

Enhancing Students' Pronunciation with the Implementation of the Jazz Chant Method

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ABSTRACT

The pre-experimental study conducted at SMPN 17 Kabupaten Sorong aimed to investigate the effectiveness of implementing the Jazz Chant method to enhance seventh-grade students' pronunciation skills. The research involved a sample of 22 students and utilized a pretest-posttest design to evaluate the impact of the intervention. The initial pretest results revealed a mean score of 63.87, indicating the baseline level of students' pronunciation proficiency before the intervention. Following the implementation of the Jazz Chant method, significant improvements were observed in students' pronunciation abilities. The posttest results showed a substantial increase in the mean score to 80.51, reflecting a notable enhancement in students' pronunciation accuracy and fluency. This improvement suggests that the rhythmic and melodic elements of Jazz Chants effectively contribute to enhancing students' phonological awareness and articulation skills. The findings of the study align with previous research highlighting the benefits of incorporating musical and repetitive techniques, such as Jazz Chants, in language learning to improve pronunciation. The results demonstrate the positive impact of the Jazz Chant method on enhancing students' pronunciation skills, as evidenced by the significant increase in mean scores from the pretest to the posttest. Overall, the study underscores the efficacy of the Jazz Chant method in enhancing seventh-grade students' pronunciation proficiency. By integrating innovative and engaging teaching strategies, educators can create a conducive learning environment that supports students in developing accurate and fluent pronunciation. The results of this research provide valuable insights into the potential of utilizing creative techniques like Jazz Chants to enhance students' language learning outcomes effectively.

Key words: Jazz Chant Method; Pronunciation

INTRODUCTION

The importance of pronunciation in oral communication cannot be overstated, as even a minor mispronunciation can lead to misunderstandings among individuals. In order to mitigate this issue, the instructor must provide the English student with the necessary skills to accurately and fluently acquire knowledge, respond, and express themselves. Pronunciation coaching focuses on two interconnected skills: comprehension of speech patterns and development of fluency in spoken language. Those talents rely minimally on advanced proficiency in any pronunciation rules. Pronunciation in English is a crucial part of language acquisition. Individuals with proficient English pronunciation will find it more effortless to comprehend,

however individuals with inadequate English pronunciation may encounter difficulties in understanding, although possessing flawless grammar skills (Astina, Nurhamdah, & Amzah, 2020).

According to (Gilakjani, 2012) The ability to articulate words accurately is a crucial component of effective communication skills. If learners lack proficient pronunciation abilities, their ability to communicate effectively will be compromised. As stated by Nurani & Rosyada (2015) in their study on English language acquisition pronunciation is a significant challenge, as the efficacy of communication is heavily contingent upon the speaker's proficiency in accurately articulating words. In this scenario, the speaker is required to conform to a specific standard of pronunciation in order to ensure comprehension by others. The process of acquiring pronunciation skills in a second language is a distinct challenge compared to the difficulties encountered by individuals studying their first language (Jahara & Abdelrady, 2021). Several factors, including age and length of stay in a target language-speaking environment, seem to influence the pronunciation achieved by second language learners.

The primary rationale for acquiring proficiency in pronunciation lies in the prevention of miscommunication or misinterpretation pertaining to the semantic interpretation of a given word (Deterding, 2013). When pupils acquire the skill of accurate pronunciation, they the comprehension of English is expected to improve. Students will enhance their naturalness and acquire English speaking skills, while improving their ability to listen to English more effectively. This will enable students to swiftly distinguish and understand the sounds produced by others. The confidence of students is likely to experience significant growth when they can effectively communicate their message, even with some imperfections, and when they are able to comprehend other English speakers with greater clarity.

The study identified a pronunciation issue encountered by seventh-grade students at SMPN 15 Kabupaten Sorong, based on their observations. Only 3 out of 22 students possess the ability to accurately articulate words in the English language. Many individuals had difficulty in accurately pronouncing the sentence and distinguishing between phrases that possess similar phonetic characteristics. The pupils often commit errors, especially when utilizing oral English throughout the class. The researcher has reached the conclusion that the pronunciation potential of students is low, as a significant proportion of them struggle to articulate and distinguish a limited number of minimal pairs.

(Indah & Putri, 2016) conducted a study Jazz chant is a straightforward approach to acquiring proficiency in English pronunciation. In Rahmah's thesis (2016), Carolyn Graham highlights the significance of jazz chant as a pedagogical approach for teaching pronunciation, wherein students are exposed to various words or phrases in a rhythmic manner. By employing this approach, the researcher posited that presenting educational content in a captivating and enjoyable manner will have an impact on students' motivation to learn. This approach integrates music, vocabulary, and expressiveness, so facilitating pupils' comprehension and

application. An advantage of this strategy is the ability to create customized chants tailored to the specific needs and English proficiency of the students.

