

Asep Darojatul Romli,M.Pd

ABSTRACT

The research was aimed to find out how to usefull jazz chant technique for English pronunciation and helping the students develop their pronunciation mastery.

The method used in this study was Classroom Action Research (CAR). This research was conducted following Kurt Lewin design with the following procedures of the action research: Planning, Acting, Observing/Evaluation, and Reflecting. The research was carried out in two cycle. Each cycle consisted three meetings. The object of this research were the students of the second year of SMP Islam Telukjambe in academic year 2019-2020. The subject of this research is VIII.2 class consistted 40 students. The data were gethered in this research through observation fiel note and reading test.

The result of the research showed that there was can be use jazz chant technique for English pronunciation. It was proved by the data observation field note. The students activities always develop in every meeting. The students development such as activeness and enthusiasm of students in following the learning process. And also, it was proved by the recording reading test showed the students have better English pronunciation ability at each meeting. In the application jazz chant technique in the classroom that affect the pronunciation students such as, reading chant repeatedly so that the students are able to pronounce the word correctly, flick finger and clap hand can help students to adjust the intonation of each word, and using rhythm marker that can influence stress the students' pronunciation. In conclusion jazz chant technique is can be used in English English.

Keywords: Improve, English Pronunciation and Jazz Chant Technique

INTRODUCTION

In this world, there are many kinds of states and different cultures. That is cause why the human need a tool to socialization in other state. Therefore, language has become an international language. That is language as unique system made by the human. Language is a system communication by sound, operating through the organs of speech and hearing, among members of a given community, and using vocal symbol possessing arbitrary conventional meaning.

English as international language requires human fluent in using it. As a second language or in other word is foreign language, English has been taught in the schools as the compulsory subject for academic purpose especially to the use to communicate. There are many aspects that we need to pay attention as a requirement to master English. One of them is to prononce or produce the sound in a good away, because successful language learner is the person who can't only use the language, but also can communicate in it.

Pronunciation is very important in oral communication because if we mispronounce even one word, people can misunderstand. To reduce it the teacher must equip the English learner with accuracy and fluency in understanding, responding, and also expressing themselves.

A jazz chant is the rhythmic expression of standar American English as it occurs in a situational context. Just as the selection of a particular tempo and beat in jazz may convey powerful and varied emotions, the rhythm, stress, and intonation patterns of the spoken language are essential elements for the expression of the feeling s and intent of the speaker.

A jazz chants is a rhythmic presentation of natural language, linking the rhythms of spoken American English on the rhythms of traditional American jazz chants. At first she had the idea off making jazz chants when she played piano at a cafe and realized that jazz music is easy listening, furthermore it has constant beat. She designed jazz chant to teach the natural rhythm, stress, and intonation pattern of conversational American English. Chants are different from nurseri rhymes or songs that distore the spoken language for poetic effect. Jazz chants can be constructed by anyone without have difficulties.

The researcher chose SMP Islam Telukjambe as the object of this research because the researcher is one of the school alumnus and the researcher experience during field experience program activity in the school, so the researcher knows a lot of information about the learning condition in that school. The researcher is also well acquainted with the principal and teachers at school and they are very cooperative to help the researcher for implementation the research includes preparing the main instrument needed by the researcher such as: tape recorder and marker. The researcher also knows a lot about language skills of students in the school because she used to learn there and got a lot of information from the school's English teacher who is a schoolmate of the researcher.

THE RESEARCH METHODOLOGY

Subject of the Research

In this research, The researcher selects the second year of 8.2 class which consist of 40 students in the 2019-2020 academic years as the subject of the research.

The Location and Time

The research will take in SMP Islam Telukjambe , The school is located at Jl. Badami Kp.Cibogo Desa Margamulya Kec. Telukjambe Barat Karawang. I this research focusing the second year students in English pronunciation using jazz chant technique. It has taken one month with 2 cycle and every cylce has three time meeting to see the preference in learning process.

The Design of The Research

The design used in this study is Classroom Action Research (CAR). Action research is any systematic inquiry conducted by teacher researchers, principals, school conselors, or other stakeholders in the English/learning environment to gather information about how their students learn. It means the CAR is aimed to overcome problems in English learning process to improve educational practice.

