

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter, the writer discussed of the related literature consist of related literature, definition of vocabulary, jazz chants and jazz chants in teaching vocabulary, experimental research.

A. Related Studies

There are some previous studies related to this topic. They are as follows: the first study was conducted by Maribel Peralta, The result of the study shows that 1) an attractive strategy for children in teaching ESL. It is a fun material for both teachers and students in the classroom because the chants are rhythmic and short. This research was able to introduce and reinforce the language functions and structures of Every day spoke English. Each jazz chant contains a purpose for using language. These functions can be about greetings, identifying self and others, saying good bye, inviting, accepting and refusing etc. Jazz Chants also provide a formal or informal way of expressing this function. So, children can learn language in a real life situation as the communicative language teaching suggests. Teachers should take into account that active learning active learning provides better learning than simple memorization of grammar rules. 2) Students are given the best chances to exercise and show their production of the new language. It is also advantageous to the student who is too shy to talk. Good listening means acquiring new vocabulary, sentence structure and context. Speaking means

using language meaningfully, expressing thoughts and ideas through the vocabulary they know, and practicing sentence structure.¹⁵

The second study was conducted by Barbora Holbová. He investigate the use of jazz chants in English Language Teaching. He explained that the jazz chants is something creative which would revive and enrich language lessons. Thus, he have chosen the theme Jazz Chants in English Language Teaching and that mainly because it is an area which the teachers are not quite familiarized with or attend to it only marginally. In addition, he learned that during language lessons students are willing to be engaged in many activities whenever they feel to be respected and especially when they see that the teacher believes in their ability to understand given work and to cope with it. They also accept additional work, which his not a usual phenomenon at our schools. And all that is possible thanks to Jazz Chants and songs.¹⁶

The third study was conducted by Wasimin. The result of the study shows that 1) This research was able to improve the students' interaction in English that can be seen through the improvement in the use of finite, pronunciation and intonation as well as the fluency in giving responses to

¹⁵ Maribel Peralta, *The use of jazz chants for children in the teaching learning process of English*, unpublished thesis, Cuenca university: faculty of philosophy, 2010. URL : <http://dspace.ucuenca.edu.ec/bitstream/123456789/2076/1/tli276.pdf> (accessed on November 20, 2013)

¹⁶ Barbora Holbová, *Jazz Chants in English Language Teaching*, unpublished thesis, Brno: Department of English Language and Literature of Masaryk university: faculty of education, 2008. URL: http://is.muni.cz/th/244306/pedf_m/Jazz_Chants_text.txt (accessed on November, 21, 2013).

statements given to them. 2) The students' competency to interact in English improved after they practiced Jazz Chants¹⁷.

From those previous the writer interest in inquiring further vocabulary teaching strategies, but it is conduct in different set. This study applies quantitative analyses to measure the vocabulary mastery investigation. The duty of the writer is to measure the effect of jazz chants model on the students' vocabulary mastery where the quasi- experimental design will be used. In addition, the study is conduct at SDN 7 Pahandut Palangka raya, particularly in the fifth grade students. Moreover, this study is aim to consider theoretically and practically the aspect of morphemic awareness and how they relate to the learners of English foreign language vocabulary knowledge and the use of jazz chants model were utilize to ease the students to accept and grab the information.

B. Vocabulary

1. Definition of vocabulary

If someone wants to study about vocabulary, the first must know and understand the definition of vocabulary itself. And these are some definition about vocabulary: According to hornby “ vocabulary is the total number of words in a language “. ¹⁸ According to Richard and Roger, “ Vocabulary is

¹⁷ Wasimin, *Improving students' English interaction through Jazz Chants Model*, unpublished thesis, Yogyakarta: Department of nasional, 2005. URL: (<http://aguswuryanto.wordpress.com/2010/08/02/improvingstudents%E2%80%99english-interaction-through-jazz-chants-model/>) 5 januari 2013 at 8:45 am

