz Chant

According to Graham in Ilciukiene (<http://www.hayo.nl/tesolanz.html>) provides the following guidelines for writing a chant:

1. Step one: the teacher should write a simple statement: e.g. I went to a very good movie last night.
2. Step two: Her/ she should tap out a steady one two three four beat and say the sentence with the underpinning of rhythm.

1	2	3	4
I went	to a very good	movie	last night

To achieve the rhythm, Graham suggests beginning with clapping finger snapping or tapping on the desk. Sometimes the students can clap along with the teacher to get a strong sense of the beat. It is also important to remember that the first beat of the chant will fall on the first stressed word of the sentence.

3. Step three: the teacher may add a logical question which relates to the sentence.

1	2	3	4
Where did you	go	*	*

4. Step Four: Graham advice to put the question and answer together and to have a simple two-part chant. It is possible to create variations by changing the question from “where” to “when” and shifting the stress in the question “where did you go?”

As the result of the four steps above, students can be exposed to natural rhythm pattern, idiomatic expressions, and a variety of other benefits.

In the classroom, the teacher may wish to explore further ways of exploiting the songs or rhymes and keeping students listening. Here are a few further suggestions in creating jazz chants:

- a. In making Jazz Chants, the first thing for the teacher does is the songs of Jazz Chants must be based on the topic of teaching speaking
- b. Arrange each of the words become a song that with a suitable rhyme for children
- c. Write the songs into the media so that the children can read all of the lyrics in the songs
- d. The lyrics of the songs must be short and the words must be easy to understand by the children
- e. Examine your Jazz Chants Technique to make sure it emphasizes the logical flow of information

2.5.6 Some steps for teaching by using Jazz Chant

Jazz chants: suggested steps for teaching:

1. Ask questions about the chant. Teach unknown vocabulary.
2. Model the entire chant, using a rhythmic beat.
3. Say each line slowly, having the students repeat after you in unison.
4. Repeat step 3 at a faster pace.
5. Ask the questions and have the students answer.
6. Have the students asked the questions and you answer.
7. Divide the class into two groups, one to ask the questions and the other to answer.
8. Have one student play the role of teacher, asking the questions while the class answers.
9. Have two volunteers say the chant by themselves. Keep working with the chant in

2.5.7 Types of Jazz Chants

- a) A ritual Chant which uses common exchanges in everyday talk.

The example clapping and stamping of this chant is demonstrated like this:

Have A Nice Weekend

HAVE	a nice	WEEKend
1		2
THANKS	you	TOO!
3		4
HAVE	a nice	WEEKend
1		2
THANKS	you	TOO!
3		4

From the above chant, the four beats are shown by 1, 2, 3, and 4 beats. In the application, the beats are represented by a clap of students' hands. In the example above, all claps come with words from the lyric. However, there are cases when the claps do not accompany words. The example of this is given in the example of vocabulary chant below.

- b) A vocabulary chant which is used for introducing and teaching vocabulary.

These are the easiest kind of chants to learn. When working with young learners, teachers should include things the children are familiar with such as animals, food, and classroom items. The following are the steps of creating a vocabulary chant:

1. Step one: Choose a topic
2. Step two: Write down 10 words that relate to the topic
3. Step three: Separate the words into sounds according to the number of syllables
4. Step four: Choose three of the words with different numbers of syllables.

Below are some example words found in the classroom and their beats for a simple vocabulary chant. To find the beats, just say the words and count the syllables, Ruler, Eraser, Chair:

Ruler, Eraser, Chair:

Rul-er (2 syllables)

E-ra-ser (3 syllables)

Chair (1 syllable)

To make a chant from the three classroom items, first, put them in order of

a number of syllables. The first word should have 2 syllables, the second word, 3 syllables, and the third word, 1 syllable, as demonstrated above. [Note the different word pattern in the third line below].

<i>Ruler, Eraser, chair</i>			
RULer,	eRAser,	CHAIR	(clap)
1	2	3	4
RULer,	eRAser,	CHAIR	(clap)
1	2	3	4
RULer,	eRAser,	CHAIR	eRAser
1	2	3	4
RULer,	eRAser,	CHAIR	(clap)
1	2	3	4

As mentioned previously, there are cases when claps do not necessarily accompany the words of the lyric of the vocabulary chant above.

- c) Grammar chant which reinforces a grammar point (i.e. a verb tense, a plural form, an article).

In the example below notice that the first beat is not the first word of the line:

<i>I Like A Lot</i>			
I LIKE it.	(clap)	I LIKE it	a LOT
1	2	3	4
I LIKE it.	(clap)	I LIKE it	a LOT
1	2	3	4
I LIKE it.	(clap)	I LIKE it	a LOT
1	2	3	4
I LOVE it.	(clap)	(clap)	(clap)
1	2	3	4

Here, beat 2 in line 1-3 does not accompany words for the lyrics. Either does beat 2, 3, and 4 in the last line.