According to Kember who stated that action research has several major characteristic; (1) action research is concerned with social practice which involves direct interaction of teacher and group of students (2) action research is aimed toward improvement (3) action research is a cyclical process which some phasea of planning,

Population and Sample

Population

Sugiyono (2008:140) states that population is an area of generalization which comprises object or subject that has quality and certain characteristic determined to be analyzed and then made a conclusion by researcher. the researcher would like to generalize the results of the study. The population of this research is SMP Islam Karawang.

Sample

According to Fraenkel and Norman (2003:97, sampling refers to the process of selecting individuals. Sample in a research study refers to any group on which information is obtained. The sampling technique used for this survey research is a cluster-simple random sampling – taking a sample in cluster, random, and simple ways. SMP Islam Karawang of 8.2 class which consist of 40 students

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The research design of CAR in this research is a collaborative classroom action research. It means the researcher collaborates with the English teacher of SMP Islam Telukjambe. In carrying out the research, the researcher will use jazz chant technique for English pronunciation to the students. While, the real English teacher's role is as a collaborator, who is observe English learning activities during the pronunciation learning process. The real English teacher not only as an observer but also as a collaborator who helps the research designing lesson plan, giving assessment, and analyzing data.

The procedure of the research

The researcher uses the classroom action research procedure based on Kurt Lewin design. It consists of two cycles in which each cycle contains four phases; planning, acting, observing, and reflecting.

Kurt Lewin's Action Research Design

The Classroom Action Research using Lewin's design consists of four phases: planning, acting, observing, and reflecting within one cycle. If the first cycle finished but still found any problem, it is necessary to continue to second cycle with the same concept of the first cycle. Those are planning, acting, observing, and reflecting. In addition, before entering the cycle of classroom action research, the researcher conducts the preliminary study. According to Mills preliminary information gathering is taking time to reflect on your own beliefs and to understand the nature and context of your general idea. It is aimed to gain data about problems faced by teacher and students in English-learning activities and needed to be solved. The researcher conducted interview to the English teacher in terms of the techniques and activities employed in English pronunciation and giving questionnaire to the students in terms of learning English.

Cycle I

Cycle I consisted of planning, action, observation, and reflection as follow:

The crucial problems were students' problem in pronouncing. The problems were; the first, the students always did mistake in grammar and pronunciation aspect. The second, the students were afraid or making mistake in speaking English. It indicates that the students had limited vocabulary. In addition, the ability to pronounce English is the most difficult skills to be taught and learned, this is caused by several factors including lack of adequate learning resources, skills and energy of the teacher.

Planning

This step is consisting of following procedure:

- 1) Determining the material which will be given for the students and suitable for their level.
- 2) Make a learning plan which will be implemented in learning and English process, they are: syllabus and lesson plan.
- 3) Developing lesson plan. Improving the draft learning set that is involved in students' book, lesson plan based on the pronunciation ability of the students.
- 4) Preparation source of learning.
- 5) Making and organizing assessment tools as instrument.

Action

The procedure in acting as follow:

Do a English learning process based on the lesson plan that was made. It is integration between lesson material and practice. In this stage, English and learning process have done and the researcher deliverya material.

The use jazz chant technique for English pronunciation. There are some steps in English pronunciation by using jazz chants technique:

- a) Talking about the title of the chant.
- b) Familiarizing students with the chant, singing or playing on tape or sound system, stressing the rhythm of the chant by using different rgythmic instrument.
- c) Students open their books or teacher write the text of the chanton the whiteboard
- d) Students try the chantas a whole class, then the teacher can divide them phantomime or actthe chant out while singing.

Observation

In this stage, the researcher and English teacher make a note of all the activities which teacher and students during English and learning process which consist from opening, implementation materials and closing of the activity. This activity named observing.

Reflection

Reflection will be done in the end of cycle. The result which gotten in observation step will be collected and analyzed and also evaluated.

1. The result of the research is collected and then analyzes by the researcher.#
2. Discuss the result that have gotten by the researcher with English teachers to know and consider effect of the action.
3. Revising the implementation of action based on the result of evaluation. The result of the reflection will be a revision for the next cycle.