¹⁸ A.S Hornby, *Oxfords Advanced Learner's Dictionary*, London: Oxford University Press 1995,p. 1131.

one of the most importance aspects of foreign language “. ¹⁹ According to Mackey “Vocabulary is arranged into groups of shorts idiomatic sentence connected with the subject “. ²⁰ According to Rivers in Nunan:

The acquisition of an adequate vocabulary is essential for successful second language use because without an extensive vocabulary, we will be unable to use the structures and functions, we may have development of other aspects of a second language. ²¹

Based on the opinions above, it can be seen that vocabulary has function. In listening, someone can listen carefully and understand with other person says. In speaking, someone can speak something fluently. In reading, someone can read some book without opening the dictionary. And the last in writing, someone can write anything rightly. So, someone has to master vocabulary is the basic of study English language.

2. The Kinds of Vocabulary

a. Function of words

Function words are the words we used to make our sentences grammatically correct. Other types of free morphemes are called functional morphemes. Example are and, but, when, because, on, near, above, in, the, that, it, them. This consist largely of the functional words in the language such as conjunctions, prepositions, articles and pronouns. Because we almost never add new functional

¹⁹ Jack C. Richards and T.S Rogers, *Approaches and method in Language Taching*, Cambrige: Universty Press, 1986, p. 32

²⁰ William F. Mackey. *Language Teaching Analysis*, t.tp: Longman Group Ltd, 1965, P. 152.

²¹ David Nunan, *Language Teaching Methodology*, Newyork: Prentice Hall, 1991, p. 117.

morphemes to the language, they are described as a ‘closed’ class of words.²²

b. Content words

Content words are words that have meaning. They are words we would look up in a dictionary. Free morphemes fall into two categories. The first category is that set ordinary nouns, adjectives, and verbs that we think of as the words that carry the ‘content’ of the messages we convey. These free morphemes and some examples are: girl, man, house, tiger, sad, long, yellow, sincere, open, look, follow, break. We can new lexical morphemes to the language rather easily, so they are treated as an ‘open’ class of words.²³

There is an important relationship between function word and content words, in that very often the syntactic criteria for assigning words to lexical categories rely on specific types of function words.²⁴

Vocabulary has high utility in language. It is introduced early because it refers to self and to others in numerous relations of everyday life. The kind of vocabulary refer to nouns, adjectives, verbs, adverbs, and preposition. This research focused in verb, adjective and noun.

Kinds of vocabulary in active and passive form have own function. They are usually named as parts of speech. These are the basic introduction of vocabulary parts of speech are:

²² Geoge Yute, *The Study Of Languge*, New York: Cambridge University. Press. 2006, p.

²³ Ibid, p. 64.

²⁴ Andrew Radford, *Linguistics An Introduction (The second Edition)*, New York: Cambridge University Press, 2009, p. 133.

1) Noun

Noun are naming words such as person, places, things, feelings, ideas, emotions, qualities, and activities.

Types of nouns are:

- a) Proper noun: they are the names of people, places, times, organizations etc which refer to unique individuals, start with capital letters and most are not found in the dictionary.

Example: wati, Jakarta, America etc

- b) Common nouns: all nouns which are not proper nouns are common nouns and a few examples are cop, art, paper, work, frog, bicycle, atom, familiar examples are cop, art, paper, work, frog, bicycle, atom, family, and mind.

- c) Countable nouns: the nouns that can be accounted and can be made plural: a tree....two trees: a man...men a pony.... Ponies. In the singular, they may have the determiner a or an: a sausage: an asterisk.

- d) Uncountable nouns: the nouns, which cannot be accounted and cannot be made plural. We cannot say: two fans, three advice or five furniture. Besides, we never use a or an with them.

- e) Concrete nouns: they are mostly the names of objects (countable) and substances or materials (uncountable). Example: food, oxygen, iron, girl, cat, book, glass, pomegranate, earthworm and window.

