



THE IMPLEMENTATION OF JAZZ CHANTS TO ENHANCE VOCABULARY MASTERY AMONG EFL YONG LEARNERS

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Abstract: *This study aims to improve students' vocabulary mastery in English learning using the Jazz Chants technique. This study uses pre-experimental research with quantitative methods. There were 35 students from fifth grade of MIN 09 Banda Aceh who were involved as respondents in this study. This study used pre-test and post-test research instrument. The test consisted of 10 questions in which the students had to recognize the vocabulary about body parts. The data then was analyzed using SPSS 22 version. The findings show that the use of Jazz Chants technique is significantly improving students' understanding of vocabulary mastery. This is because students learn and practice to recognize the body parts vocabulary using Jazz Chants technique. It is evidenced by the average pretest score of writing vocabulary before treatment, namely 55.14, while the average score after being given treatment are 92.29. The paired T test shows that the t value obtained is -37.142 with a p value of 0.000. This means that there is significant increase in students' vocabulary mastery after using the Jazz Chants technique. Thus, it is recommended for English teachers to use Jazz Chants technique in teaching vocabulary to students.*

Keywords: *Jazz Chants Technique, Vocabulary, Young Learners*

Abstrak: Penelitian ini bertujuan untuk meningkatkan penguasaan kosakata siswa dalam pembelajaran bahasa Inggris dengan menggunakan teknik *Jazz Chants*. Penelitian ini menggunakan penelitian pra-eksperimental dengan metode kuantitatif. Siswa kelas V MIN 09 Banda Aceh berjumlah 35 orang yang dilibatkan sebagai responden dalam penelitian ini. Penelitian ini menggunakan instrumen tes yang terdiri dari prates dan posttes. Prates dan posttes berisi dari 10 soal dimana siswa harus mengenali kosakata tentang bagian tubuh. Data dari kedua tes tersebut kemudian dianalisis menggunakan SPSS versi 22. Hasil dari analisa menunjukkan bahwa penggunaan teknik *Jazz Chants* mampu secara signifikan meningkatkan pemahaman siswa dalam penguasaan kosakata. Hal ini dikarenakan siswa belajar dan berlatih mengenal kosakata bagian tubuh menggunakan teknik *Jazz Chants*. Hal ini dibuktikan dengan skor rata-rata prates kosakata menulis sebelum diberikan perlakuan yaitu 55,14, sedangkan skor rata-rata setelah diberikan perlakuan adalah 92,29. Uji T berpasangan menunjukkan nilai t hitung yang diperoleh sebesar -37,142 dengan nilai p value sebesar 0,000. Artinya ada peningkatan yang signifikan dalam penguasaan kosakata siswa setelah penggunaan *Jazz Chants* dalam proses belajar mengajar. Dengan demikian, penggunaan teknik *Jazz Chants* sangat disarankan untuk digunakan oleh guru dalam mengajarkan vocabulary pada siswa.

Kata Kunci: *Teknik Jazz Chants, Kosa Kata, Pelajar Muda*

INTRODUCTION

Teaching English in Indonesia is quite challenging. Teachers are really in need of creative efforts to make the process of teaching-learning fun and interesting. Brown (2000) explains that the general goal of the English teaching and learning process in a school is to improve the students' English ability. It covers four language skills; those are listening, speaking, reading, and writing.

It is not possible to isolate learning language from studying vocabulary. According to Hirsch (2003), the earlier children can acquire a large and richly structured vocabulary, the greater their reading comprehension is likely to be in the later grades. However, teaching vocabulary to young learner is not just simply presenting some words, it has significant influence to the four language skills. Teaching vocabulary to young learner is not easy. There is a difference between teaching to children and adults.

Based on the result from a preliminary study conducted by researchers on the fifth graders of MIN 09 Banda Aceh elementary school, they have problem in English lesson especially vocabulary. They have difficulty in remembering English vocabulary, such as body parts vocabulary. The students in the beginning level need more practice to memorize new vocabularies in teaching learning process because they learn English as foreign language. Therefore, the teacher must have appropriate technique for presenting new words to the students. To improve the students' English vocabulary, researchers proposes one of the teaching techniques of vocabulary.

One of the suggested teaching techniques that can be appropriate to improve the children's vocabulary is "Jazz Chants". According to Graham (2006), Jazz Chants is a rhythmic expression of natural language which links the rhythms of spoken American English to the rhythms of traditional American jazz. The rhythm, stress and intonation pattern of the Chants should be an exact replica of what the student would hear from an educated native speaker in natural conversation (Graham 2006).

