



**THE USE OF JAZZ CHANTS
TO IMPROVE YOUNG LEARNERS' MASTERY
OF BODY PARTS VOCABULARY**

*An Action Research at 5th Graders of SDN Sekaran 02, Gunungpati-
Semarang in the Academic Year of 2014/2015*

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for the degree of *Sarjana Pendidikan*
in English

by

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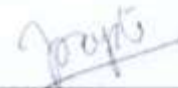
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MOTTO AND DEDICATION

Dengan ilmu kita bisa hidup, dan dengan ilmu kita bisa berkembang (Kurmen)

To:

my beloved parents,

my beloved sister and brother,

my beloved friends, and

the readers.

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ABSTRACT

Lumintu, M. Jona. 2015. THE USE OF JAZZ CHANTS TO IMPROVE YOUNG LEARNERS' MASTERY OF BODY PARTS VOCABULARY (*An Action Research at Fifth Graders of SDN Sekaran 02, Gunungpati-Kota Semarang in the academic year of 2014/2015*). Final project. English Department, Faculty of Languages and Arts, Semarang State University. Advisor: Dra. Sri Suprapti, M.Pd.

Keywords: *Jazz Chants, Improve, Young Learners, Body Parts Vocabulary.*

This is a classroom action research aiming to find out how useful Jazz Chants in helping young learners improve their mastery of body parts vocabulary. Based on the previous study, the research findings suggested that Jazz Chants have been effective in teaching speaking and listening for seventh grade and I wanted to find out whether this research yields similar results.

The subjects of this study were 22 fifth graders of SDN Sekaran 02 in the academic year of 2014/2015. In order to achieve the objectives of the study, this research consists of two cycles. The first cycle used repetition strategy and the second cycle used game strategy. The research design was adopted from Kemmis and Taggart design (1988). The research covered six meetings; in which each meeting lasted for 2X35 minutes. The research started by giving pre-test, treatment of cycle 1, cycle-1 test, treatment of cycle 2, cycle-2 test, post-test, and filling questionnaire.

Jazz Chants is "a rhythmic presentation of natural language, linking the rhythms of spoken American English to the rhythms of traditional American Jazz" (Graham, 2006). Jazz Chant is different from nursery rhymes or songs that distort the spoken language for poetic effect. Thus, jazz Chants can be constructed by anyone and anywhere easily.

From the qualitative data analysis, there was significant improvement of young learners' participation, attention, interaction, and response during the lesson. All of young learners participated actively during the lesson, some of them wanted to come in front of the class in group to practice singing the Jazz Chants. Furthermore, those qualitative data was also supported by quantitative data that are the mean score of pre-test and post-test. The mean score of pre-test was 16.05 meanwhile the post-test was 58.77. Thus, it can be said that there was an improvement of young learners' mastery of body parts vocabulary for about 42.54 points.

Based on the result, it can be concluded that Jazz Chants can be used as one of media in teaching English body parts vocabulary for young learners. Thus, I suggest applying Jazz Chants in English teaching learning, especially in teaching vocabulary.

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CHAPTER 1

INTRODUCTION

In chapter one, I present seven sub chapters; those are Background, Reason for Choosing the Topic, Research Problem, Objective of the study, Significance of the Study, Definition of Term, and Outline of the Report.

1.1 Background

English language teaching at elementary school in Indonesia is no longer a local content. The number of subjects for elementary school was reduced into six subjects and English is now an extracurricular. Elementary school students are no longer studying one subject at a time, but based on a theme summarized covering some subjects. For example, the theme of “myself: honest, orderly, and clean” will be delivered with related subjects such as Mathematics, Civics, and Indonesian.

The years at primary school are extremely important in young learner’s intellectual, physical, emotional, and social development. Primary English teachers have a much wider responsibility than the mere teaching of a language system (Phillips, 2003:3). Primary English teachers need to pay attention when planning their teaching program. Based on Phillips (2003: 5), there are four points to bear in mind when teaching young learners;

1. The activities should be simple enough for young learners to understand what is expected of them.
2. The task should be within their abilities: it needs to be achievable but at the same time sufficiently stimulating for them to feel satisfied with their work.

3. The activities should be largely orally based—indeed, with very young learners listening activities will take up a large proportion of class time.
4. Written activities should be used sparingly with young learners. Young learners of six or seven years old are often not yet proficient in the mechanics of written in their own language.