- f) Abstract nouns: they name ideas, feeling and qualities. Most, though not all, are uncountable. Example: health, happiness, honesty, freedom, etc.

2) Pronoun

Pronoun take the place of nouns and can be used in the same places as nouns: yani gave jhon stationary because he wanted her to write him when she could.

Type of pronouns are:

- a) Personal pronouns: they are uses as:

(1) Nominative case pronouns are used as subjects of sentences such as I, you, he, she, we, it and they.

(2) Objective case pronouns are used as direct objects, objects of prepositions, participles, gerunds or infinitives such as me, you, him, her, it, us, them.

(3) Possessive case pronouns show possessions such as my, mine, your, yours, his, hers, its, our, ours, their, theirs.

(4) Reflexive pronouns will never be subjects: myself, yourself, himself, herself, itself, ourselves, yourselves and themselves.

- b) Relative pronouns: they are used to connect dependent clauses to independent clauses. They are who, whom, whose, which, and that.

- c) Interrogative pronouns: they are used to ask questions. The are who, whom, whose, which, and that.

- d) Indefinite pronouns: they do not refer to any specific person, place, thing, or idea. Many time, they are used to denote a quality.
- e) Singular: anybody, anything, anyone, each, either, everyone, everybody.
- f) Plural: all, both, few, most, none, some.
- g) Demonstrative pronouns: they point out such as this, that, these, and those.

3) Adjectives

Adjective describe or modify nouns and pronouns. They are type of adjective are:

- a) Adjective of quality: small, fat, large, poor, short, etc.
- b) Adjective of quantity: much, some, little, enough, half, any, atc.
- c) Adjective numeral: one, second, single, two, first, double, etc.
- d) Demonstrative adjective: this, that, these, etc.
- e) Proper adjective: English, Dutch, Javanese, Canadian, etc.
- f) Interrogative adjective: what, whose, which before noun.
- g) Possessive adjective: my, your, his, its, her, their, our.
- h) Distributive adjective: either, every, neither, each.

4) Verbs

A verb is a word that expresses action or a state of being. Which means that it makes a statement about the subject.

Type of verb are:

- a) Finite verbs: they are ordinary verbs which their form are changed by tense, has infinitive, present participle, and gerund. Example: walk-walking-walked-walks.
- b) Transitive verbs: the verbs are followed by word or phrase that answers question what? Or whom? It means that transitive verbs cannot complete their meaning without the help of a direct object. Example: bite-a lion bites the man.
- c) Intransitive verbs: action verb not followed by a word or phrase that answers the question what? Or whom? It means that they do not take a direct object, or to put it another way, they do not need an object to complete their meaning. Example: eat- the dog ate.
- d) Auxiliary verbs: the verbs are used with the other verbs to state action or condition. The most common and the most important is the verb too be-show a state of being (or existence) or a condition. The most common, after to be, are modal auxiliary, do to, and have.
- e) Linking verbs: the verbs are used to relate between subject and its complement. Commonly, linking verbs are to be, and verb of the senses: look, taste, smell, feel.
- f) Regular verbs: the simple past and past participle of the verbs end in *-ed*. Example: hoped, listened, and studied.

- g) Irregular verbs: the simple past and past participle of the verbs do not in- ed. Broke-broken, came-come, hit-hit.

5) Adverb

Adverb describe verb, adjective, and other adverbs. The type of adverbs are:

- a) Adverb of manner, they tell "how?" or "in what manner?" an action has occurred. example: quickly, neatly, sweetly, etc.
- b) Adverb of place and direction: they tell "where?" an action occurred. example: here, down, abroad, anywhere.
- c) Adverb of time: they tell "when?" an action occurs: example: yesterday, today, soon, recently, last week, last year, etc.
- d) Adverb of degree: they are the hardest type of adverb to locate in a sentence. They tell "how much?" or "to what degree?" Something occurs. Example: very, quite.
- e) Adverb of frequency: they tell "often?" an action occurs. Example: always, often, and sometime.
- f) Adverb of quantity: they tell "how many?" an action occurs. Example: twice, once.
- g) Interrogative adverb: they are used to ask question. Example: where, why, when, how.
- h) Relative adverb: they are used as connector in the sentences. Example: therefore, besides.

