USING JAZZ CHANTS IN TEACHING ENGLISH SPEAKING FOR YOUNG LEARNERS

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Abstract
Teaching English for Young Learners (TEYL), especially teaching English speaking is not easy. The teachers have to deal with the young learners who have the different characteristics with adult. Speaking is also the other problems for young learners. They feel hard to speak up. Knowing the characteristics and factors that cause difficulty in speaking for young learners, the teachers have to poses creative and effective method to teach English for young learners. One of the methods for teaching English speaking for young learners is jazz chant. This research employed Classroom Action Research to know the improvement of student English speaking skill using jazz chants. From the test, it showed that the average of all aspect; fluency, accuracy, pronunciation and intonation in every meeting, in each cycle had improved. The result of the observation also showed that there were improvement of students' participations and students' attitudes in every cycle.

Keywords: Speaking skill, jazz chant, teaching English for Young Learners

INTRODUCTION

Speaking is important in children's language development. This language skill can be seen by others directly, while the other three skills (listening, reading and writing) are needed in the process of learning the speaking skill itself. As English is a foreign language in Indonesia, Indonesian students learn English mostly in schools, starting from high school as compulsory subject. The Ministerial Decree No.22 Year 2006, dated May 23rd 2006, states that English subject can be given to elementary students as a local content. Based on the decree result, teaching English for young learners start from the fourth grade (Aini, 2013). Teaching English for Young Learners (TEYL), especially teaching English speaking is not easy. The teachers have to

deal with the young learners who have the different characteristics with adult. The characteristics of children are regarding their cognitive development and attention span. The development stage is stated by Piaget (1972) as cited in Pinter (2011) believes that's in each stage children have quality thinking which relatively consistent across different tasks. For elementary students, their cognitive developments lay on concrete operational stage. In this stage, children begin to think logically and use their experience to solve the problem. However, they are only able to solve problem which are applied to concrete examples and objects in real life (Pinter, 2011). Another characteristic is attention span. Musthafa (2010) argues that unlike adults who have long attention span, children only have attention span less than

15 minutes. Speaking is also the other problems for young learners. They feel hard to speak up. According to Ur (1996) as cited in Hosni (2014), there are many factors that cause difficulty in speaking for young learners; inhibition, nothing to say, low or uneven participation, and mother tongue use. Knowing the characteristics and factors that cause difficulty in speaking for young learners, the teachers have to poses creative and effective method to teach English for young learners.

One of the methods for teaching English speaking for young learners is jazz chant (Kustantinah & Karima, 2014). Jazz chants can also be the effective ways to teach English speaking for young learners, because jazz chant is simple. Jazz chant deals with the natural language, no special skill is needed in jazz chants. The students just learn about how to pronounce some words. They repeat the words that the teachers have delivered. Jazz cants can also make the students active in learning English speaking. This research will answer the research question; how is the improvement of English speaking ability of young learners through jazz chant?

THEORETICAL FRAMEWORK
The Nature of Speaking
Many experts in language learning have stated about definitions of speaking. Schmitt (2012 cited in Derakhsan, et al 2016) states that speaking is a part of daily life that everyone should develop in subtle and detailed language. To support the above statements about speaking, Rebecca(2006:144cited in Efrizal, 2012) claims that speaking is the first mode in which children acquire language, it is part of the daily involvement of most people with language activities, and it is the prime motor of language change. It also provides our main data for understanding

bilingualism and language contact. Speaking is one way to communicate which ideas and though a message orally. To enable students to communicate, we need to apply the language in real communication (Efrizal, 2012).

Characteristics of Young Learners
There are some opinions from some experts about the characteristic of young learners. The firs opinion is from Scott and Ytreberg (2006). They classified the children into two main groups. For the first group from five to seven years old, and the second is eight to ten years old. And all of them have the different characteristics. For the first group, five to seven years old have some characteristics as follows:

1. **Five to seven years old**
   a. They can talk about what they are doing.
   b. They can tell you about something that they have done or heard.
   c. They can plan activities.
   d. They can argue something and tell you their thought.
   e. They can use logical reasoning.
   f. They can use their imaginations.
   g. They can use wide range of intonation in their mother tongue.
   h. They can understand direct human interaction.

