



# The Effectiveness of Jazz Chant to Improve Speaking Ability of The Tenth Grade (Class X) Students’ at SMA Negeri 8 Mataram.

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**Abstract:** This study aimed to improve students’ speaking ability using jazz chant method in the tenth grade of SMA Negeri 8 Mataram. This method was developed by Carolyn Graham 2006. This method of this study using pre experimental design. Pre-test, treatment, and post-test was the stage of this research. This study include 25 students’ from SMA Negeri 8 mataram. The pre-test and post-test were both speaking test for students’. According to the study’s findings, the jazz chant method significantly improved students’ speaking ability. The average score of pre-treatment was 55.08, whereas the average score post-treatment was 63.72. The improved percentage was 15.68%. additionally, the jazz chant method improve students’ ability in speaking the English sentences especially the sentences with fluency grammar etc. This indicates that students’ speaking ability have improved.

**Keywords:** speaking ability, jazz chant.

## INTRODUCTION

English is an international language that should be used fluently. As a second language or as a foreign language, English had been taught in schools as a compulsory subject for academic purposes. There are many aspects that we need to pay attention to as a requirement to master English, like speaking, reading, listening, and writing.

There are four English skills that students should master: speaking, listening, reading, and writing. Nowadays, speaking is an oral language ability that enables people to express ideas, emotions, alternatives, thoughts, and information to one another. Tarigan (1990) defined speaking as a language skill developed in children’s lives. This speaking skill can be obtained through the ability to listen. Speaking is one of the four abilities in English that should be fostered while teaching the language. Producing, receiving, and digesting information are all parts of the interactive process of speaking construction. We can determine how well someone understands English by listening to them talk, including their grammar, pronunciation, vocabulary, and accent. Moreover, Richards (2008) stated that most students speaking skills in English are based on the receptive use of words in forming sentences when they desire to talk.

Speaking is the ability to orally express opinions, thoughts, facts, and feelings to other people, animals, and even oneself. According to Nunan (2003) speaking is a productive oral skill that consists of constructing systematic verbal utterances to convey meaning. In a slightly different statement, Brown (2004) stated, “Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information.” In speaking, the students learn how to organize ideas, arrange sentences, and express language in spoken form with good pronunciation

and comprehensible language. They must also learn how to deliver the meaning of the language according to the context in which they are speaking.

Furthermore, many students aspire to be fluent and not stammer when speaking, but this is difficult to achieve because there are numerous aspects of speaking, particularly in English, that must be learned. To talk well, students must put in a lot of practice time. Students do not simply learned speak at school; there was several topics that students must grasp, including vocabulary, grammar, and others. The biggest issue for students learning to speak is a lack of reading skills, a lack of confidence, and a lack of ability to communicate with others in English. They found it challenging to communicate in English because of these issues. One of those speaking issues could be the result of an ineffective method.

However, there are some concerns about the students’ ability to speak. Their lack of enthusiasm for the teaching and learning process, as well as their feelings of discomfort, sloth, and boredom, are the source of the problem. There are several factors that affect the performance of students, such as thoughts, anxiety, and insecurity (Brown, 2000). In addition, Brown also stated that the characteristics of students also affect their performance. They are also afraid of make a pronunciation error in English, and the factors that make students afraid to speak English, like grammar errors, the environment, and the fear of being ridiculed, as well as the way English teachers’ use to teach English, are not suited to the material. Furthermore, students do not have enough time to practice their speaking, even though the only time they have is during the teaching and learning process in class. This piques researchers’

interested in speaking as a research issue because it is the most basic ability that students must master.

The researcher noticed that many students still struggle to learn to speak when he conducted a teaching practice at SMA NEGERI 8 MATARAM. Students were shy and hesitant to speak in English in front of a class due to a lack of reading, vocabulary, and other issues. Carolyn Graham (2006) emphasized that jazz chant is a rhythmic natural language expression. In the used of jazz chant, the researcher assumed that the delivery of material will be easier and more enjoyable because jazz chant combined simple music, vocabulary, and expression so that it will be easier for students to understand and play. One of the advantages of this jazz chant technique is that we can make our chant based on students' needs. We can create themes according to the level of students' English skills. With the jazz chant technique, students will easily accept the material and will feel comfortable in the situation when learning.