6) Preposition

Preposition are the words that show the relationship between the noun that takes as an object and some other word in the sentences. They are show how one thing related to something else or relate one idea to another. They are putting before the nouns.

Type of prepositions are:

- a) Preposition which has a syllable: about, before, at, behind, until, without, since, etc.
- b) Preposition which has two syllables or more: example: according to, instead, of, next to, upside of.

7) Conjunctions

Conjunction are the words relate word to word, phrase, or sentences to sentence. It means the words which” hook together” words, phrase, or sentences.

Type of conjunctions are:

- a) Coordinating conjunctions: the words that relate two sentences or words and those sentences have same degree. Example: and, but, for, or, yet.

Irna is beautiful and smart.
- b) Subordinating conjunctions: the words which relate subordinate clause and main clause. She trusts their word because they speak the truth.

8) Interjection

Interjection express experiment. They are words wich show emotion or are “ filler” with no other function.

C. Vocabulary Mastery

Vocabulary mastery is one component to master English as a foreign language in elementary, intermediate, and advanced levels. In learning the four language skills (listening, speaking, reading, and writing), vocabulary is one basic component to be mastered. It is reasonable, remembering that the four language skills need knowledge of vocabulary because will get nothing without vocabulary. Mastering vocabulary is the ability to get or to receive a lot of words, and the ability in understanding and using the vocabulary. By mastering vocabulary will know the meaning of vocabulary in the context. The larger the students master vocabulary the better they perform their language.

There are several criterias that learner can master or know vocabulary in a target language. The learner is able to: ²⁵

1. Recognize it in its spoken or written form.
2. Recall it at will.
3. Relate it to an appropriate object or concept.
4. Use it in the appropriate grammatical form.
5. Pronounce it in a recognizable way.

²⁵ Dorit Sasson, *Best ESL Vocabulary Teaching Practices-What If You Gave the Context First?*, <http://ezinearticles.com/?Best-ESL-Vocabulary-Teaching-Practices---What-If-You-Gave-the-Conext-First?&id=3904371>, (Online on Desember 02,2014)

6. Spell it correctly-in writing.
7. Use it with the words it correctly goes with - i.e. in the correct collocation.
8. Be aware of its connotations and associations.
9. Use it on appropriate level of formality and in appropriate situations.

D. Vocabulary Assessment

Assessment is the gathering of information to answer specific questions. The term assessment refers to the ways of collecting information on learner's language ability or achievement. the purpose of vocabulary test is to measure the comprehension and production of words used in speaking or writing.

Madsen states :

Specifies four general kinds of vocabulary test : the first, *limited response*, is for the beginners. These test items require either a simple physical action like pointing at something or a very simple verbal answer such as "yes" or "no". The second, *multiple-choice completion*, is a test in which a sentence with a missing words is presented, students choose one of the four vocabulary items given to the complete sentence. The third type, *multiple-choice paraphrase*, is the test in which a sentence with one word underline is given. Students choose which four words is the closest in meaning to the underline item. The fourth kind of test, *simple completion (words)*, has students write in the missing part of words that appear in sentences.²⁶

In this study the researchers using a multiple-choice as a tool to measure students' mastery of the vocabulary. the higher the value that they can mean higher mastery of their vocabulary and conversely the lower the value they gain mastery of vocabulary means they are still weak.