2. **Eight to ten years old**
   a. Their basic concepts are formed. They have decided views of the word.
   b. They can tell the difference between fact and fictions.
   c. They ask question all the time.
   d. They rely on the spoken word as well as they physical word to convey and understand the meaning.
   e. They are able to make some decisions about their own language.

f. They have definite views about what they like and don't like doing.
g. They have a developed sense of fairness about happens in the classroom and begin to question the teacher decisions.
h. They are able to work with others and learn from others.

Scott and Ytreberg(2006) state that the characteristics of young learners in general can be summarized below:

1. They know that the world is governed by rules. They may not always understand the rules, but they know that they are there to be obeyed, and the rules, and the rules help to nurture a feeling of security.
2. They understand situations more quickly than they understand the language used.
3. They use language skills long before they are aware of them.
4. Their understanding is based on the physical world – it is always connected with direct experience.
5. They are very logical – what you say first happens first. For example, 'Before you turn off the light, put your book away' can mean turn of the light first and then put your book away.
6. They have a short attention and concentration span.
7. Young children sometimes have difficulty in knowing what is fact and what is fiction. The dividing line between the real world and the imaginary world is not clear. When reading a story in a foreign language class of five year old about a mouse that got lost, the teacher ended the story by saying
8. Young children are enthusiastic and positive about learning. Therefore, it is especially important to praise them to keep them motivated and enthusiastic.

9. They will rarely admit they do not know something.

Teaching English Speaking for Young Learners

Graham- Marr (2004) as cited in Pratama and Awalia (2015), speaking is complex cognitive process and an active use of language to express meaning. It requires the language users to speak fluently, to be able to pronounce phonemes correctly, to use appropriate stress and intonation patterns, and to speak in connected speech (Harmer, 2007) as cited in Pratama and Awalia (2015). Learning speaking is one of the greatest challenges for all language learners. Thus, teachers are expected to have ability to speak fluently and accurately who can be imitated by the students. Teacher can be good model in teaching speaking, by using their target language in giving the instruction (Pinter, 2006). Teacher language can provide the language input, it can help them to get used to the patterns of intonation and the sounds of the language as well.

Paul (2003, p. 77) as cited in Pratama and Awalia (2015), there are lists several principles that teachers need to consider in preparing students to communicate in English:

1. Introducing and practicing patterns in ways that feel meaningful to the children, such as in game, in situation where the children genuinely want to express themselves, and through personalization.
2. Practicing new patterns in combination with the other patterns the children have learned, so the children can internalize them more easily.
3. Giving the children many opportunities to guess how to use the patterns flexibly in novel situation.

4. Giving the children confidence to speak out in front of others by talking independently with other children and the whole class.

Moreover, teachers can give the students some chunks or phrase. For example: *"How are you today? ; I'm fine thank you, and you? ; Sit down, please! etc."* To make it interesting, teacher can use the method, such as jazz chant, and other kinds.

Furthermore, teachers can ask some simple questions to them. It can begin with close questions where they have to answer yes or no. Moreover, ask them with some questions that just need short answer, for instance:

A: <What do you like>?
B: <I like> pizza.
A: <What do you like>?
C: <I like> chicken.
(Pinter, 2006)

So, from the explanation above, the teacher can give the student some chunks or phrase to teach speaking for young learners. The teacher also can use the simple question or short dialogue to make the student speak up. To make it interesting, the teacher can use the effective method, such as jazz chant for teaching speaking for young learners.