A simple sentence can easily be turned into a yes/no question practice pattern with a short response. In teaching, the teacher can divide the class

in half, with one half chanting the question, and the other half chanting answer.

Example:

I Like A Lot

(Group A)	Do you	LIKE it?	(clap)
		1	2
(Group B)		YES	I DO
		3	4
(Group A)	Do you	I do	TOO
		1	2
(Group B)		I do	TOO

2.5.8 The application of Jazz Chant Technique

Jazz chant as a teaching technique could be applied in some ways, one of which is presented in the steps below.

1. Introduce how to create a song after the speaking text has been read to help students recall and reconstruct what happened
2. When students somewhat familiar with the song and it is used as a post speaking activity, the teacher may begin to use the Jazz Chants technique to motivate speaking skills of the students
3. c. Students may be given some minimal information and asked to predict the what song is about or maybe shown the completed songs to predict what else may occur
4. After singing the song, the teacher tells the students about the rhymes of the songs and the students may continue to sing the songs
5. The songs of Jazz Chant technique may also be used as a post speaking activity

2.5.9 The advantages of Jazz Chants Technique

Based on Musical Activities for Young Learners by Cakir (1999) it is stated that there are some advantages in speaking learning process by using the technique of Jazz Chants:

1. Songs, rhymes, and chants are wonderful means of teaching stress and intonation patterns of English.
2. Play and music are a source of motivation, interest, and enjoyment.
3. Music and rhythm make it much easier to imitate and remember language than words.
4. You can use a song or a chant to teach children the sounds and rhythm of English, to reinforce structures and vocabulary, or as Total Physical Response.
5. The children are motivated by the music, by the variety of rhythms, by the instrumentation (guitar, contrabass, percussions), by the different voices involved (Masculine, feminine, child, adult) and by the themes (boys/girls, circus, family, animals, etc.).

2.6 Empirical review

Jazz chants as a technique for teaching natural English stress, intonation, and pronunciation for speaking class has been widely used in all over the world, starting from the USA where this technique was created, Europe, Asia, and Africa. The following are some reports from some teachers pertaining to their experiences in using Jazz Chants (http://www.hayo.nl/teso_lanz.html):

1. Reported by Debbie Jones, England on 18 March 2008 - 05:32, Jazz Chants are a fun fairly simple way to practice rhythm and stress in pronunciation. Sounds are also always easier to copy in songs/chants and the whole group will get engaged.
2. Reported by H. Naseema Parveen, Jazz Chants can also help teach stress and pronunciation. Students of different age groups love to hear songs because of the music. They not only repeat the words after listening to it but are also able to imitate it in terms of stress and pronunciation. It has been tried by H. Naseema Parveen on his students and it worked wonders making classes lively and interesting.
3. Reported by Anup Ghosh from India, the rhythm in chanting is very helpful: it is a natural way to retain and repeat, and also rejuvenate a stressed class. Any level can benefit, finding the pronunciation patterns of new sentences especially stress and intonation.
4. Reported by Roberta King from Mexico, Chants are great for people of all ages, not just children. There are many websites where you can find great chants, nursery rhymes, and children's action songs to use in your classes depending upon their ages and abilities. As most of my students are adults, I use tongue-twisters as chants to help them improve their pronunciation.

5. Reported by Luis Sepúlveda from Chile, he said, "Chants are great! When I started using chants I thought "Oh, they're so dull", but when I tried them I realized that my students loved them, they really enjoyed them. Besides you can tell your students to do the actions as they sing the chant".

Specifically, in Bali, there have been many researchers who have studied the use of songs for teaching English. However, the focus is mainly on teaching vocabulary and none has been reported on the use of Jazz Chants. Therefore, to conduct an action research on the use of Jazz Chants to improve the elementary students' speaking ability, particularly in terms of pronunciation and fluency is worth doing.

In the present study, the Jazz Chants used were those offered by Graham who classifies Jazz Chants into ritual chants for teaching common everyday expressions, vocabulary chants for teaching vocabulary, and grammar chants for teaching basic grammars (Grulich et al., 2006). The inclusion of vocabulary and grammar chants are in support with the Local Content English Curriculum of Elementary School, (2007) as they represent declarative knowledge, which is, further, very important for the mastery of procedural knowledge, that is, communicative competence. Yet, the main purpose is still for teaching speaking.

III. CONCLUSION

Referring to the findings and discussion in Chapter IV, several conclusions can be drawn.

1. Jazz chants proved to be able to improve the students' speaking skill, especially in terms of their pronunciation and vocabulary. This was reflected in the improvement of the mean score from 54 (categorized poor) in the pre-test to 65 (categorized sufficient) in post-test 1 and 80 (categorized good) in post-test 2.
2. From the results of the questionnaire conducted in the third meeting in each of the two cycles conducted, informal interview, and researcher's diary, it was apparent that the students responded very positively toward the use of jazz chants in their class.

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