²⁶ Harolds Madsen, *Techniques in Testing*, New York: Oxford University press, 1983, p. 12

E. Teaching vocabulary at elementary school level

English is a foreign language that places an important thing to be taught for the purpose of absorption and development of technology, science, culture and art, the development of international relation and communication with other people all over the world. Our government has the decision to put English in the national curriculum as the first foreign language that must be taught to the students at the elementary school, starting from first grade to sixth grade.

According to Huda as quoted by Endang Elis Aisah that:

The goal of national education is to develop mentality of nation which is imbued with, faith, moral, science and skill, and also to increase responsibility as nation. In addition, in chapter IX, article 37 states that curriculum development in every school level is based the development of learner and situational needs, national development, and development of science, technology and art. Therefore, for the need of globalization and 21st century, the goal of ELT addresses to the development of communicative competence in English, including reading, listening, speaking and writing skill simultaneously by mastering 1,000 words for lower secondary level and 2,500 words for higher secondary level.²⁷

As what English curriculum states that English is the first foreign language that is regarded very important for absorption and development science, technology, art and culture, and relationship among other countries. As the first foreign language in Indonesia, English become one of the important lessons that must be taught at the elementary school as a local content subject university level.

²⁷ Eneng Elis Aisah, 2009, *Development of English Language Teaching Syllabus in Indonesia.*, <http://www.ElisPersonalJournal.Html>. (online Desember 02, 2014)

Based on the statement above, the objective of teaching English is that at the end of the study the students are expected to be able to master the four skills, they are reading, listening, speaking, and writing which include their components, such as grammar, pronunciation, and vocabulary. These elements are very much needed for teaching those four language skills and vocabulary is the most essential for the students in learning English.

The statement above, English is the first foreign language taught to the students of elementary school. According to some authors the fundamental reasons for teaching English at elementary school are:²⁸

a. Longer study result in greater fluency

One of the most important factors influence the development of the language proficiency is the amount of time spent in working with the language. When language learning begins earlier, can go on longer and provide more practice and experience, leading ultimately to greater fluency and effectiveness.

b. Better pronunciation

The earlier a child starts to learn a foreign language, the easier it will be for him/her to acquire better pronunciation. Older learners have an advantage for children in almost every area tested with a small advantage for children in the area of native like pronunciation at least in most classroom settings.

²⁸<http://www.teaching+english+in+elementary+school+with+game+method+in+indonesia>. (online Desember 02, 2014)

The students of elementary school are in the age of seven to twelve years. They are children who very active and they enjoy having fun. Children learn new language from what they hear and use their ability to imitate a sound of a word from the adult. When they are introduced to a foreign language, they may find some similarities and differences between learning their mother tongue and learning their foreign language. One of differences is that the native language is used as a means of communication at home, school and in the society, while the foreign language is not used as a means of communication.

The teaching-learning process sometimes makes the elementary school students get bored. To avoid, the teacher has to select the most inappropriate teaching technique and media. technique is very important role in increasing and stimulating students' participation in the elementary school English lesson. It also increasing students' interest to follow and pay attention to the lesson. Because by using media the students does not only listen to what is said and taught by the teacher, but also see, notice, and fell it directly.

Finocchiaro stated on Yenny Octaviany's²⁹ Teaching vocabulary plays important role in language acquisition because the mastery of vocabulary will help students in mastery all the language skills; listening, speaking, reading, and writing. Vocabulary will make the students practice the structure more easily; it is useful for the students in order to communicate in daily life and will strengthen

²⁹ Yenny Octaviany, *The Application of Total Physical Response in Teaching English Vocabulary to the Fourth Graders of SD Negeri 04 Krajankulon Kaliwungu Kendal in the Academic Year of 2006/2007*, Semarang: UNNES, 2007, p. 11

belief that English can be used to express some ideas or feeling they express in their native language.

Besides that, the teacher must be creative in managing the classroom in order to make the class alive. To realize an interesting learning activity, the teacher needs to have a special ability or skill. As Douglas Brown³⁰ stated that, “to successfully teach children a second language requires specific skills and an intuition that differ from those appropriate for teaching adult.