Cycle II

In the second cycle, all of the activities are same with activities in the first cycle. However, every activity in the second cycle will be done revision based on reflection in the first cycle. If problems remain unsolved, there will be the third cycle and maybe there will also be the fourt cycle.

Technique of Data Collection

In this resesarch, the researcher used the classroom action research to collect the data. This research consist of two cycle , each of cycle consist of planning, acting, observing, and reflecting.

Instrument of The Research

Classroom action research is action research that combines with research activity or data collection with the use of result, this activity is done on both sides from a spiral such us plan, action, observation and reflection.

There are some instrument for this research. They are observation field note and test. The researcher gave the test in form reading test, ask the students to read the test and it record by audio recorder. The test was given to the students to know the students pronounciation ability after using jazz chant technique in each cycle. Observation field note used in every meeting during learning process. It was one way to collect data in observation papers, the collaborator wrote and note all of the students' activities such as management of class, interaction between researcher and students, interaction between student and the other students, and the other aspect could be noted as the sources to collect data. Field note used to see and note real activities process in the classroom.

Technique of Data Analysis

The data of this research were analyzed using qualitative and quantitative analysis. The qualitative analysis was used to describe the characteristic of the data, while the quantitative analyze was used to analyze score of the data. The research used qualitative analysis to see the preference that happened in learning process and to know the data of learning result.

Koshy suggested using 3 data analysis processes developed by miles and huberman, namely:

(1) Data Reduction, (2) Data Display, (3) Conclusion Drawing/Verification



THE RESEARCH RESULT

Assessing Classroom Problem

On Saturday 02nd Desember 2019 at 10.00 a.m the research returned to school. When arriving in the school the researcher directly came in the office and met with the deputy headmaster. The deputy headmaster said meet Mrs. Zian and students to notify that researcher will conduct research after exam and also weeks of sport and art.

The research met with Mrs. Zian in 2nd English room and directly interacted while giving the license to her. The researcher asked to the teacher that kind of the researcher research was classroom action research and this research will be applying jazz chant technique for English pronunciation. Afterwards she asked about the time of the research that would be done next. The researcher then said that the time of doing research would spend 6 meeting, which the object of the research was class VIII. 2. After describing to Mrs. Zian, she continued to tell the researcher that the ability of the students focus on pronunciation was low of average. There are several things that make students have a low pronunciation. Firstly, students feel learning English is difficult and boring. Secondly, students do not have an interest in learning English. Thirdly, students are still usually difficult to distinguish in mention words that are similar in pronunciation and also sometimes read/mention English words in accordance with what is written. And also among students who did not want to speak because they are shy and also afraid of mispronouncing English. The teacher then asked me to come in the school on twice a week, Monday and wednesday. The researcher permits and said thank you to the teacher.

After met with the English teacher , the research met with the students beside the physic room and directly tell about the research.

Finding Description

Activities Description of Cycle I

Planning

After the research decide to apply jazz chant technique, the research prepared the technique as follow :

1. Preparing chant that can attract students learning interest.
2. Practicing jazz chant
3. Make a learning plan which implemented in learning and English proccess, they are: Syllabus and lesson plan which be implements in the cycle 1 in the first meeting, second meeting and third meeting.
4. Preparing print –out and media for research.

First meeting

The first acting in the classroom was on Friday 07th December 2020. The researcher came to the school. The researcher directly met with Mrs. Andi Nilawati and Mrs. Zian. Mrs. Zian was not in the office because she was watching the exam. Mrs. Andi Nilawati suggested that researcher to be the supervisor of the exam in the last hour, so that researcher could do some research after the exam, the researcher agreed. Mrs. Andi Nilawati informed the teacher who was going to supervise to be replaced with the researcher. The teacher agreed because at that time she also prepared training for students who would take a part in the competition.

After the bell was ringing, the researcher came in class 2nd local language room. When the researcher entered the class room, the students are happy. About 1 hour, students have finished the exam. The researcher instructed students to take a rest for a few minutes before doing the research.

