

**REINFORCING VOCABULARY USING JAZZ CHANT  
TECHNIQUE**

**RESEARCH ARTICLE**

**BY:**

**RAHMAD HIDAYATUL KALAM**  
**NIM.F42112003**



**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM  
LANGUAGES AND ARTS EDUCATION DEPARTMENT  
TEACHER TRAINING AND EDUCATION FACULTY  
TANJUNGPURA UNIVERSITY  
PONTIANAK**

**2016**

REINFORCING VOCABULARY USING JAZZ CHANT  
TECHNIQUE

RESEARCH ARTICLE

Rahmad Hidayatul Kalam  
NIM.F42112003

Approved by,

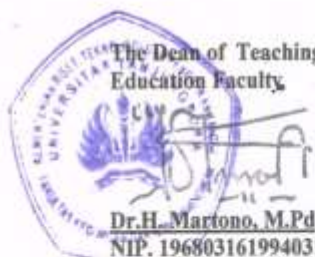
Supervisor I


  
Drs. H. Sudarsono, M.A, Ph.D  
NIP. 195804141987031001

Supervisor II

  
Eusabinus Bunau, S.Pd, M.Si  
NIP. 196812301998031001

Legalized by,

  
The Dean of Teaching Training and  
Education Faculty  
Dr. H. Martono, M.Pd  
NIP. 196803161994031014

  
The Chairman of Languages and  
Arts Education Department  
Drs. Nanang Hervana, M.Pd  
NIP. 196107051988101001

# REINFORCING VOCABULARY USING JAZZ CHANT TECHNIQUE

**Rahmad Hidayatul Kalam, Sudarsono, Eusabinus Bunau**

English Language Education Study Program of Teacher Training and Education  
Faculty of Universitas Tanjungpura, Pontianak

*Email: Rahmadhk@gmail.com*

**Abstract:** The research investigated the evidence that this technique was useful to use in reinforcing students vocabulary. This was a pre experimental research with one group pre-test and post-test design. There were 10 students which participated in this research. The data were collected by objective tests and analyzed by paired t-test and effect size formula using Cohen's index. Based on the research findings, the null hypothesis ( $H_0$ ) was rejected, while alternative hypothesis ( $H_a$ ) was accepted. The  $t$  absolute (2.41) was bigger than  $t$  critical (1.860) by degree of freedom 8. The effect size was categorized as large effect since the  $r$  value was 0.99, bigger than 0.80. To conclude, the use of Jazz Chant technique is significant and very effective to reinforce vocabulary mastery of Year-7 students of SMP Islam Bawari in Academic Year 2015/2016.

**Keywords:** Reinforce, Jazz Chant technique, Students' Vocabulary Mastery

**Abstrak:** Penelitian ini menemukan bukti bahwa tehnik Jazz Chant berguna untuk mengasah kemampuan kosakata siswa. Penelitian ini berbentuk eksperimen dengan satu grup pre-test dan post-test. Terdapat 10 siswa yang berpartisipasi dalam penelitian ini. Data diperoleh melalui tes objektif dan dianalisis dengan menggunakan rumus indeks Cohen yaitu uji-t berpasangan dan ukuran efek. Berdasarkan temuan penelitian, hipotesis nol ( $H_0$ ) ditolak, sedangkan hipotesis alternatif ( $H_a$ ) diterima.  $t$  hitung (2.41) lebih besar dari pada  $t$  tabel (1.860) dengan derajat kebebasan 8. Ukuran efek dikategorikan sebagai efek besar karena nilai  $r$  nya adalah 0.99, lebih besar dibandingkan 0.80. Dapat ditarik kesimpulan bahwa penggunaan Jazz Chant technique adalah penting dan sangat efektif untuk mengasah kemampuan kosakata siswa kelas 7 di SMP Islam Bawari pada tahun akademik 2015/2016.

**Kata Kunci:** Mengasah, Tehnik Jazz Chant, Kemampuan Kosa Kata Siswa

Vocabulary is the basic requirement to acquire a new language. Cengizhan cited in Kirmizi & Topcu (2014, p. 217) states that vocabulary, listening, speaking, reading, grammar, and writing are seen as the essential components

while learning a language. Especially, vocabulary has a greater role as it is the main part of comprehension and communication. Vocabulary knowledge is important because it encompasses all the words that students must know to access students' background knowledge, express their ideas and communicate effectively, and learn about new concepts (Sedita, 2005, p. 33). Wilkin cited in Sanusi (2009, p. 4) claims, "Without grammar, very little can be conveyed but without vocabulary nothing can be conveyed." It shows the importance of vocabulary.