By using Jazz Chants, the students can work with the sound system of English, in particular for developing their ears for the correct stress and intonation patterns of the spoken language. It can also reinforce grammar, to develop and practice vocabulary, and to practice the patterns of everyday conversation. (Graham 2006). The rhythmical attraction of chanting is common to young and old therefore Jazz Chants can be used for teaching English vocabulary especially for young learners because we can offer song, movement, poetry, and storytelling on it (Ambarwati, 2012). Jazz Chants is a simple, effective, flexible technique in learning English. So, it is said that Jazz Chants is a rhythmic expression of natural language. Graham (2006) emphasizes that with Jazz Chants technique, students will more easily accept the material taught by their teacher and feel comfortable with the learning situation.

By using Jazz Chants, the students can work with the sound system of English, in particular for developing their ears for the correct stress and intonation patterns of the spoken language. It can also reinforce grammar, to develop and practice vocabulary, and to practice the patterns of everyday conversation. Kalam (2016) investigated the reinforcing vocabulary using Jazz Chants technique. The sample of this study was 32 students in the seventh grade of SMP Islam Bawari Pontianak. It proves that Jazz Chants is a good technique to improve

student's vocabulary mastery, and it helps them to get a clue about the words that they forget and this is a big deal for teacher because Jazz Chants is not really difficult to apply.

LITERATURE REVIEW

Vocabulary

Vocabulary is the key of English. It is the central to English language teaching because without vocabulary young learners cannot understand others or express their own idea, (Cambridge Advanced Learner's Dictionary 3 edition). Siskova (2008) wrote "while without grammar very little can be conveyed, without vocabulary nothing can be conveyed". She reflects that vocabulary is very important for someone to communicate with other even if they don't know grammar. According to Lines (2006), it is important to use both formal and informal vocabulary instruction that engages students' cognitive skills and gives opportunities the learners' to actually use the words. Having different learning activities will help improve young learners' language ability by improving their vocabulary. Teacher should facilitate vocabulary learning by teaching young learners' useful words and strategies to help them figure out the meaning on their own.

Vocabulary is one of the language aspects that is supposed to be learn when people are learning a language. It is considered to be the main focus of learning a foreign language since there is a belief that learning a foreign language is similar to learn its vocabulary. Based on Ghazal (2007), words are perceived as the building blocks upon which knowledge of the second language can be built. It means that if the learners do not know the meaning of words, they will have difficulty in understanding what they see, read, and learn. They cannot practice or build the language if they are lack of vocabulary. In addition, Richard and Renandya (2002) state that vocabulary is a core component of language and provides much of the basis for how well learners speak, listen, read and write. Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve less than their potential.

According to Victoria (2008) who's wrote the *Oxford Learners Pocket Dictionary*, vocabulary is defined as all the words that a person knows or uses all the words in a language, lists of words with their meaning especially in a book for learning foreign language. In addition, vocabulary is taught in connection with other language activities. For example, the vocabulary of a reading passage is dealt with before the learners read the passage of debate. Through direct teaching and reading the learners become familiar with the topic of vocabulary.

Teaching Young Learners

The young learners are the students of the elementary school from the age of 7-12 years. The definition of young learners is mainly based on the years spent on elementary schools before they go to secondary schools (Pribilova 2006). There are some explanations for better learning at young age. First, the brain is more adaptable before puberty, young learners have more opportunities to study than adults, the young learners are learning all the time without having the worries and responsibility of adults (Cameron, 2001). The teachers should know the characteristics of their students. Knowing the characteristics can help teachers develop their lessons.

A Brief Overview

Jazz Chants was created and developed by Caroline Graham in 1996. Graham (2006) defines that Jazz Chants as rhythmic presentation of natural language, linking the rhythms of spoken American English to the rhythms of traditional American jazz. The rhythms, stress, and intonation pattern of the chant should be an exact replica of what student would hear from educated native speaker in natural conversation. Furthermore, Graham (2006) explains that Jazz Chants are poems that use jazz rhythms to illustrate the natural stress and intonation patterns of conversational American English. They help the students to learn pronunciation, speech rhythm, grammar and structures. Learning the speech patterns by heart helps students to be active and improve their language skills.