Jazz Chants

Jazz chant is one of the methods for teaching English speaking for young learners (Kustantinah & Karima, 2014).Jazz chants were firstly introduced by Carolyn Graham in 1970s', but the book was first published in 1978. She was Master Teacher of ESL at New York University. Actually she is a musician, writer and a teacher. According to Carolyn, jazz chant is a rhythmic expression of spoken American English, because it was born in America. Jazz chanting is simply a way of learning to speak and understand with special attention to the sound system of the language. That is way jazz chant is focusing on words' syllables to make it easier in producing the words' rhythms (source: her video interview in http://www.youtube.com/ watch?v=R_nPUuPryCs).

According to Zhang (2011) that Carolyn Graham discovered Jazz Chant only by accident while playing the piano in one bar. Her friend came to her said several words in which she could feel exactly the music beat she was playing. That way she found the connection between traditional American jazz and spoken American English. The music for chants is often taken from some traditional English songs. The children can concentrate on the words and rhythm more because they already know the melody from the original songs. For instances, melodies from Twinkle- Twinkle Little Star or Are You Sleeping (Graham, 2006) as cited in (Zhang, 2011).

Based on Zhang (2011), there are many types of Jazz chants depending on what the teacher wants to practice. They can be divided into two main group; topic jazz chants and grammar /structure jazz chants. The topic jazz chants are always connected to some specific theme, such as holidays, family, nature, seasons, animals, food, transport, health, occupations, hobbies, days of the week, etc. Whereas, the role of grammar/ structure jazz chants is to teach or practice some English grammar or structure such as, different verbs, preposition, tense, questions, answers, imperatives, structure like there is/ are, to be going to, or for example pronouns.

The advantages of using chants in teaching English speaking for young learners (Forster, 2006):

1. Children will noticeably increase their vocabulary bank of lexical items and

multi-word structures. These multi-word structures can include a range of sociolinguistic situations appropriate to the age and needs of the pupils such as greetings, leave-takings, requests and any language items necessary for basic classroom functions and routines.

2. There will be an improvement in English speech rhythms, intonation and pronunciation.

3. Memorization of longer word strings will be facilitated.

4. Music and rhythm work can be dovetailed into grammar and language activities and allow for fun and creative uses of classroom time outside of the specific time allotted for "English". This gives the practitioner more scope and time for teaching and allows more and varied opportunities for the pupils to practice new language skills.

Using Jazz Chant in Teaching English Speaking for Young Learners

Teaching English speaking for young learners is considered to be a complex activity in primary school. Hence, teaching jazz chant has become more popular in many teaching English speaking in the classroom. Jazz chant is useful tools for working on the sound systems in English, especially for developing ear for the correct stress along with intonation patterns of the spoken language (Carolyn, 2006).

From Jazz chants, students can enjoy in learning the English language material. They can easily memorize every material which presents it in rhythm, and the brain loves it. Moreover, not only spelling the lyric, jazz chants also works with the simple body movement, like clapping and stamping. And of course it will bring happiness and joy into the classroom,

especially in the English Young Learners' classroom.

There are four steps for teaching jazz chants for teaching English speaking to young learners (Graham, 2006), there are:

1. Preview. Talking about the title of the chant, what the students think it is about, explain connection to cultural context. With the simple English can be used.

2. Listen: Familiarizing students with the chant, singing it or playing on a CD player, stressing the rhythm of the chant by using different rhythmic instruments (drums, tambourines, or just hands, pencils, table or feet).

3. Choral chanting: Students open their books or teacher writes the text of the chant on the blackboard. So, they can read it and repeat it after the teacher or recording. If the students have some difficulty to pronounce individual words or phrases, teacher can isolate them from the rest of the text and practice it with learners only with small chunk of the text.