The significance of vocabulary has long been stressed in any curriculum, but teachers often do not give it the weight it deserves (Klink & Loveland, 2015, p. 8). In fact, vocabulary acquisition is crucial to academic development. Wallace cited in Sanusi (2009, p. 4) argues, "There is a sense in which learning a foreign language is basically a matter of learning vocabulary in target language." For Robert et al cited in Sanusi (2009, p. 3), vocabulary is "requisite for reading comprehension, in which people who do not know the meaning of words are most probably poor readers". Despite quite small pieces, they are vital to the great structure.

On the basis of pre-observation, students had different ways to master the vocabulary. It was because of the students' technique. It was memorization and lack of practice. Therefore, they need interactive techniques. One of which is a Jazz Chant. Jazz Chant lessons involve a great deal of repetition, in response to other students or the instructor, and always end with activities such as a role play. Lee cited in Robertson & Nunn (2013, p. 7) suggests that teaching ESL students L2 rhythms provides them with a lot of features such as deleting, blending, shortening, lengthening and rhyming sounds in spoken English, which are essential for students to acquire English stress and intonation. One feature of Jazz Chant technique is an imitation of American speaking. The imitation refers to the original spoken language in America which has a lot of deleting, blending, shortening, lengthening, and rhyming sounds.

Selection of this technique was to help students memorize the chant well. Krashen (2013, p. 32) claims that students are not fanatic pleasure readers. Since English is very rich in vocabulary, it is impossible to provide students with vocabulary that is acquired by reading and without simple way how to memorize. Dickinson, Golinkoff, & HirschPasek cited in Wasik & Campbell (2012, p. 321) states that providing opportunities for children to talk and use language in meaningful contexts can promote vocabulary development in preschoolers. The rhythm of jazz chants is not only entertaining, but also a powerful memory aid (Peralta & Quito, 2010, p. 12). It has been proven that people memorize the song easily. If they stop rhyming the song and say the lyric with daily speaking intonation, most of them forget and stuck for a while, easily take a breath, after that, thus try to sing the rhythm in the mind to get the next lyric. That is how Jazz Chant works. The other one is that they can practice stress and rhythm with the class and help their students sound more natural when they speak English. Also, because each Jazz Chant focuses on different vocabulary and grammar, students can also use them to review important words and structures. Jazz Chant provides a

network of grabbing much vocabulary easily, and helps students memorizing the words better.

## METHOD OF RESEARCH

This research was a pre-experimental research. It told about an explanation how Variable A may affect Variable B. To experiment means to actively change x and to observe the response in y (Moore & McCabe, 1993, p. 202). One of the purposes of experimental research was to see whether or not one x variable can affect y variable. “O1-X-O2” in below table indicated a pretest was given to all subjects; they were given the experimental treatment and the posttest.

Pre-Experimental Design	O <sub>1</sub>	X	O <sub>2</sub>
-------------------------	----------------	---	----------------

**Diagram 1**  
**Pre-Experimental Design**

The research applied Jazz Chant technique in “SMP Islam Bawari”. Therefore, school syllabus in that school was the key of what kind of words were going to be targeted. It provided some materials that this research needs. Besides that, this research included one group only. There was no control group needed. The data were obtained from the students’ daily examination in the school.

The school syllabus was a school-based curriculum, which was termed in Indonesia as “Kurikulum Tingkat Satuan Pendidikan”. In this syllabus, vocabulary was taught at the first semester of Year-7 students. The theme of the vocabulary was about “professions around us”. According to the syllabus, the teaching must be organized with the environment around the classroom. The media must support students to remember every word easily.

## Population

The participants of this research were Class A of Year-7 of “SMP Islam Bawari Pontianak”. The school was accredited nationally. It explained that the students have good qualification. Although the school had “A” accreditation level, most of the students were from the middle to the low economic family. They did not take an extra lesson outside the school hours. Since then, their English ability really depended on the learning process in the school.