Moreover, Scrivener (2006) defines the Jazz Chants as a poem or dialogue particularly suitable for reciting aloud, if often involves strong rhythms, clear everyday conversation, often exaggerated feeling and a lot of repetition. Teachers aim to help students to learn them by hear so that they can say them confidently with suitable pronunciation. Based on Yates (2002), Jazz Chants is a kind of rhythmic spoken chant that can be done with the class in unison. They are popular with learners, giving them a sense of the rhythm of certain kind of English. In addition, Graham (1992) who originated the term Jazz Chants stated that a Jazz Chants is a fragment of authentic language presented with special attention to its inherent natural rhythm. It has a very clear and strong one-two-three-four-beat, next it is easy for students to practice the sentence rhythm through Jazz Chants. To establish the tempo, students can count out the rhythm by clapping, finger snapping, or tapping on the desk.

RESEARCH METHODOLOGY

The research was conducted at MIN 09 Banda Aceh elementary school, T.Nyak Aref Thayeb Street, No.19, Lambhuk, Banda Aceh. This research focuses on the fifth graders in teaching English vocabulary with the Jazz Chants technique. This research is conducted in pre-experimental design using a quantitative approach. It consists of single class. So that the pre-experimental design is used as the school only has one class at the fifth grade. Pre-experimental design is used to measure whether or not the use of Jazz Chants technique was able to improve students' vocabulary.

Arikunto (2006) states that pre-experimental is a research procedure that has no control group, which the most commonly used in the pre-experimental study is pre-test and post-test.

Table 1 The Pre-experimental Design

O1	X	O2
Pre-Test	Treatment	Post-Test

Where: O1: Pre-Test

X: Treatment

O2: Post-Test

Population in this study was 35 students from fifth graders at MIN 09 Banda Aceh, and the researcher applied the purposive sampling. The sample of this research is the fifth graders of MIN 09 Banda Aceh, the total sample of this class is 35 students.

The researcher used one kind of instrument, namely test. That test is used for both the pre-test and post-test. Arikunto (2009) states that pre-test is a test given before treatment begins, which aimed to measure students' mastery of the teaching material to be taught, and post-test is a test that given after treatment had been carried out, with the aimed of knowing how far students' understanding of important material can be mastered as well as possible. The test consists of 3 vocabulary test, namely part of the face, fingers, front part of body and back part of body.

FINDINGS AND DISCUSSION

Findings

Based on the data results fifth graders of MIN 09 Banda Aceh seen from the total before and after the test, the findings showed that the students' vocabulary mastery in the post-test has significantly increased compared to the pre-test results. This shows that the use of Jazz Chants technique can increase the score of students' vocabulary mastery. Based on the score of the statistics test, a significance value of 0.000 is obtained. With a significant level of 5%, the decision that can be taken is to reject H_0 . There a significant difference between the results of pre-test and post-test. Based on the results of the comparison test above, it can be seen that the difference in the average value of the pre-test and post-test are 37.143 with the post-test value being higher than the pre-test value, and a value of 0.000 indicating that pre-test and post-test result are significantly different. Therefore, it can be concluded that giving the Jazz Chants technique to students can significantly increase their vocabulary mastery.

Discussion

Based on the findings obtained, there is an improvement in the students' ability in mastery vocabulary after the implementation of Jazz Chants technique. It showed that the students' ability in mastery the vocabulary at MIN 09 Banda Aceh especially students in fifth graders were not good enough. That is because most of the students did not understand and found it difficult to memorize the vocabulary. After the researcher had implemented the Jazz Chants technique in classroom, then the researcher gave a pre-test and the post-test to measure the students' score.

In the pre-test, students got a score of 55.14, while in the post-test, students got a score of 92.29. This shows that the students' score on the post-test had improved after the implementation of Jazz Chants in learning vocabulary. During the pre-test, the students still had difficulty to memorize specific vocabulary, such as tongue, forehead, wrist or calf. These kinds of specific vocabulary are still rarely heard by students, so the students were not able to remember it.

The majority of students only knew some general vocabulary such as eyes, nose, mouth, hands, stomach and legs. Then, after applying the Jazz Chants technique, students were able to memorize and master wider vocabulary, and also able to differentiate several of body parts vocabulary, such as hand and fingers. After the implementing Jazz Chants technique to increase vocabulary mastery in the treatment, the researchers then gave a pre-test and post-test to measure the value of increasing students' vocabulary mastery.