Teaching English language at elementary school is important, because language is crucial to young learners' development. It is the key for learning, communicating and building relationship with others. Vocabulary is very important in learning English. It's the base to communicate with others. Mastering English vocabulary can help young learners improve their English easily. Without sufficient vocabulary, young learners cannot speak up their idea and cannot communicate well with their friends.

Fifth graders of SDN Sekaran 02 have problem in English lesson. They have difficulty in remembering English vocabulary, especially in body parts vocabulary. Thus, there is a need of new method to teach them vocabulary in a fun and easy way. In this case, Jazz Chants could be one of appropriate method.

A Jazz Chant is a rhythmic presentation of natural language, linking the rhythms of spoken American English to the rhythms of traditional American jazz (Graham, 2006: 7). Carolyn Graham designed Jazz Chants to teach the natural rhythm, stress and intonation pattern of conversational American English. Jazz Chant is different from nursery rhymes or songs that distort the spoken language for poetic effect. Thus, jazz Chants can be constructed by anyone and anywhere easily. The use of Jazz Chants provides features of stress and intonation, so the involvement of relative levels of stress and pitch within syllables, words, phrases

and longer stretches of speech can be produced more effectively (Huber, 1994 in Kung, 2013).

Based on Steinberg (in Rahimpour, 2004: 60) there are three early meaningful speech stages of young learners learn language (first language acquisition), which are naming and holophrastic, telegraphic, and morphemic-transformational. In every stage, young learners improve their vocabulary and language ability. They need somebody else to develop their vocabulary, in the stage of naming and holophrastic; they need their parents to teach them the name of something, such as the name of things in their surroundings. Then in the stage of telegraphic; they use a single word to express a thought for which adults usually use a whole sentence. When they are saying “teddy” could mean: “*I want my teddy*”, “*Here is my teddy*”, “*Where is my teddy?*” or “*Hello teddy*”. The next stage is morphemic-transformational; they need their parents and also teacher to teach them about how to arrange words into sentence and how to arrange sentences into paragraph. A good vocabulary range makes young learners enhance their reading comprehension and writing ability. There are a lot of young learners that do not know English vocabulary, especially the names of their body parts. Whereas they see, touch, and use them every day. For instance, when they are playing games, such as rock, paper, scissors game they use their fingers to establish to role of the player. They use their fingers but they do not know the name of those fingers in English.

According to Chaves (in Hamidi and Sarem 2012: 76), the best time to start learning another language is a child. Learning a second or foreign language

when we are young; particularly before puberty, we will learn to speak it naturally. Child can easily receive something new because they are in the phase of learning. In the process of learning, they should know the name of their body parts. However, knowing the name of their body parts can be difficult for them because there are various body parts. There is a wrong way of teaching vocabulary for young learners, for instance; their teacher asks them to memorize new vocabulary by read it over and over. In the first time, young learners might memorize their new vocabulary easily, but after they are reading and memorizing the next new vocabulary they will forget the first ones.

Teaching young learners should use favorable method, such as by using songs/chants. Young learners usually appreciate simple songs with repetitions, it helps young learners easy to imagine and close to their range of vocabulary in their mother tongue. They like to see pictures or some objects while singing the songs, mainly during the learning stage, and they often love songs with possible movements. Appropriate chants should be chosen by English teachers. The chants should contain basic vocabulary such as transportation, body parts, day, month, food, beverage, weather, and etc. Appropriate songs/chants can help young learners learn new vocabulary without exhort them. Moreover, young learners have a natural musical taste, so teaching them by using chants can increase their attention and curiosity. Thus, young learners can learn while they are singing.

Thus, based on the background above, I intend to do a research in this scope, using Jazz Chants to improve young learners' mastery of body parts vocabulary.

1.2 Reason for Choosing the Topic

Vocabulary is very important in English language teaching because without sufficient vocabulary young learners cannot understand other speakers or express their own ideas. The lack of vocabulary mastery; even the simplest such as body parts vocabulary, can interrupt young learners in communicating with others. Knowing the name of their body parts is very important because they see, touch, and use it every day.

There are a lot of methods in teaching vocabulary; one of the best methods is using song. Teaching young learners using songs/chants can be very interesting and enjoyable for them. The natural musical taste they have makes them comfortable when they are singing. By doing that method, they will get engaged and enjoy the process of learning. Good atmosphere in the class room can stimulate their attention and their focus on the lesson.