Year-7 students in SMP Islam Bawari were distributed into 2 clusters. They consisted of 73 students which were divided as seen in the following table.

**Table 1**  
**Distribution of Year-7 Students of SMP Islam Bawari Pontianak**

Class	Amount of Students
VII A	40
VII B	33

The research participants were taken from Class B as an experimental group, while students of Class A were the class in which try out of the test was

conducted. Not all students in the class were going to be selected, since the title concerned on “reinforcing”, this technique was used after daily class examination had finished. By the daily class examination, the students had their study results which was categorized into passed and not passed students. This technique was used to reinforce passed students. To know the result of the study, the researcher asked the score results to the teacher in the school. However, the standard achievement that categorized as passed students for this level was 65. There were 10 students who passed, and there were 23 who not passed. Then, those 10 students were the sample.

### **Procedures of Collecting Data**

1. Try out
  - a. Selecting the students as the participant of the try out
  - b. Conducting try out
  - c. Analyzing the test item (Level of Difficulty and Discriminating Power)
  - d. Analyzing the Coefficient Reliability of the test
  - e. Concluding the result of try out
  - f. Conducting the next try out (if necessary) as the revision of the test items.
2. Pretest and Posttest
  - a. Conducting the pre-test
  - b. Scoring and tabulating the results of pretest
  - c. Conducting the treatment activities.
  - d. Conducting the post-test
  - e. Scoring and tabulating the post-test
  - f. Analyzing the score results of pre-test and post-test
  - g. Concluding the results of research findings

### **Technique of Collecting Data**

The used instrument to collect the data was a test. The researcher gave the students 10 multiple choice items for the pretest and posttest. The students had to select one best answer of A,B,C, or D to complete each item test. After the students were being treated by Jazz Chant technique, the posttest was given to the students.

Regarding the instrument of data collecting, they were all scored 10 for each correct answer. It resulted in student’s score range from the highest 100 (when the students can answer all questions correctly) to the lowest 0 (when the students cannot answer any question).

Table of specification was prepared before the test was written. It is sometimes referred to as test blue print and is a table that helps teachers align objectives, instruction and assessment (Alade & Omoruyi, 2014, p. 1). The table was about how the researcher described the tests and defined the material classification. Therefore, testing should occur with the vocabulary items that are controlled for familiarity, length, and associative features (Macedonia, 2015, p. 1). The test was constructed based on this table of specification.

**Table 2**  
**Table of Specification**

Objectives	Knowledge	Understanding	Total Items
Defining job	4 Q. 1, 3, 6, 9	3 Q. 4, 5, 8	7
Job description	1 Q. 10	2 Q. 2, 7	3
<b>Total</b>	<b>5</b>	<b>5</b>	<b>10</b>

There were 10 items in the test. The material was about profession. The learning objective was that students must be able to define the job and describe it. There were 4 items that measured students' knowledge about defining job, and 1 item to measured students' knowledge about the job description. There were 3 items that measured students' understanding about defining a job, and 2 items to measured students' understanding about the job description. The test has been measured to gain the validity and reliability. However, the reliability of the test was 0.50 which indicated that the test was moderate and valid to use.

#### **Technique of Data Analysis**

After gaining the data, the researcher analyzed the data by using paired t-test formula. This kind of test analysis helped the researcher to define whether or not the research is significant. The data from the test result named the students individual score was analyzed statistically following the procedures below:

#### **T-test analysis**

1. Difference of the mean score of post-test and pre-test

$$Md = \frac{\sum d}{N}$$

Legends:

Md = Mean difference score of student

$\sum d$  = Sum of difference score of students

N = Number of student

2. Standard Deviation

$$SD = \sqrt{\frac{\sum d^2 - \frac{(\sum d)^2}{N}}{N - 1}}$$

Legends:

SD = Standard Deviation

$\sum d$  = a sum of difference score

N = Number of student

3. t-test

$$t = \frac{md}{SD \sqrt{\frac{1}{N_2} + \frac{1}{N_1}}}$$

Legends:

t = t-test

Md = mean of difference score

SD = Standard Deviation

$\sqrt{\quad}$  = The root of

N = Number of student

### Effect Size

#### 1. Cohen's Index Formula

$$d = \frac{M_1 - M_2}{\sqrt{\frac{SD_1^2 + SD_2^2}{2}}}$$

Legends:

M1 = Mean of first observation.