F. Scoring Method

Heaton stated that scoring method of vocabulary there are:³¹

A. Selection of items

A careful selection, or sampling, of lexical items for inclusion in a test is generally a most exacting task. Many of the more traditional types of vocabulary tests are designed in such a way that they test knowledge of words, which through frequently found in many English textbooks, are rarely used in ordinary speech situations. Selection of vocabulary can thus be thought of as falling into the following rough divisions according to the four major language skills:

Listening	: passive/spoken
Reading	: passive/written
Speaking	: active/spoken
Writing	: active/written

³⁰ H. Douglas Brown, *Teaching by Principles: an Interactive Approach to Language Pedagogy*, New York: Pearson Education Company, 2001, p. 87

³¹ J.B. Heaton, *Language Testing*, May 1987, P. 41-55

All four divisions can be included in a single test, of course but even then, careful consideration should be given to the different weighting each division will carry in the test.

B. Multiple-choice

Multiple-choice are one of the most common formats in professionally-developed language tests. They are widely used to assess learning at the recall and comprehension levels.³² Multiple-choice also can involve picking a choice from a list of choices, matching a word to a synonym or opposite, or choosing a word to complete a larger cloze passage. For example, an item with a list of choices might look like this:

Pick the best synonym for the underlined word in the sentence:

She was a synthesis of the best qualities of her mother and father.

- a. Fake
- b. Combination
- c. Example
- d. Daughter

For effective multiple-choice questions, make sure students have to discriminate among choices that would fit the syntactic context of the sentence. In the example, all of the choices are nouns, although *daughter* would be an unusual choice for this construction. Also, you may wish to put in distractors (incorrect choices) related to confusing terms. For example, *fake* might be chosen if *synthesis* is associated with *synthetic*.

³² Christine Coombe, *Assessing Vocabulary in the language classroom*, Dubai: English Faculty at Dubai Men's College, 2010, 5.

Just as these make the task more challenging, however, they can mask some constructive thinking on the part of the learner.

a. Multiple-choice items (1)

It is useful to distinguish between the following two major kinds of multiple-choice vocabulary items:

Group A: Choose the letter of the word which is the nearest in meaning to the word in italics.

He's been very *feeble* since his illness.

A. Unwell B. thin C. foolish D. weak

Group B: Choose the letter of the correct or best word to complete each sentence.

Have you heard the planning committee's for solving the city's traffic problems?

A.Theory B. design C. proposal D. purpose

b. Multiple-choice items (2)

The guidelines given in two for constructing vocabulary items apply equally for the group B items now being treated. In certain ways, the items shown in this section are more difficult to construct than those in the previous section.

Many multiple-choice vocabulary test items of the type being dealt with in this section rely on the context itself to provide grammatical clues, which automatically rule out at least one of the options.

C. Sets (Associated words)

Many of the difficulties arising from the testing of collocations are avoided by the testing of word sets. In such tests, the student's familiarity with a range of associations is measured.

D. Matching items

Type 1 of the following test items suffers from testing together lexical items from different word classes while type 2 tests a mixed bag of tense forms, etc. both items need to be rewritten. Therefore, if a higher degree of reliability is to be obtained.

E. More objective items

This section contains examples of types of vocabulary items, which have appeared in certain tests.

F. Completion items

Several types of completion items can be used for the testing of vocabulary. Again, tests, which incorporate such items in a context, are generally preferable to those, which rely on single words or on definitions.