Based on the score of paired T test, a significance score of 0.000 is obtained. With a significant level of 5%, then H_0 is rejected so it can be concluded that there a significant difference between the pre-test and post-test groups test writing vocabulary using the Jazz Chant technique

During the treatment, the use of Jazz Chants technique provided important benefits for improving English learning. Because the Jazz Chants technique has the advantage of being enjoyable, communicative and interactive, the teaching and learning atmosphere becomes fun and relaxed. Rhythm and combination of repetition help students to memorize the new vocabulary.

Therefore, learning activities using the Jazz Chants technique provide a meaningful impression for students. This finding is supported by Rahmah (2019) which states that learning English by using Jazz Chants technique can make students more focused and enthusiastic in learning, it is because students not only read, write or do things like previous learning process, but also the researcher gave a reading that include with special rhythms that can attract students learning. However, the Jazz Chants technique also has disadvantages when used in the classroom, some students don't seem serious about learning, and they just want to listen, not learn.

Based on the data of pre-test and post-test, it can be concluded that students in fifth grade at MIN 09 Banda Aceh have a significant increase in vocabulary mastery after being given several treatments using the Jazz Chants technique. Researcher also concludes that the Jazz Chants technique can strengthen students' ability to increase their vocabulary, and it can be a good way to memorizing a difficult vocabulary. This finding is reinforced by Peralta et.al (2010) which states that Jazz Chants is an active learning which provides better learning than memorization. In other word, Jazz Chants technique provides a better way to memorize the words.

In addition, Ambarwati et al. (2021) states that the Jazz Chants technique can be used to improve vocabulary and the benefits of Jazz Chants in classroom can lead students to experience an increased mastery in vocabulary. When learning English using the Jazz Chants technique, it can make students more focused and enthusiastic in learning. According to Kretz (2021), the Jazz Chants technique allows the creation of a creative classroom environment and involves the teacher in the creative process.

Based on the result, the average pre-test and post-test scores that are significantly different. This is due to the provision of materials and techniques that are appropriate to the age of the student and it demonstrates that Jazz Chant has a significance effect on student vocabulary mastery. From the research finding, researcher also found the Jazz Chants can reinforce students in increasing their vocabulary and it can be a good way to remember and understand difficult words.

Thus, applying the Jazz Chants technique was able to help students memorize vocabulary, and also can strengthen students in increasing their vocabulary, and it can be a good way to memorize a difficult vocabulary. And this is also reinforced by the research findings above, which state that the Jazz Chants technique can be used to improve the vocabulary. Hence, this study reveals that the Jazz Chants technique successfully helps the students in improving their ability when mastering the vocabulary.

CONCLUSION AND SUGGESTION

Conclusion

As previously described in the research problem, the present research is intended to assess whether or not the Jazz Chants technique can improve vocabulary mastery among EFL young learners at MIN 09 Banda Aceh. Based on the data analysis and finding, it shows that students' vocabulary mastery in the post-test increased significantly compared to the pre-test. In addition, the paired T test scores produced a significant improve between the pre-test and post-test, with an average score on the pre-test of 55.14, and an average score on the post-test of 92.28. Meanwhile, the results of classification scores in the pre-test, students got the highest score of 28.7%, while the results of the classification scores in the post-test, students got the highest score of 77.14%. This means that the Jazz Chants technique can improve students' vocabulary mastery through learning activities that provide a participatory and communicative nature to students.

A combination of rhythm and repetition helps students memorizes new vocabulary. Jazz Chants technique also has a comfortable and relaxing learning technique for students. After the implementing learning using Jazz Chants technique, it shows there is an increase in vocabulary mastery on fifth graders of MIN 09 Banda Aceh. So, it can be concluded that using the Jazz Chants technique can improve students' ability in vocabulary mastery.

Suggestion

For teachers, teachers are advised to use an effective method for teaching, especially in teaching English vocabulary for young learners. Using the Jazz Chants technique in teaching vocabulary can be one way of references for teachers. Because in teaching young learners, teachers must be able to find learning strategies that are interesting and suitable for young learners. And Jazz Chants technique is recommended to be applied in teaching English vocabulary.

For future researcher, especially those who want to do research with the same topic, it is hoped that they can apply Jazz Chants in a well-organized manner. Because Jazz Chants had some disadvantages in learning process, such as make students bother other classes, students not serious about studying, because they only focuses on singing and do not understand the materials. But, this research also gives some advantages for other researcher as a reference to conduct a future research.

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