M2 = Mean of second observation.

S1 = Standard deviation of pre-test.

S2 = Standard deviation of post-test.

#### 2. Effect Size Formula

$$r = \frac{d}{\sqrt{d^2 + 4}}$$

Legends:

d = Cohen's index

r = Effect-size coefficient.

However, the result determined how far the effect size was. According to J. Cohen cited in Becker (2000, p. 3), He categorizes the result as 0.2 for small effect, 0.5 for medium effect, 0.8 for large effect.

### RESEARCH FINDINGS

After the treatment was conducted and the data were collected, the research data are analyzed and the finding was used to test hypotheses. Reinforcing students vocabulary using Jazz Chant technique to Year-7 students of SMP Islam Bawari Pontianak is significant. According to the statistic, mean score of pretest increases from 65.56 to 88.89 in the post-test.

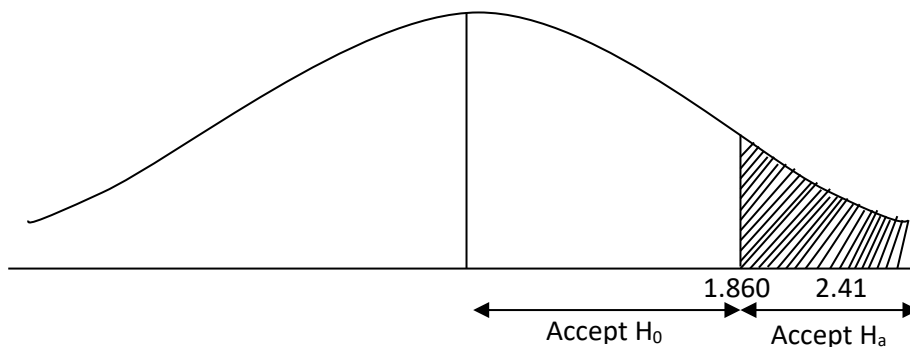
**Table 3**  
**The Difference of Students' Pre-Test and Post-Test Score of Experimental Group**

No.	Code	Score	
		Pre-Test	Post-Test



1	Student 1	90	100
2	Student 2	100	100
3	Student 3	40	80
4	Student 4	40	90
5	Student 5	70	70
6	Student 6	60	90
7	Student 7	80	80
8	Student 8	60	100
9	Student 9	50	90
<b>Total (<math>\Sigma</math>)</b>		<b>540</b>	<b>800</b>
<b>Mean</b>		<b>65.56</b>	<b>88.89</b>

It also shows that the  $t$  value is 2.41. If the absolute value of the  $t$  in the pretest is greater than the critical value, the null hypothesis is rejected. Since the degree of freedom (df) of the test is 8 (the number of the students who take the test – 1), the  $t$  critical at 95% confidence interval (0.5 level) is 1.860. It results in  $2.41$  ( $t$  absolute)  $>$   $1.860$  ( $t$  critical) which indicates that the pre-test and the post-test differ significantly.



**Diagram 2**  
**Critical  $t$  value**

Alternative Hypothesis ( $H_a$ ) stating “Reinforcing students vocabulary mastery to Year-7 of SMP Islam Bawari in Academic Year 2015/2016 is significant” is accepted. In contrast, the null hypothesis stating “Reinforcing students’ vocabulary to Year-7 of SMP Islam Bawari in Academic Year 2015/2016 is not significant” is rejected.

### **Discussion**

One of the main goal of this research was to investigate significant evidences in which Jazz Chant technique reinforced students’ vocabulary mastery. The atmosphere of the learning was considered to be the indicator that led to a successful learning. The atmosphere was described as a situation in which students enjoyed the teaching. Moreover, when students enjoy the teaching, their interests are grabbed and this situation creates a good learning environment.

The ideal atmosphere which is likely fit in teaching learning situation is a class which is full of fun. Fun is described as an emotional response to the learning. When students feel fun, they enjoy the process of teaching and learning. They are open to the given input. Maribel Peralta and Guadalupe Quito (2010, p. 41) claims that Jazz Chants is a fun material for both teacher and students due to rhythmic and short chants. Moreover, rhythmic and short chants belong to sensory activity. They clap and sing with the teacher. This activity help them to overcome their shyness and boost their confidence. Students get motivated when singing the chants. Then, students become themselves when they sing or play, they are not afraid of making mistakes. However, Zatorre as cited in Stansell (2015, p. 36) explains that most people listen to music because they like it, and no more explanation than that is needed. It showed that students interested to the learning because music was part of it. When students enjoyed the learning, their attention was one hundred percent gained. Nevertheless, this kind of activity cheered them up, and avoid a boring class.