A Jazz Chant is a rhythmic presentation of natural language. It is very easy and simple chants. Teachers and young learners don't have to be musicians or know how to play an instrument to chant. Jazz Chants have been used in native and second language country to teach English language for young learners. A jazz chant is simple and can be used in any classes of any size. Teachers also do not require any special materials or instruments when teaching using Jazz Chants. Jazz Chants can makes young learners feel comfortable, increase their attention and focus on the process of learning. So, their body parts vocabulary will improve.

For the reasons above, I am sure that Jazz Chants might be one of good techniques to teach English vocabulary for young learners and can be taught in classes of any size.

1.3 Research Problem

From the background of the study above, I formulate this question; how useful Jazz Chants in helping young learners improve their mastery of body parts vocabulary? This research is held to answer that question.

1.4 Objective of the Study

The objective of this research is to find out of how useful Jazz Chants in helping Young learners improve their mastery of body parts vocabulary.

1.5 Significance of the Study

By doing this research, I hope that the results of this research are useful for the following:

A. Theoretically

The results of this research can be used to develop English teaching process for young learners. The results can also be used as a reference to find out the more effective and funnier way to teach vocabulary for young learners.

B. Practically

For Young Learners: Jazz Chants help young learners in mastery English vocabulary, especially their body parts. Jazz Chants make young learners feel that English is fun and joyful.

For English Teachers: Jazz Chants help English teacher to teach vocabulary for young learners using an effective and fun way. Jazz Chants also help teacher develop their teaching technique.

For the Researcher: it will contribute in the education field and can be used to develop further researches on vocabulary teaching. This research is also my final project at English Department of Semarang State University.

C. Pedagogically

The results of this research can be taken into consideration by English teacher as a new variant of vocabulary teaching technique for young learners. It can be used for further researches for more scopes in teaching vocabulary.

1.6 Definition of the terms

The key terms of this research are Jazz Chants, Improving, Young Learners, and body parts vocabulary. The further and more detailed explanation will be given in Chapter II.

A Jazz Chant is a rhythmic presentation of natural language, linking the rhythms of spoken American English to the rhythms of traditional American jazz (Carolyn Graham, 2006).

Improving comes from the root of improve which means to get better (Cambridge Advanced Learners' Dictionary, 3rd edition). Thus, the word improving means to get something becomes better.

Young learners are students of elementary school. This research will concern on the fifth graders of elementary school.

Vocabulary is all the word which exists in a particular language or subject (Cambridge advanced learners' dictionary 3rd edition). Body parts vocabulary is all the words which exist in body parts.

1.7 Outline of the Report

In order to give the readers a complete description of what this writing is about, I present the general outline as follows:

Chapter I is Introduction. Chapter I consists of Background of the Topic, Reason for Choosing the Topic, Research Problem, Objective of the study, Significance of the Study, Definition of Term, and Outline of the Report.

Chapter II is Review of Related Literature. Chapter II gives review of related theories, previous studies, and theoretical framework.

Chapter III is Methods of Investigation. Chapter III deals with the method of the research. It consists of Research Design, Subject of the Study, Role of the Researcher, Data of the Research, Instruments for Collecting Data, and Procedures of Data Analysis.

Chapter IV is Data Analysis, Reflections of Findings, and Discussion. Chapter IV gives the details of the analysis which consist of general description, data analysis and findings, and discussion.

Chapter V is about conclusions and suggestions.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents literatures including theories and studies as the fundamental concept and reference of conducting the research. The literatures can be considered in planning stage of the research and also give some input in deciding what points should be taken into consideration, what action could be done to solve the problem, what assumption associated with the action, and how the research should be carried out.

There are three sub-chapters in this chapter, which are Review of the Previous Study, Review of the Theoretical Study, and Theoretical Framework.

2.1 Review of the Previous Study

There are many studies conducted in teaching vocabulary for young learners. In this subchapter, I present some previous studies which were done by diploma of University of Cuenca, diploma student of Masaryk University of Brno, and undergraduate student of Chuzhou University.

The first study I reviewed was done by Maribel Peralta (2010) entitled *The Use of Jazz Chants for Children in the Teaching-learning Process of English*. The objective of this study is to improve speaking and listening skills and to present grammar structures through function or in a context. The research also contains information about Jazz Chants and Communicative Language Teaching method. Both Jazz Chants and Communicative Language Teaching principles are based on the fact that the teaching-learning process should be based on a communicative way. She applied Jazz Chants in the seventh grade of basic educational at

Santiago the Compostela Elementary School by three stages; presentation, practice, and production. The results of this research showed that Jazz Chants were highly motivating in the learning process of English. Jazz Chants provide students with the natural stress and intonation patterns of conversational American English; chants improve their ability in speaking and listening skills while reinforcing the basic grammatical structures of everyday life situations.