4. Group/ individual chanting. First of all students try the chant as a whole class, then the teacher can divide them into several groups in order to practice different parts of it (for example questions and answers). Students can also pantomime or act the chants out singing. Then children may get into pairs and sing and chants for the class in turns. After the students know the chants by heart and excellent method how to acquire naturally the language is to personalize it. This could be done in many ways. For instance substitutions (names, places, pronouns) and along with the substitution changing grammar structures (the first person changed into the third person). Another possible method role playing or

moving the chant language into situational context. Finally, the teacher can create variety of exercises which would follow what the students have learned.

RESEARCH METHODOLOGY
The research was undertaken in an elementary schools in West Java. The class consists of 20 students, and they are in grade four. This institution was taken at least for two reasons:
1. This school provides English for Young Learners as the Local Content.
2. It is located in the researcher's hometown, so it is easily accessible.

This research employs classroom action research (CAR). Dealing with CAR, this research will have quantitative data and qualitative data. Quantitative data were collected using tests. There were four kinds of test which were collected during preliminary, cycle-one, cycle two and cycle-three. The descriptions of the test were elaborated as follows:

Preliminary test
The researcher had given the materials in the first meeting during learning process. The aim of the preliminarywas to measure the knowledge of the students about greetings and spelling words.

Cycle-one test
The cycle one test was given after the researcher didthe first cycle. The aim was to measure young learners' ability about greetings and spelling words after the treatment given. They did the dialogue in front of the class.

Cycle-two test
The cycle-two test was done after the second treatment had given. They performed a role play in front of class with their friend about greetings and also spell the words.

Cycle-three test
The cycle-three test was given after the treatment and the cycle-two test. The result of all the test; preliminary-test, cycle-one test, cycle-two test and cycle-three test were collected to see the significance of the students' improvement after the treatment had been given.

In the classroom action research, the researcher used several activities for collecting the data in every cycle, they are:
1. Planning
In this phase, the researcher did the following activities:
a. Making lesson plan
b. Preparing hand-outs and media for teaching
2. Acting
In acting phase, the researcher carried out the teaching activities:
a. Preview. Talking about the title of the chant and explaining the simple English could be used.
b. Giving the examples of Jazz chant and singing it while the studentswere listening to me. Familiarizing the students with the chant.
c. Choral chanting. Students opened their books or the teacher wrote the text of the chant on the blackboard. So, they could read it and repeat it after the teacher.
d. The students practiced the material in group and in pair in front of the class.
e. After all the activities in every cycle had been done, the researcher gave the test for students. The test was given for measuring the students' knowledge about the material.
3. Observing
In the observing phase, the researcher observed all of activities, students'

participants and attitudes during learning process. While teaching, the researcher also observed how to make a good atmosphere in the class and how to handle the students.

4. Reflecting

Reflecting was the last phase in every cycle. This phase was a reflection of all activities in the classroom. The teacher gave the test to check the students' mastery of the materials in every cycle.

Qualitative data were collected using observation. The researcher used the camera digital for recording the process of teaching learning in the class. It was needed to record the teacher and students' activities during the teaching and learning process. The observation was used to know students' responses in learning English using jazz chant. The observation was given to the observer in cycle-one and cycle-two.

Procedures of Data Analysis

According to Phillips and Carr (2010, p. 26), "Any numerical data collected to the research was accounted as quantitative data."The quantitative data in this research was obtained from the test. The researcher gave four tests in this research to analyze the data; preliminary-test, cycle-one test, cycle-two test, and cycle-three test. The test was used to assess the students' knowledge and also to know the improvement of English learning of young learners during learning process. In this research, the researcher used the descriptive statistics to analyze the result of the test. McKean and Daniels (2001) state that descriptive statistics includes the construction of graphs, charts, and tables, and the calculation of various descriptive measures such as averages, measures of variation, and percentiles.

Qualitative

According to Burns (2010, p. 106), "Qualitative data are those that are analyzed without number." Based on Creswell (2003, p.190), "The process involves making sense out of text and image data. To analyze the qualitative data, the researcher used the observation. The observation was used to know the students' participation and attitude during learning process. The criteria of students' participants were the students' attention, students' participation and students' interaction between students and teacher. The criteria of students' attitudes were the language uses between the students and teacher, students' response towards teacher instruction and the students' attitude during the lesson.