Students are usually faced to a problem of memorizing. They basically use an old way to memorize words. The old way here means the way they memorize the words by saying them multiple times and move to other words once they have memorize the word. In fact, Jazz Chant technique provides a better way to memorize the words. Maribel Peralta and Guadalupe Quito (2010, p. 13) state that Jazz Chants is an active learning which provides better learning than simple memorization. Most people are able to remember a song lyric even without having any knowledge about the meaning of it. It shows a strong relation that rhythm can help students to remember the words better. It was proven by a test in which students were assigned to match the words from the target language with the meaning in their native language and almost all of them matched the words correctly without a mistake and a help from dictionary.

There are few possibly issues to have Jazz Chant in class. To make effective use of Jazz Chant technique requires good facilities, for example: slide presentation, piano, speakers, and so forth. These are meant to make a class more living. Furthermore, this technique is possibly not working efficiently if it is applied in large class, since it is hard to maintain students' errors in big numbers.

## **CONCLUSION AND SUGGESTION**

### **Conclusion**

Vocabulary can be taught by various ways. One of them is Jazz Chant technique. Based on the data analysis, it proves that Jazz Chant is a good technique to improve students' vocabulary mastery. It works with rhythmic chants. If students can memorize a lyrics of a song even without knowing the meaning of it, they must also be able to memorize the chants. If they can memorize the words by singing the chants, the only problem is that to make them know the meaning of the words. Since the words are associated to each other, it helps them to get a clue about the word that they forget. This is a big deal for a teacher since this technique is not really difficult to apply.

## **Suggestion**

After conducting the research, the researcher has some suggestions for further researches and the teachers who are going to use this technique which are shown as follows: a) This research is limited only to reinforce students vocabulary. The focus is to change vocabulary mastery from good one into a better result, not solving those who have bad vocabulary mastery. It is recommended to have a future research related to this issue; b) Teachers are suggested to use this technique if the teachers cannot provide any activity for passed students when it comes to evaluation time; c) Teachers are suggested to provide a musical instrument and use ready-made chants which can be taken from internet or audio from a book that has been created by Carolyn Graham. It is much better if the teachers can perform musical instrument which makes the classroom atmosphere lives; d) It is recommended to conduct a research which investigates different focus using Jazz Chant technique.

## **BIBLIOGRAPHY**

- Becker, L. A. (2000). Effect Size (ES). *uccs edu*, 1-14.
- Kirmizi, O., & Topcu, N. (2014). Vocabulary Learning Strategies of Turkish EFL Students at Karabuk University. *Atatürk Üniversitesi*, 217-232.
- Klink, P., & Loveland, T. (2015). Vocabulary development in technology and engineering education. *Technology and Engineering Teacher*, 8-13.
- Krashen, S. (2013). Reading and vocabulary acquisition: supporting evidence and some objections. *Iranian Journal of Language Teaching Research*, 27-43.
- Moore, D., & McCabe, D. (1993). *Introduction to the practice of statistic*. New York: Freeman.
- Peralta, M., & Quito, G. (2010). The Use of Jazz Chants for Children in the Teaching Learning Process of English. *University Of Cuenca*, 1-87.
- Robertson, P., & Nunn, R. (2013). Professional Teaching Articles. *The Aian EFL Journal*, 1-53.
- Sanusi, E. (2009). The Techniques of Teaching Vocabulary. *Ittihad Jurnal Kopertis Wilayah XI Kalimantan*, 1-20.
- Sedita, J. (2005). Effective Vocabulary Instruction. *Insights on Learning Disabilities*, 33-45.
- Stansell, J. W. (2015). The Use of Music for Learning Languages : A Review of the Literature. *Urbana-Champaign*, 1-41.

Wasik, B. A., & Campbell, C. I. (2012). Developing Vocabulary Through Purposeful, Strategic Information. *International Reading Association*, 321-332.