The second research I reviewed was done by Dagmar Siskova (2008) entitled *Teaching Vocabulary through Music*. The objective of this study is to measure the effectiveness of using popular songs to teach vocabulary. Her subjects in this research were 52 students altogether from seventh, eighth, and ninth graders of elementary school in Kromeriz. The result of the research was highly positive aspects of this method as well as some achievements. The method of teaching vocabulary through music led to excellent results when students were tested on vocabulary of their favorite songs. Students who listed the particular song as their favorite reached for most songs an average mark 1. The average mark on two songs was higher than the average mark from tests on vocabulary learned through course book. Follows is the table of average mark in tests on vocabulary course book were compared to songs.

Table 2.1 Table of Average Mark in Tests on Vocabulary Learned through Songs and Course Book

Grade	Vocabulary learned through songs	Vocabulary learned through course book
7	1,9148	1,588
8	2,1406	1,931

9	2	1,617
Average	2,0297	1,6956

Taken from: Teaching Vocabulary through Music Siskova (2008: 64)

Third study I reviewed was done by Mohammed Mousa El-Nahhal (2011) entitled *The Effectiveness of Using Children Song on Developing the Fourth Graders' English Vocabulary in Rafah Governmental Schools*. His subjects were 60 male students from Oqba Ben Nafee primary boys school and 60 female students from Rabal El-Adweh primary school for girls in Rafah. The objective of this study is to examine the effectiveness of using children songs on developing the fourth graders' English vocabulary in Rafah governmental schools. The results of the study suggested the necessity of using children songs on learning vocabulary. Based on the results there were statistically differences in mean score.

Fourth study I reviewed was done by Anis Etikasari (2013) entitled *Group Guessing as a Vocabulary Learning Technique to Enrich Students' Vocabulary*. The objective of this study is to find out to what extend group guessing enriches students' vocabulary. The subjects of this study were 32 students of class XI IPA 3 SMA N 1 Wonosobo in the Academic year of 2012/2013. Guessing is one of reading strategies that readers use when they bump into unknown words in a text. When readers come across a word that they do not know the meaning, they can actually make use and make sense of word-part and the context of the word. The results of this study showed that there was improvement by 32.2 points (72%) from pre-test (44.7) and post-test (77).

The last study I was reviewed was done by Meiswarawati (2012) entitled *The Use of Nursery Rhymes to Improve Student's Mastery in Pronunciation*. She used rhymes to rehearse the students' pronunciation. She provides some rhymes in teaching pronunciation to young learners of English. She intended to know whether or not nursery rhymes are effective for teaching pronunciation. The research data were gained from four activities. Those were the pre-test, cycle-1 test, cycle-2 test, and post-test. From the data, the improvement was 39.36%. The result of each test was increasing from one to another. Thus, based on the data calculation, she found that teaching pronunciation using song was effective.

Based on the review of those studies, I can infer that teaching using chants/songs is effective to improve young learners' vocabulary mastery and motivate them to learn. Thus, the previous studies above could be my references in doing my research. However, this research is different from the previous ones in some matters. First, the subjects of this research are fifth graders of elementary school. Second, the purpose of this research is to improve young learners' mastery of body parts vocabulary, meanwhile the previous is for speaking and listening skill. Third, in this research I use a classroom action research design, in which the subjects were taken from the whole class.

2.2 Review of the Theoretical Study

In this review of the theoretical study, I present some theoretical studies that related to my research, they are mentioned beneath:

2.2.1 Vocabulary

Vocabulary is all the words which exist in a particular language or subject (Cambridge Advanced Learner's Dictionary 3rd edition). 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. Young learners can communicate with others even if use a simple utterance, but they cannot speak up their idea at all. We as teachers should train them to get more vocabulary so they can express their idea. Wilkins (in Siskova 2008) wrote “. . . while without grammar very little can be conveyed, without vocabulary nothing can be conveyed”. Wilkins reflects that vocabulary is very important for someone to communicate with other even if they don't know grammar.

Vocabulary development is an important aspect of language development. According to Mc Keown and Beck (in Linse 2006:122) 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. Useful strategies can help young learners acquire new vocabulary that they hear and see.