FINDINGS AND DISCUSSIONS

There were four tests used by researcher to measure the improvement of English learning. Firstly, the researcher gave preliminary test to know the students' knowledge about the material. Secondly, the researcher used cycle- onetest after gave the material for the students in cycle-1. Thirdly, the researcher used the cycle-two test after the second treatment had been given. The last, the researcher gave the students cycle-three test after treatment and cycle two test.

The researcher found that the students' ability in speaking skill is low. The Minimum Learning Mastery Standard of English subject at fourth grade in SDN 4 Cimanggu was 70. The researcher gave the score for four aspects; fluency, accuracy, pronunciation, and intonation. In the preliminary test, the averages of all aspects had low score. The average of their fluency in speaking was 58.5. The average of their accuracy was 66.5. The average of their pronunciation was 61.5 and the average of their intonation was 62.

After the treatment had been given in cycle-one, the averages of all aspects had improved. Although improving of all aspects in cycle-two was not significant. The average of their fluency was 65 from 58.5, their accuracy was 71 from 66.5, the average of their pronunciation was 68 from 61.5 and the average of their intonation was 63.5 from 62. The average of their accuracy had reached the Minimum Learning Mastery Standard (70). Therefore, the researcher gave the students second treatment in cycle-two for getting the improvement.

The result of test after the treatment in cycle-two had been done. The averages of all aspects had been improved. There are two aspects that reached the Minimum Learning Mastery Standard; the averages of their accuracy 72.5 from 71 and the average of their pronunciation 72.5 from 68. The average of their fluency and intonation also had been improved but both of the aspects had not reached the Minimum Learning Mastery Standard. The average of their fluency was 69 from and the average of their intonation was 68.5 from 63.5. After that, the researcher gave the students the last treatment for cycle-three test. The researcher hoped in the cycle-three test that the average of all aspects reached the Minimum Learning Mastery Standard.

In cycle-three test, there are the significance improvement of all aspects. All of aspects reached the Minimum Learning Mastery Standard. The average of their fluency was 74.5 from 69, the average of their accuracy was 77.5 from 72.5, the average of their pronunciation was 78 from 72.5 and the average of their intonation was 75 from 68.5.

Table 1. The Improvement of Student's English Speaking Ability Using Jazz Chant

No	Aspects	Preliminary	Cycle-1	Cycle-2	Cycle-3
1.	Fluency	58.5	65	69	74.5
2.	Accuracy	66.5	71	72.5	77.5
3.	Pronunciation	61.5	68	72.5	78
4.	Intonation	62	63.5	68.5	75

Based on Foster (2006) states that one of the advantages of using jazz chant is jazz chant will be an improvement in English speech rhythms, intonation and pronunciation. From the table shown the average of all aspect; fluency, pronunciation and intonation in every meeting had improved. In the preliminary, the average of the student's fluency was 58.5, and improved in cycle-one become 64, and improved in cycle-two become 69, and improved in cycle-three become 74.5. In the preliminary, the average of students' accuracy was 66.5, and improved in cycle-one become 71, and improved in cycle-two become 72.5, and improved in cycle-three become 77.5. The average of pronunciation in preliminary was 61.5, and improved in cycle-one become 68, and improved in cycle-two become 72.5, and improved in cycle-three become 78. In the preliminary, the average of students' intonation was 62, and improved in cycle-one become 63.5, and improved in cycle-two become 68.5, and improved in cycle-three become 75. So, the table above shown that in every meeting, the students' speaking ability had the significant improvement

The researcher used the observation for guiding the researcher to know the classroom condition. There are two aspects that included in observation; students' participation and students' attitude. The explanation of them will be explained below.