LITERATURE REVIEW

Previous Related Study

In 2016, Ambarwati, Regina, & Sumarni did a research study with the objective of enhancing students' listening skills through the utilization of the jazz chant method. The objective of the classroom action research conducted at SD Negeri 07 Pontianak was to enhance the language skills of third-grade pupils. This study comprised of two iterations. The study included a sample of 30 third-grade children from SD Negeri 07 Pontianak throughout the academic year of 2012/2013. The writer employed achievement tests and observation checklists to gather data. In order to examine the collected data, the author employed a descriptive methodology, wherein the researcher elucidated the many stages involved in vocabulary instruction and acquisition through the utilization of Jazz Chants. In the first cycle, the pupils' vocabulary score fell short of the Minimum Level of Achievement (MLA) of 65, with a score of 50.83. Based on the obtained results, the writer proceeded to execute the subsequent cycle. During cycle 2, there was an improvement in the pupils' vocabulary, as evidenced by their score of 89.30. The pupils' vocabulary likewise met the MLA requirements, as seen by this outcome. Jazz Chant was suitable for enhancing kids' vocabularies.

Furthermore, in 2016 Rezkianti conducted a research study. The objective of this study was to assess the efficacy of Jazz Chant in enhancing the Speaking Skill of second-grade pupils, specifically in terms of fluency, correctness, and comprehensibility. The research problem addressed in this study pertains to the effectiveness of Jazz Chant in enhancing the speaking skills of second-grade pupils at Senior High School of Wahdah Islamiyah Makassar. A Quasi Experimental design with a "non-equivalent control group design" was employed in the investigation. A total of 46 second-grade children from SMA Wahdah Islamiyah Makassar participated in the study. The data were subjected to analysis utilizing descriptive statistics, including efficiency, mean score, and standard deviation, as well as inferential statistics, namely the independent sample t-test. The findings from the pre-test conducted on the students indicated that the average score of the students in the experimental class surpassed that of the control class, with a marginal difference of 0.5. The findings from the post-test outcomes indicate that the average score of the experimental group was 50.9, whereas the average score of the control group was 35.7. The study demonstrated that the students' speaking proficiency was enhanced with the implementation of jazz chant technique. The collected results from the post-test demonstrated the significant differences between the experimental class. The t-test results indicated that the jazz chant technique effectively enhanced the students' speaking skills at a low level. This was evidenced

by the t-test value of 3.7, which exceeded the critical t-value of 2.02 from the t-table ($3.7 > 2.02$).

Pronunciation

Pronunciation refers to the production of meaningful sounds that are employed within a certain language code to convey meaning in a given context (Prodanovska-Poposka, 2017). Pronunciation is the act of generating sounds that we employ to convey significance. The concept encompasses the examination of specific phonetic elements within a language, referred to as segments, as well as the broader aspects of speech that extend beyond individual sounds. These aspects include intonation, phrasing, stress, timing, rhythm (known as suprasegmental aspect), the projection of voice (voice quality), and, in its most comprehensive sense, the consideration of gestures and expressions that are closely associated with language usage (Idsardi & Monahan, 2015).

According to Abraham Lincoln, pronunciation refers to the manner in which a word is articulated, encompassing three distinct components: sound, stress, and intonation (Yagiz, 2018). Pronunciation refers to the manner in which words are pronounced, encompassing both articulation and the generally accepted sound of spoken words. It pertains to the act of uttering words with appropriate articulation, accent, and utterance. This includes the pronunciation of syllables within words, as well as the distinction between distinct and indistinct pronunciations.

Jazz Chants Method

Jazz chants are a form of rhyming that combines the rhythmic patterns of spoken American English with the rhythmic patterns seen in traditional American Jazz chants. Initially, she conceived the concept of creating jazz chants while playing the piano in a cafe. She then recognized that jazz music is both accessible and rhythmic. The individual in question devised jazz chants with the intention of instructing the inherent rhythm, emphasis, and intonation pattern of colloquial American English. Chants have distinct characteristics when compared to nursery rhymes or songs, as they employ spoken language to create a poetic impact. Jazz chants can be easily generated by anyone without encountering significant challenges.

According to Kung (2018), the utilization of jazz chants encompasses stress and intonation characteristics that fall within the prosodic or suprasegmental domain. These features can be employed in conjunction with the associated coarticulatory phenomena of sound blending and overlapping in fluent speech. The utilization of kinesthetic reinforcement strategies is crucial in the practice of rhythmic beat or stress timing in the English language. As the teacher recites a passage, students have the option to respond by clapping, snapping their finger, tapping, or stepping on the syllables that are emphasized. The utilization of jazz chants might serve as a valuable complement to this particular form of concentrated rhythmic exercise. The

utilization of jazz conversation consistently enhances kids' listening and speaking abilities. They engage in the cultivation of stress and rhythm. Chants are uncomplicated, offer the language that youngsters actually employ, and are repetitious, which is particularly essential for very young learners.