G. Jazz Chants

Chants are suitable for all students no matter what age they are and what level of English, learning strategies, intelligence, interests or learning problems they have. However, chant activities are best for children with some kind of disabilities whether they are learning.³³ Jazz Chants considerably improve students' listening and speaking skills. This is probably the most

³³ Jin Zhang, *Jazz Chants in English language teaching*, China: Chuzhou University 2011, p.2 URL: [Http://ojs.academypublisher.com](http://ojs.academypublisher.com) (accessed on february, 26, 2013)

important point. They practice stress and rhythm, are highly motivating and encourage role playing and pair activities. They strengthen language structures and the ability to speak every day spoken English.³⁴

Chants are simple, provide the language children really use and are repetitive, which, mainly in case of very young learners, is quite necessary. They are suitable for all ages, teachers must only choose the right accompanying activities. They help students to remember difficult words or phrases. And last but not least, children are themselves while singing, clapping or shouting. To overcome the problem faced by students is used Jazz Chants model.

Jazz Chants is the technique to practice the English utterances in short jazz beats that is easy to be followed by the students. As we know that the teaching and learning process is a complex phenomenon that involves many components and competencies, including words, mind, and our action. Through attractive learning, learning process can be effective. The *jazz chants* model is a way to build an *effective learning*.

H. Jazz Chant Model in teaching vocabulary

The addition of rhythm is a great aid to memory and vocabulary. Chants are an easy and entertaining way to acquire a rich vocabulary. Chants are suitable for all students no matter what age they are and what level of English, learning strategies, intelligence, interests or learning problems they have. However, chant activities are best for children with some kind of

³⁴ Ibid P.3

disabilities whether they are learning. In case of the learning disabilities (dyslexia, dysgraphia, disorthographia) it could be a good way how to make them remember and understand for example vocabulary, which is usually the biggest problem together with pronunciation and rhythm of the English language and spelling.³⁵

I. The implementation of the Jazz chants

The implementation of jazz chants using three stages presentation, practice, and Production, suggested by the Communicative Approach Method. Show the presentation in picture to introduce new vocabulary to the students. During this stage the students showed interest and curiosity while looked the picture of family tree . They felt engaged, and they looked as if it was the first time that they had learned vocabulary in this way. After that, the researcher used real objects for the vocabulary presented previously to test if the students had learned it. The researcher showed the objects and made a simple sentence and the students responded quickly without any difficulty. that is a good way to present vocabulary, because students can associate the word with the image and learn quickly.

Steps Jazz chants implemented

1. Presentation

- a. The teacher presents new vocabulary about “My family”: mother, father, son, daughter, brother, sister, grandfather, grandmother, etc.

³⁵ Ibid , p.1



- b. The teacher repeats the necessary times until the students acquire the new vocabulary.
- c. The teacher writes the following chant on the board to provide the students with more practice.

THIS IS MY FATHER, HIS NAME IS IBRAHIM.

Verse 1: This is my father, his name is Ibrahim.

This is my mother, her name is Yassmin

This is my family. (twice)

Verse 2: This is my brother, his name is Ismail.

This is my sister, her name is Nermine.

This is my family. (twice)

Verse 3: This is my grandfather, his name is Mohamed.

This is my grandmother, her name is Maryam.

This is my family. (twice)

- d. The teacher reads the whole chant to the students, to provide them with a model.
- e. Then the teacher reads it three times, line by line, pointing to each word.

2. Practice

- a. The teacher reads another time and the students have to repeat after him/her. While the students repeat, the teacher points to each word they read.
- b. The teacher lets the students read in one voice, by pointing to each word as they read the chant.
- c. The teachers practice the chant several times: individual and rows, etc.
- d. The teacher divides the class into 3 groups (A,B, and C). Each group sings the chant. The whole class applauds the best group.

3. Production

- a. The teacher encourages the students to write their own chants using the real names of their families.