The researcher started the English-learning process with opening the class by greeting and praying together. After that, the researcher gave a motivation to make the students enjoyable in study and conveyed the study target. After that, the researcher explained to the students that she did not teach as when she was field experience program but at that time she did research. Before the researcher continued the learning process for the first time, the researcher would be teach them pronunciation by jazz chant technique. The researcher asked the students “who know what is pronunciation or heard ?” the students just keep silence and suddenly one of them ask the researcher “apa kita bilang kak?, bisa ki translate”.

Second Meeting

On Saturday 08th December 2020 at 11.00, the researcher arrived in the school and the researcher wait until the exam is complete and will continue the research. Previously researcher and students had agreed that research on Saturday would be held after the exam in the English language room. A few minute later there were several students who arrived in the English language room.

The researcher presented the material. The class was opened at greeting and praying by students. Then, the researcher call the role students, giving motivation dan conveyed the study target. There was 40 students attended the day. The topic was *Friends*.

The researcher then divided the students into 4 group. After that, the research explained what jazz chant technique and presenting jazz chant in the classroom. Students see interested in the explanation of jazz chant and asked the researcher to star.

example “Hi how are you ?” . “Fine, how are you ?” . students read it by spelling the word by word. After wrote a simple chant on the white board, the researcher instructed them to read it together and it was heard that students read the chant by reading normally and some even read according to their writing. After that the researcher gave an example and practiced how the chant was in accordance with the jazz chant technique. For example, in the word “hi” the researcher raised the little tone of voice and in the sentence “how are you” the researcher played down the sound with a rather fast tone, as well as the next sentence. There were some students who seemed to nod their heads in signs their understood but many were just joking. After the researcher saw that there was already curiosity and wanted to learn from students, the researcher then read/practiced the chant with various rhythms together with pointing one by one group to practice the rhythm. So the rhythm in each group is different, it aims to attract students’ attention and be varied so that students do not just focus on one rhythm so that the students can focus and understand the pronunciation rather than the chant/rhythm singing. When the researcher point to one group at a time and invite students to read the chant according to some rhythm that has been practiced. When researcher and students read chants, researcher flick her finger followed by students. when the researcher flick the finger to set intonation when the students the students read the chant. The class atmospher at that time began to be crowded because there were already several students who were interested in this jazz chant technique but there were also some students who were always laughing. After pointing each group, the researcher reading the chant followed by all students in class.

After all students have understood the jazz chant process, the researcher shared a paper containing chant tittle “ Friends” and told students that they read the chant “friend” like by reading a simple chant before but with a variety of different rhythms.

The researcher practice the pronunciation of chant “friends” and asked students to repeat after her. The students were very anthusistic followed in learning but there some students still played and noisy. In the second meeting the students’ not too fluency but pronunciation more increase than the first meeting. The researcher gave the paper to study at home. The last, the researcher than conclude the material and closing the class.

Third Meeting

On Tuesday 11th December 2020 at 10.15 a.m the researcher arrived in English language room. Before went to school, the researcher had contacted one of the students

because in that week there are had been an activity of sport and arts. The researcher informed him that she would continue research in the English language room.

The researcher opened the class by greetings and reciting Basmalah together with all the students. Then, the researcher asked the students about the word they think are difficult to pronounce. There are some students answer together and make the class noisy. The researcher tapped the table several times to reverse the calm learning environment and allow students to mention difficult words one by one. Amoe many words in the “friends” chant, most students still cannot read the word, like “I’ve” because they are confused. So the researcher writes on whiteboard “I’ve (I Have), “she’s” (She is), etc. and a few words they first saw the writing. Together students say “oh, that stands for sis’. The researcher just smile at the expressions of students after knowing it. The researcher practiced / read the correct reading and students understand. Several times researcher repeat to read chants that are difficult and the students followed.

After then, the researcher continued the learning procces, resesarcher divide students into 4 groups and then the researcher asked the students to pay attention to the chant in paper while listen the research read the chant and followed the research to get a right pronunciation. Then. After repeated attempts to read text with jazz chant technique, in this meeting the researcher using rhythm marker aims to regulate stress in students, when the researcher press the marker on the table means that the instruction that there is emphzians on the word. for example, in cardinal or ordinal number, there have two possible stress pattern. **Thirth**-teen and Thirth-**teen** and the other word. After that, the researcher appoint each group for try the chant as a whole class. When students read chant on the hold, some of them disturb their friend, the researcher gave several times the opportunity for students to repeat the chant according to the rhythm previously learned. But when there are still pronunciation errors for students, such as the word “ mine”, “quite” etc. among them still read the chant according to his writing, after knowing there were still some students who were still having difficulty saying a

few words. The researcher read the chant and emphasized/focused on words that were still considered difficult and still could not be properly stated by students.