Based on the reasons above, the researcher is interested in researching speaking ability and the application of the jazz chant model in the teaching of speaking for tenth grade students' at SMA NEGERI 8 MATARAM.

**RESEARCH METHOD**

The research design refers to the methods for collecting, analyzing, interpreting, and reporting data. This research used pre-experimental research; according to Yusuf (2014), pre-experimental research is a research design that has not been categorized as a real experiment. This is because in this design, random sampling has not been carried out, and there is not sufficient control over confounding variables that can affect the dependent variable. And this research used a quantitative approach. Quantitative research is a type of educational research in which the researcher decides what to study, asks specific, narrow questions, collects quantifiable data from the participant, analyzes it, and conducts the inquiry in an unbiased and objective manner. The goal of experimental research is to test the hypothesis of the cause and effect of the relationship. This research used a pre-experimental design because it provided little or no control over the variables in the form of a one-group pre-test and post-test design.

**RESULT AND DISCUSSION**

The aim of the presentation of the findings is to identify the answer to the question stated in Chapter I, "Is jazz chant effective to improving students' speaking ability for tenth grade students at SMA NEGERI 8 MATARAM?"

In finding the data, the researcher designed this thesis. There were 35 students' experiments with this thesis. The 25 students come from senior high school in MATARAM.

In the first steps, the researcher spread a pre-test; this test aimed to find out the basic knowledge. Second, the

researcher gave treatments using jazz chants. In the last step, the researcher gave a post-test as the last step. The test aims to found out whether jazz chant can help improve the students speaking abilities.

The purpose of presented the data is to show the English students' ability to use jazz chant. The researcher used the results of the speaking tests. Thesis tests for students' were held on July 24, 2023.

**4.1.1. Students speaking ability in pre-test and Post Test**

The data of this section are the results from the pre-test and posttest that was givento the 25 students".

*Table 4.1.1 The Score of Pre-Test and Post Test*

No	Name	Pre-Test Score	Post-Test Score
1	AW	55	65
2	APS	51	60
3	CZF	74	80
4	CINPD	47	60
5	DMAF	57	70
6	DNS	55	65
7	DR	51	64
8	DZ	49	62
9	FHA	58	65
10	GS A	53	57
11	GH	48	55
12	GADA	52	60
13	IGAS	51	57
14	IKB	51	58
15	IMAJ	53	60
16	IMFA	58	63
17	IMI	49	58
18	IM	61	75
19	IS	56	65

20	IS	61	75
21	LE	60	70
22	MRR	59	65
23	NHA	58	64
24	NSA	51	55
25	NR	60	65

Table 4.1.2 Mean Score Of The Group

	N	Minimum	Maximum	Mean Students Deviation
Pre-Test	25	47	74	55,518518
Post-Test	25	55	80	63,999991

from the table above, the data shown that the value of 25 students' in tenth grade of SMAN 8 Mataram. We can see the minimum, maximum and the mean score of group. The minimum score of pre test is 47, the maximum is 74, and the mean score is 55,08. Whereas the minimum score of post test is 55, the maximum is 80, and the mean score is 63,72. So it can be concluded that there was a significant difference between the pre test and post test in the experiment class.

Table 4.1.3. the classification of score students speaking ability in pre test

No	Name	Pre-Test	Classification of Score				
			Very Good	Good	Fair	Poor	Very Poor
1	AW	55				1	
2	APS	50				1	
3	CZF	74			1		
4	CINPD	47				1	
5	DMAF	57				1	
6	DNS	55				1	
7	DR	51				1	
8	DZ	49				1	
9	FHA	58				1	
10	GSA	53				1	
11	GH	48				1	
12	GADA	52				1	
13	IGAS	51				1	

No	Name	Post-Test	Very Good	Good	Fair	Poor	Very Poor
14	IKB	51				1	
15	IMAJ	53				1	
16	IMFA	58				1	
17	IMI	49				1	
18	IM	61				1	
19	IS	56				1	
20	IS	61				1	
21	LE	60				1	
22	MRR	59				1	
23	NHA	58				1	
24	NSA	51				1	
25	NR	60				1	
<b>Total</b>						5	20
<b>Percentage</b>						20%	80%

According to the table above, no one students who get "good" scores in speaking and analyzing what is given by the teacher. Students who get "fair" scores occasionally still stammer when pronouncing words and re- main confused when speaking because the rest rarely practice and frequently use the native tongue in class. The "poor" students" occasionally struggle with correct word pronunciation and frequently make mistakes in their pronunciation.