METHOD

Design and Samples

The research employed a pre-experimental design utilizing quantitative methods. Quantitative research refers to a type of research methodology that employs operational definitions to retrieve numerical data for the purpose of addressing pre-established hypotheses. This study employs a quantitative methodology as it focuses on the analysis of numerical data gathered through statistical methods. A pre-experimental study design commonly consists of two groups: a pre-test group and a post-test group. In implementing this approach, the researcher exclusively utilized a single class as the experimental group. A pre-test was conducted initially to assess the students' English pronunciation skills prior to treatment. Following the implementation of the jazz chant method, a post-test was administered to evaluate the students' abilities following treatment. The sample of this research is the students at seventh grade of SMPN 17 Kabupaten Sorong which consist of 22 students.

Instrument and Procedure

The research instrument comprises a reading text consisting of two paragraphs for both the pretest and posttest. The instrument in question pertains to the eleventh-grade material known as descriptive text. In this activity, the researcher selects a certain topic or concept to be used, and then reads the text out to each student individually. During the reading process, the researcher captured the pupils' vocalizations. The test was given in the first meeting and last meeting as pretest and posttest.

Data Analysis

To analyze the data on the implementation of the Jazz Chant method to enhance students' pronunciation in a pre-experimental research design, a paired sample t-test was conducted using SPSS analysis. The instrument utilized for the study was a reading text consisting of two paragraphs, which served as the basis for assessing students' pronunciation skills before and after the intervention. The paired sample t-test in SPSS allowed for the comparison of the mean scores of students' pronunciation performance pre and post-intervention to determine the effectiveness of the Jazz Chant method in improving pronunciation.

The paired sample t-test results in SPSS revealed a statistically significant difference in students' pronunciation scores before and after the implementation of

the Jazz Chant method. The analysis indicated a notable improvement in students' pronunciation skills following the intervention, as evidenced by the calculated t-value and associated p-value. The findings suggest that the Jazz Chant method had a positive impact on enhancing students' pronunciation accuracy and fluency when reading the provided text paragraphs.

RESULT AND DISUSSION

The researcher employed a pretest and posttest analytic technique, specifically utilizing the one-group pretest and posttest method. The reading exam comprises a series of sentences. This study was conducted at the seventh-grade level in SMPN 17 Kabupaten Sorong.

This study was conducted over the course of four meetings. During the initial meeting, the researcher administered a pretest to assess the students' scores prior to receiving the treatment. Subsequently, in the second and third meetings, a posttest was administered to determine the students' scores after the treatment was administered. A total of 22 seventh grade students from SMPN 17 Kabupaten Sorong participated in both the pretest and posttest.

The researcher used a systematic procedure to obtain scores from the students. Subsequently, the researcher utilized SPSS version 20 for Windows to calculate the percentage of students' pronunciation scores following instruction utilizing the Jazz Chant method.

Table 2. The Students Score in Pretest and Posttest

No	Classification	Range Score	Pretest		Posttest	
			F	P	F	P
1	Very Good	81-100	0	0	4	18,18
2	Good	61-80	5	22,7	12	54,55
3	Fair	41-60	9	40,9	6	27,27
4	Poor	21-40	6	27,3	0	0
5	Very Poor	0-20	2	9,09	0	0
Total			22	100	22	100

The table 2 above show the percentage of the students score in pretest and posttest. In pretest, there are 2 students (9,09%) get very poor score, 6 students (27,3%) get poor score, 9 students (40,9%) get fair score and 5 students (22,7%) get good score. While in posttest, there are 6 students (27,27%), 12 students (54,55%), 4 students (18,18%). In conclusion from the data above we can say that the implementation of Jazz Chant method enhances students' pronunciation.

The result of the students' enhancement in pronunciation can be seen in the following graphic:

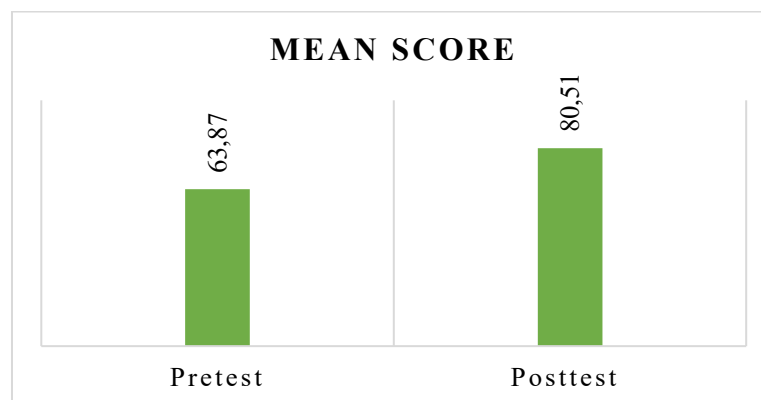


Figure 1. The Students' Mean Score in Pretest and Posttest

The implementation of the Jazz Chant method in a pre-experimental research design aimed to enhance students' pronunciation skills has yielded promising results. The study involved assessing students' pronunciation abilities using a pretest-posttest approach, with the mean score in the pretest measuring 63.87 and increasing significantly to 80.51 in the posttest. This substantial improvement in students' pronunciation performance suggests that the Jazz Chant method effectively contributes to enhancing pronunciation accuracy and fluency among learners. The findings align with previous research that has highlighted the benefits of incorporating rhythmic and melodic patterns in language learning to improve pronunciation skills.

The results of the N-Gain test further support the effectiveness of the Jazz Chant method in enhancing students' pronunciation. The N-Gain test, which measures the improvement in students' scores from pretest to posttest, indicated a significant gain in pronunciation proficiency following the implementation of the Jazz Chant technique. This demonstrates that the rhythmic and repetitive nature of Jazz Chants can help students internalize correct pronunciation patterns and improve their overall speaking clarity. The positive N-Gain results underscore the pedagogical value of integrating innovative and engaging methods, such as Jazz Chants, in language instruction to foster meaningful learning outcomes.

Comparing the current study's findings with previous research on pronunciation enhancement through various teaching methods reveals a consistent pattern of positive outcomes associated with the Jazz Chant approach. Previous studies have shown that rhythmic and musical elements in language learning can aid in pronunciation improvement by enhancing learners' phonological awareness and articulation skills. The present study's results corroborate these findings, indicating that the Jazz Chant method offers a structured and engaging way to practice pronunciation and develop students' oral communication abilities effectively.

Moreover, the significant increase in students' mean score from the pretest to the posttest underscores the tangible benefits of incorporating the Jazz Chant method

in language instruction. The observed improvement in pronunciation skills suggests that the rhythmic and repetitive nature of Jazz Chants can help students overcome pronunciation challenges and develop more accurate and fluent speech. By providing students with opportunities to practice pronunciation in a musical and interactive manner, educators can create a conducive learning environment that promotes linguistic competence and confidence in oral communication.

The findings of this study contribute valuable insights to the field of language education, highlighting the efficacy of the Jazz Chant method in enhancing students' pronunciation skills. By emphasizing the importance of rhythm, melody, and repetition in language learning, educators can leverage innovative techniques like Jazz Chants to create engaging and effective pronunciation practice activities. The positive outcomes observed in this research underscore the potential of incorporating creative and interactive approaches in language instruction to support students in improving their pronunciation accuracy and fluency.

In conclusion, the implementation of the Jazz Chant method in the pre-experimental research design has proven to be a successful strategy for enhancing students' pronunciation skills. The significant improvement in students' mean score from the pretest to the posttest, coupled with the positive results of the N-Gain test, demonstrates the effectiveness of the Jazz Chant technique in promoting pronunciation accuracy and fluency among learners. By building on the findings of previous studies and leveraging the rhythmic and melodic elements of Jazz Chants, educators can create dynamic and engaging language learning experiences that empower students to develop their oral communication abilities effectively.

CONCLUSION

The pre-experimental research on the implementation of the Jazz Chant method to enhance students' pronunciation has yielded significant improvements in students' language skills. The study, which involved assessing students' pronunciation abilities through a pretest-posttest design, revealed a notable increase in the mean score from 63.87 in the pretest to 80.51 in the posttest. This substantial enhancement underscores the effectiveness of the Jazz Chant method in improving students' pronunciation accuracy and fluency. The results of the N-Gain test further support the positive impact of the Jazz Chant technique on students' pronunciation proficiency, indicating a substantial gain in pronunciation skills following the intervention. These findings are consistent with previous research that has highlighted the benefits of incorporating rhythmic and melodic elements, such as Jazz Chants, in language learning to enhance pronunciation. By leveraging the musical and repetitive nature of Jazz Chants, students can internalize correct pronunciation patterns and improve their speaking clarity. The current study's results align with previous research, demonstrating that the Jazz Chant method offers a structured and engaging approach to practicing pronunciation and developing oral communication skills effectively. In conclusion, the research findings affirm the efficacy of the Jazz Chant method in enhancing students'

pronunciation skills. The significant improvement in students' mean score from the pretest to the posttest, supported by the positive outcomes of the N-Gain test, underscores the effectiveness of incorporating innovative and interactive techniques like Jazz Chants in language instruction. These results emphasize the importance of utilizing creative and engaging methods to support students in improving their pronunciation accuracy and fluency, ultimately enhancing their overall language learning experience.

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