Table 2. The Result of Observation Cycle-one

No	Questions	Comment
	Students' Participation	
1.	How was the students' attention towards the lesson?	Almost all of students paid attention towards the lesson.
2.	How was the students' participation during the lesson?	Half of the students were active during the lesson.
3.	How was the interaction between the students and teacher?	The interaction between the students and the teacher was not really good.
	Students' Attitude	
1.	How was the language used between the students and teacher?	Only few students used formal language during the lesson.
2.	How was the students' response towards teacher's instruction?	Most of the students were not able to respond well.
3.	How was the students' attitude during the lesson?	Almost half of the students act politely during the lesson.

From the table shown the result of the observation about improvement students' participations and students' attitudes during learning process in cycle-one. The aspects in students' participation were students' attention, students' participation and interaction between students and teacher. In cycle-one, the students' attention was almost of the students paid attention towards the lesson. The students' participation during the lesson in the cycle-one was half of the students were active during the lesson. The interaction between the students and teacher in the cycle-one was the interaction between the students and teacher was not really good.

The aspects in students' attitudes were the language used between the students and teacher, students' response towards teacher's interaction and the students' attitude during the lesson. In the cycle-one, the language used between the students and teacher was only few student used formal language during the lesson. The students' response towards teacher's instruction in cycle-one was most of the students were not able to respond well. In the cycle-one the students' attitude during the lesson was almost half the student act politely during the lesson.

Table 3. The Result of Observation Cycle-two

No	Questions	Comment
	Students' Participation	
1.	How was the students' attention towards the lesson?	Most of the students paid attention towards the lesson.
2.	How was the students' participation during the lesson?	More than half of the students were active during the lesson.
3.	How was the interaction between the students and teacher?	The interaction between the students and the teacher was good.
	Students' Attitude	
1.	How was the language used between the students and	Most of the students used formal language during the lesson.

	teacher?	
2.	How was the students' response towards teacher's instruction?	Most of the students were able to respond well.
3.	How was the students' attitude during the lesson?	Almost of the students act politely during the lesson.

From the table above, it could be seen that all aspects had improved in cycle-two. In cycle-two the students' attention towards the lesson was most of the students paid attention towards the lesson. The students' participation during the lesson in cycle-two were more than half of the students were active during the lesson. The interaction between the students and teacher in cycle-two was the interaction between the students and teacher was good.

The aspects in students' attitudes were the language used between the students and teacher, student's response towards teacher's interaction and the students' attitude during the lesson. In the cycle-two, the language used between the students and teacher was most of the students used formal language during the lesson. The students' response towards teacher's instruction in cycle-two was most of the students were able to respond well. The students' attitude during the lesson in cycle-two was almost of the students act politely during the lesson.

The observation was done only in the cycle-one and cycle-two. It was done because in the cycle-two the result of the students' participations and students' attitude had improved. In the cycle one the half of the students had good participation and attitude in the class, but in the cycle two most of the students had good participation and attitude during learning process. The students' participations and students' attitude had improved. Therefore, the observation was stopped in cycle-two.

Discussion

There were some findings which could be interpreted. The researcher gave four tests to know the students' improvement in learning English. There are preliminary test, cycle-one test, cycle-two test and cycle-three. In every test, researcher gave the score to four aspects of speaking; fluency, accuracy, pronunciation, and intonation. The explanation of the result can be shown from the chart below.