J. Advantages and disadvantages using jazz chants

The Advantages of the jazz chants are highly motivating because of their rhythms and humors. In addition, the young learners need not patiently remain in their seats. They can move, clap their hands, snap their fingers, or tap their feet. They are involved both mentally and physically. Songs, poems,

chants, and similar activities reduce anxiety and increase the personal involvement of second language learners.³⁶ Students learn better when they associated the language with activities and real objects. Then Motivation is another important characteristic in this research. Students get greatly motivated by using chants in the foreign language classroom. Chants involve human emotions and students want to sing even if they don't understand the meaning of the words. Chants create an atmosphere of interest in the study of English and can lead from a "teacher centered" to a "student So, Students become themselves when they sing or play, and they aren't afraid of making errors.³⁷

On the other hand, there are some disadvantages; They don't mimic real speech that people would produce in "real life" situations. In addition, their context is sometimes irrelevant or downright silly. After that the problem is time. All these activities require time .Role-play chants and simulations involve a lot of conversations and discussions.³⁸

³⁶ Ni made Ratmeningsih, *Drills and total Physicalresponse: An Attempt to Enhance Young Learners' Oral Communicative Competence*, Ganesha University of Education, 2010, P. 150

³⁷ Maribel Peralta, *The use of jazz chants for children in the teaching learning process of English*, unpublished thesis, Cuenca university: faculty of philosophy, 2010. URL : <http://dspace.ucuenca.edu.ec/bitstream/123456789/2076/1/tli276.pdf> (accessed on November 20, 2013)

³⁸ Ibid, p.

K. Experiment study

1. The nature of experiment study

An experiment was a scientific investigation. In which the research manipulates one or more independent variables, controls any other relevant variables, and observes the effect of the manipulations on the dependent variable(s). An experimental deliberately and systematically introduces change and then observes the consequences of that change. Only research problems that permit a researcher to manipulate conditions are appropriate for experimental research. The goal of experimental research is to determine whether a causal relationship exists between two or more variables. Because the experiment involves control and careful observation and measurement, this research method provides the most convincing evidence of the effect that one variable has on another.³⁹

2. The characteristic of experimental study

An experiment has three characteristics: (1) an independent variable is manipulated; (2) all other variables that might affect the dependent variable are held constant; and (3) the effect of the manipulation of the independent variable on the dependent variable is observed. Thus, in an experiment the two variables of major interest are the independent variable and the dependent variable. The independent variable is manipulated (changed) by the experimenter. The variable on which the effects of the changes are observed is called the dependent variable, which

³⁹ Donal ary, Lucy Chaser Jacobs, Chris Sorensen, *Introduction to Research in Education. Eight Edition*, (USA : Wadsworth, Cengage Learning. 1985), p.265

is observed but not manipulated by the experimenter. The dependent variable is so named because its value is hypothesized to depend on, and vary with, the value of the independent variable.⁴⁰

3. Quasi Experimental Design

Cook and Campbell in Dornyei stated quasi-experiments are similar to true experiments in every respect except that they do not use random assignment to create the comparisons from which treatment-caused change is inferred.⁴¹ Quasi-experimental designs are similar to randomized experimental designs in that they involve manipulation of an independent variable but differ in that subjects are not randomly assigned to treatment groups. Because the quasi-experimental design does not provide full control, it is extremely important that researchers be aware of the threats to both internal and external validity and consider these factors in their interpretation. Although true experiments are preferred, quasi-experimental designs are considered worthwhile because they permit researchers to reach reasonable conclusions even though full control is not possible.⁴² Experimental is to establish a cause and effect relationship between two phenomena. The writer aimed to establish that one variable, the independent variable, causes changes in order variable, the dependent variable.⁴³

⁴⁰ Ibid, p.266

⁴¹ Ibid, p.117.

⁴² Ibid, p. 316

⁴³ Donna M. Johnson, *Approaches to research in Second Language Learning*, Logan: university of Arizona, 1992, p.165

In quasi-experimental studies, we do not have to worry so much about reducing external validity because these investigations take place in authentic learning environments using genuine class groups, but such designs open up the study to a number of new threats due to the inequality of the initial treatment and control groups.⁴⁴

⁴⁴ Zoltan Dornyei, *Research Methods in Applied Linguistics*, Oxford University Press, 2007, p.