After all of group try the chant, the researcher came to the table in each group and invited students one by one to read the same text that had been given at the first meeting while recording students' voice. The researcher smile when there are some of them who read the text with correct pronunciation but use intonation when reading text with jazz chant technique.

In the last meeting in cycle I, the students' fluency and remember the chant rhythm. The students was not shy again if they read the text. The researcher concluded the material, gave motivation for the students and reminded that the learning process will continue on Saturday. The researcher close the class.

Observing

The result of the students' activities in learning process in cycle I

In this research, the researcher used observation field note to know development of pronunciation of students by using jazz chant technique for English pronunciation. English learning process through observation field note, it might be about class situational, student's response and also describe all of students activity from the beginning of learning until finished. Related to the students' response, some of students did not pay attention on the researcher explanation, therefore they disturb their friend and lazy if they didn't know to pronounce.

In the second meeting of the cycle I, the students seemed more focus and interest to make jazz chant technique to study English. They asked about the material, they did not know how to pronounce some word, such as : known, quite, mine. after learning through jazz chant technique there are some improvement that shown by the students in pronouncing in word. For example the word "known" first they pronounce

that word with /knawen/, then in word “quite” they pronounce that word with /quit/ or the word “mine” they pronounce /min/ ect.

In the third meeting, the students are quite enthusiastic attention to the researcher explanation, they were very happy, enjoyable and pay attention to the researcher explanation about jazz chant technique. But when the researcher appointed several students to practice the chant pronunciation among them there were still shy and nervous.

Reflecting

The result of the research, the researcher and the observer (si A) discussed about the conclusion of implementing the action. Si A collaborators with researcher by holding documentation in the form of videos so that researcher can deduce all activities in the class. In application of jazz chant technique in the classroom, students feel enjoy and comfortable learning English because in jazz chant technique students are give a sheet of paper that contains chant, while in reading the cahnt has special rhythms so as to attract students’ attention while make some of students feel enjoy learning English, this can be seen from the enthusiasm of students in learning to use jazz chant technique. Then, in these particular rhtthms there is intonation and stress learning accompanied by clap hands and flick finger from research who can regulate rhythm, intonation and stress on pronunciation.

After that, the researcher found several obtacles. The researcher also do not ask the English teacher about the ability of students to read or say the word or sentence for example “I’ve” which stands for I have., etc. Other than, in the chant of cycle 1 there are several new words that are seen by students. So that when students first saw the word they are confused and sometimes still read according to the words. And also there were some students did not gave attentention when the researcher gave explain about

the material and practice the technique, because they just played with another friends or disturb another student and sometimes was noisy during lesson.

Meanwhile, field note showed that aplication of jazz chant technique has done well although there were some problems that should be solved from the reflecting, there must be more effective to English pronunciation through jazz chant technique, it needed to be improved again in the next cycle.

Activities description on cycle II

planning

Based on the result observation, evaluating and implementation of action cycle I in the first, second and third meeting, the researcher do as follow:

- a. Providing chant that are easy and familiar to students
- b. The researcher has to able to make the students' interest and enjoyable to study
- c. Emphzians word and sentences that are considered difficult for students
- d. Preparing lesson plan
- e. Preparing print-out and media for English

CONCLUSION AND SUGGESTION

Conclusion

The using of jazz chant technique was able to develop students pronounciation for English pronunciation at the second year students of SMP Islam Telukjambe . It was proved by the data observation field note. The students activities always improve in every meeting from the cycle I until cycle II. In the first meeting in cycle I, the students still confused because the material was very difficult and the students first hear the material and technique to be used. Then the researcher tries to explain about pronunciation and jazz chant technique.

Suggestion

After the writer carried out the research, the writer suggest that the English teacher shoul used various technique in the classroom because it can motivate their students and they will not get boring easily especially using jazz chant technique as an alternative in English and learning English.

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