Chart 1. Improvement Students' English Speaking Ability Using Jazz Chant
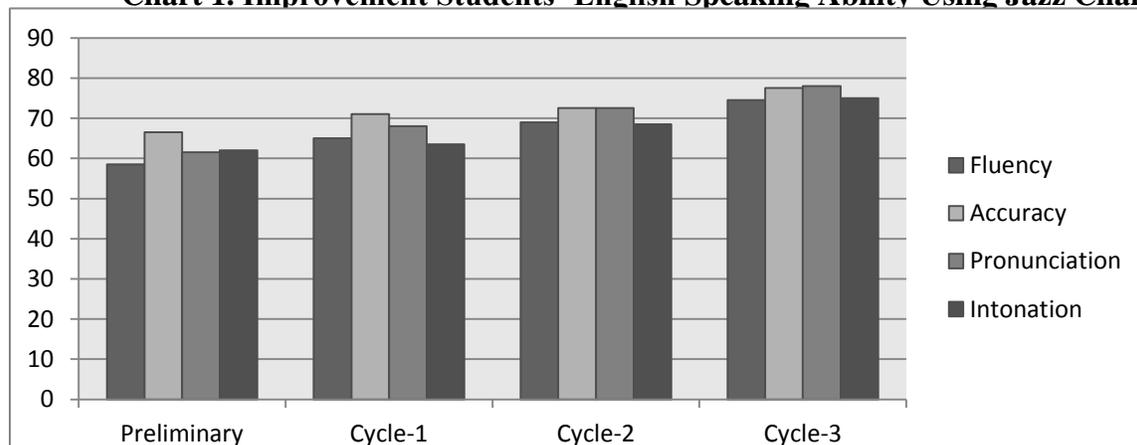
every test, the students' ability in speaking   jazz chant is a simply way of learning to

speak and understand with special attention to the sound system of the language. Forster (2006) says that jazz chant is fun activities and creative for teaching English. When, the researcher used the jazz chant in teaching English for the student in elementary school, the students were more active and fun during learning process. It made the students gained the material easier. It could be shown from the charts that the averages of all aspect in every meeting have been improved.

In the observation, there were two aspects; students' perceptions and students' attitudes. The result of the observation shows there were improvement of students' participations and students' attitudes. In the cycle-one the half of the students had good participation and attitude but in the cycle-two most of the students had good participation and attitude during learning process.

The teacher, as the main facilitator in the classroom, had to know that teaching English for young learners was not easy. Carolyn (1994) states that teaching English is considered to be complex activity in teaching young learners. It the challenges for teaching English for young learners was the teacher had to make English more fun for learning. In this research, the researcher tried to teach the English lesson with the Jazz chant method. Jazz chant could be one of the methods for teaching English for young learners. It could make the students fun in learning English and make the students active in learning. When the researcher used jazz chant in learning process, researcher saw that jazz chant would be good methods for improving the students' English knowledge, especially in teaching English for young learners.

CONCLUSION AND SUGGESSTION

Conclusion

The average of all aspect; fluency, accuracy, pronunciation and intonation in every meeting had improved. In the preliminary, the average of the student's fluency was 58.5, and improved in cycle-one become 64, and improved in cycle-two become 69, and improved in cycle-three become 74.5. In the preliminary, the average of students' accuracy was 66.5, and improved in cycle-one become 71, and improved in cycle-two become 72.5, and improved in cycle-three become 77.5. The average of pronunciation in preliminary was 61.5, and improved in cycle-one become 68, and improved in cycle-two become 72.5, and improved in cycle-three become 78. In the preliminary, the average of students' intonation was 62, and improved in cycle-one become 63.5, and improved in cycle-two become 68.5, and improved in cycle-three become 75.

The result of the observation shows there were improvement of students' participations and students' attitudes. In the cycle-one the half of the students had good participation and attitude but in the cycle-two most of the students had good participation and attitude during learning process.

Suggestions

There are some suggestions for using jazz chant in teaching English speaking for young learners. The suggestions are follows:

For the teacher. They are suggested to use the effective method for teaching English speaking, especially in teaching English speaking for young learners. Using jazz chant in teaching English could be one of references for teachers in teaching English. Jazz chant are recommended to be applied in teaching speaking for young learners. It also can be applied for teaching vocabulary, listening, and grammar. For

the other researcher. This research is expected to have contribution into English teaching learning process. It also might be a useful material for the other researcherin the future.

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