Table 4.1.4 the classification of score students speaking ability in post test

No	Name	Post-Test	Classification of Score				
			Very Good	Good	Fair	Poor	Very Poor
	AW	65					
	PS	60					
	ZF	80					
	INPD	60					
	MAF	70					

	NS	D	5	6					
	R	D	4	6					
	Z	D	2	6					
	HA	F	5	6					
0	SA	G	7	5					
1	H	G	5	5					
2	ADA	G	0	6					
3	GAS	I	7	5					
4	KB	I	8	5					
5	MAJ	I	0	6					
6	MFA	I	3	6					
7	MI	I	8	5					
8	M	I	5	7					
9	S	I	5	6					
0	S	I	5	7					
1	E	L	0	7					
2	RR	M	5	6					
3	HA	N	4	6					
4	SA	N	5	5					
5	R	N	5	6					
Total							6		
Percentage							2%	4%	4%

In the data shown at the table 4.1.4. indicates the percentage of rate and total classification of the speaking scored of the student come from the post test. The table showed the variety of scores. The table shows that, out of 25, 3 students (or 12%) were given a ‘‘good’’ score, 16 students (or 64%) were given ‘‘fair’’ score and 6 students (24%) were given ‘‘poor’’ score.

**4.1.2. The improvement of students speaking test**

Indicator	Students Mean Score	Improvement
Pre-Test	55,08	15,68%

Post-Test 63,72

**4.1.3. T test value**

To determine the significance of the pre-test and also post-test, it is used a t-test analysis with  $p = 0.05$  as the level of significance,  $df = N-1$  as the degree of freedom, and  $N$  as the number of subjects (25 students). The result shows that the t-table value is 1.711. For independent sample statistical analysis, the t-test was used. The results of the t-test calculation are seen at the table below:

**Table 4.1.3 Result of T-Test**

T- T-	
Indicator Mean Score	Test Table Comparison Classification
Pre-Test 55,08	T-Test > T-
Post-Test 63,72	1,8841,711 Table 1,884 > Significance
	<u>1,711</u>

Table 4.1.3 above shows that the value t-test in ability of speaking was higher than the value of t-table  $2.40 > 1.711$ . It can be known that there is found a significant difference of the students’ speaking before and after applying Jazz chant in the process of speaking of the tenth grade students of SMAN 8 MATARAM.

If the value from the t-test is higher than value of the t-table at the level of significance 0.05 and degree freedom (df) 9 ( $N-1 = 25-1$ ), where  $N$  is= students number, thus the alternative hypothesis ( $H_a$ ) is getting accepted and the null hypothesis ( $H_o$ ) is getting rejected. In contrary, if the value is not higher than the value of t-table at 0.05 and the degree freedom (df) 9 ( $N-1 = 25-1$ ) thus the alternative hypothesis is getting rejected and the null hypothesis is get- ting accepted.

According to the above table, the null hypothesis ( $H_o$ ) that jazz chant does not improve students’ speaking ability is rejected because there is found a significant difference between the score of mean before applying the treatment after having the treatment. The value of t-test is 2.40 higher than the value of t-table 1.833. Therefore, it is concluded that the alternative hypothesis ( $H_a$ ) that jazz chant can improve students’ speaking ability is accepted, because there has been found an improvement in the outcomes of learning of the treatment class from the pre-test to post-test.

**4.2. DISCUSSION**

The results showed that the students in tenth grade in SMAN 8 Mataram got better scores on the post-test, which was indicated by the mean (63.72), than on the pre-test, which was indicated by the mean (55.08). In this section, the researcher discussed the research findings on the students speaking abilities. The research is aimed at improving students’ speaking skills, as was explained in the previous chapter. Before using the jazz chant, most of them are not actively involved in the learning process, and their lack of mastery of pronunciation caused them to lack confidence,

which prevents them from speaking properly. According to Ur (1996), there are four main problems in getting students to speak in the foreign language in the classroom: inhibition, having nothing to say, low or uneven participation, and mother tongue use.

Based on the above problems, the researchers provided a jazz chant treatment that allowed students to show progress in the post-test. In the pre-test, a speaking test was conducted to determine the speaking ability of the students before they were given treatment. In the beginning, the students' oral ability was really poor. They don't know what to say. Researchers offer jazz chant treatment. As a result, the students get active and like to talk; they can pronounce the words a little better after using jazz chant. In using the jazz chant, the researcher found that students scored higher on the post-test than on the pre-test, which is supported by the difference in scores between the pre-test and the post-test.

The result showed that the students' in tenth grade in SMAN 8 Mataram got better scores on the post test, which was by the mean (63,72), than on the ore test, which was indicated by the mean (55,08). it shows that the mean score of the post-test is greater than the pretest. The gain of means scores of the pre-test and the post-test groups is 15,68%.

The data obtained from the speaking test, showed that students' scores have increased from the pre-test scores and the scores obtained in the post-test. Foster (2006) stated that one of the advantages of using jazz chant was an improvement in English speech rhythms, intonation and pronunciation. The average score in pre-test is 47 lowest score and 74 is the highest score, and then the average score in post-test is 55 the lowest score and 80 is the highest score in post-test, the total score in pre-test is 55,08% and the total score in post-test is 63,72% after using calculating SPSS method, and the percentage improvement of scores from the pre-test and also post-test for the students is 15,68%. According to the research, using jazz chant increases students' average scores. According to Praksono (2017: 32-33), said that Jazz Chants are very good and suitable method in English teaching especially speaking because it is very helpful in motivating the students to speak English more. In addition, it was readable and understandable, the topic are well organized and suitable to teach speaking class. Moreover, Zhang (2011) in his research found that by using Jazz Chant, students considerably improved and highly motivating and encouraged role playing and pair activities. Because the used of jazz chant was very easy to learn and students' enjoyment when taught using jazz chant. According to the research, using jazz chant can motivated the students' learning because it is very highly motivating for the students'. This can be seen when the researcher enters the class to provide material to students', but at the same time there are several students who want to do the previous activity, namely singing using the jazz chant method. This means that the jazz chant method can motivated students to study harder to improve their English skills.

According to the findings, it is revealed that the improvement of students' speaking ability by applying the jazz chant turn to be better. It can be known that the jazz chant effectiveness to teach the ability of speaking can be reached. The average score and also percentage of the result of students' pre- test and post-test support this outcome.

In the pre-test, there are 20(80%) students got "poor" grades, 5 (20%) students got "fair" grades, and none of them got a good, very good and very poor.

In the post-test, there are 3 (12%) students got "good", 16 (64%) students got "fair" and 6 (24%) got "poor". None of them got a very good and very poor.

The result of the data indicated that there was a significant difference between the result of pretest and posttest, at the level of significance ( $\alpha$ ) = 0.05 and (df-N) = 25-1, the value of the T-table = 1.711, T-test value = 1,884

Research showed that the use of jazz chant can improve students' speaking ability. It has shown the students' speaking skills improved after the treatment because the students actively participated in the class and consistently well done. As a result, the researchers found significant differences in pre-test and post-test scores when students spoke through jazz chant.

## CONCLUSION

Based on the discussion and explanation in the previous chapter and the results of this study, the researchers make the following conclusions:

- a. The use of jazz chant is effective in improving students' speaking abilities, as shown by the mean score before and after treatment. Data was gathered through speaking tests, and the result shows that the students' speaking abilities have improved significantly. Based on these findings, it can be concluded that the use of the jazz chant is effective in improving the students' speaking ability.
- b. There was a significant difference between the students' speaking ability before and after using jazz chant. It is proved by the result of the statistical analysis at the significant level which indicates that t-test value (1,884) was greater than t-table value 1.711. Therefore, the null hypothesis ( $H_0$ ) is rejected and the Alternative Hypothesis is accepted ( $H_a$ ) where the t-test value than higher of t-table of speaking ability.

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