2.2.2. Jazz Chants

A Jazz Chant is a rhythmic presentation of natural language, linking the rhythms of spoken American English to the rhythms of traditional American jazz

(Graham, 2006). At first she had the idea of making Jazz Chants when she played piano at a café and realized that jazz music is easy listening, furthermore it has constant beat. She designed Jazz Chants to teach the natural rhythm, stress and intonation pattern of conversational American English. Chants are different from nursery rhymes or songs that distort the spoken language for poetic effect. Jazz Chants can be constructed by anyone without have difficulties.

There are many types of Jazz Chants. They can be divided into two main groups; topic Jazz Chants and grammar/structure Jazz Chants. Topic Jazz Chants connected to some specific theme, such as family, nature, seasons, animals, food, transports, etc. Whereas the role of grammar/structure Jazz Chants is about some English grammar or structure such as; different verbs, prepositions, tenses, imperatives, to be going to, and etc. In this research, I use topic Jazz Chants because it is appropriate for young learners and can increase their vocabulary knowledge.

Teaching using Jazz Chants do not need any talent or know how to play an instrument. Jazz Chants are designed to be easy and simple, so teacher and young learners can use it without difficulties. Jazz Chants can be used in a large classroom and small classroom. Teacher can divide their students in groups, so there is an interaction between students and role-playing opportunities.

2.2.2.1 Creating and practicing Jazz Chants

Below are some main points to be considered in creating and practicing Jazz Chants based on Graham (2006);

1. There are three points to remember about Jazz Chants;

- a. A Jazz Chant must use real language. Such as; “what’s your name?” is real language. “What is your name?” is not real language, because no one really talks like this.
- b. A Jazz Chant must have useful language. This point deals with grammar point in creating chants. For example;

What *are we going to* do today?

We’*re going to* learn English.
- c. A Jazz Chant must be appropriate language. It should be relevant to the age group and its level.

2. Keeping the Rhythm is Crucial

- a. A Jazz Chant has to have four-beat rhythm: 1,2,3,4. Sometimes there is no word spoken on a beat, but a clap, tap, or pause will indicate the beat.
- b. The first beat is the first stressed word, which is not always the first word in the line. In the example below, the first beat is *like*, not *do* or *you*.

Example: Do you LIKE it? (clap) YES, I DO.

1 2 3 4

3. A ritual Chant Uses Common Exchanges in Every Talk

Example: *Have a Nice Weekend*

HAVE a nice WEEKend.

1 2

THANKS, you TOO!

3 4

HAVE a nice WEEKend.

1 2

THANKS, you TOO!

3 4

4. A Vocabulary Chant Can Be Created with a Formula

Vocabulary chants are the easiest kind of chants to learn. Teacher should include things that young learners are familiar with such as animal, food, and classroom items. The following example is of a vocabulary chant.

To create a vocabulary chant:

Step One: Choose a topic.

Step Two: Write down ten words that relate to the topic.

Step Three: Separate the words into sounds according to the number of syllables.

Step Four: Choose three of the words with different number of syllables.

Example: A Vocabulary Chant with Classroom Items

Rul-er (2 syllables)

E-ra-ser (3 syllables)

Chair (1 syllable)

To make a chant from three classroom items, first put them in order of number of syllables. The first word should have 2 syllables, the second word 3 syllables, and the third word, 1 syllable, as demonstrated above.

RULer, eRAser, CHAIR (clap)

1 2 3 4

RULer, eRAser, CHAIR (clap)

1 2 3 4

RULer, eRAser, RULer, eRAser

1 2 3 4

RULer, eRAser, CHAIR (clap)

1 2 3 4

5. Grammar Chant reinforces a Grammar Point.

Example: a verb tense, a plural form, an article.

I Like It A Lot

I LIKE it. (clap) I LIKE it a LOT

1 2 3 4

I LIKE it. (clap) I LIKE it a LOT

1 2 3 4

I LIKE it. (clap) I LIKE it a LOT

1 2 3 4

I LOVE it! (clap) (clap) (clap)

1 2 3 4

A simple sentence can easily be turned into a yes/no question practice pattern with a short response. You can divide the class in half, with one half chanting the question, and the other half chanting the answer.

I Like It A Lot

Do you LIKE it? (clap) YES, I DO.

1 2 3 4

I do TOO. I do TOO.

1 2 3 4

2.2.2.2 *The Advantages Using Jazz Chants in the Classroom*

a. Jazz Chants use natural spoken American English

Most of schools in Indonesia are using British English in the context of learning but Jazz Chants are using natural spoken American English. Although there are different, we can teach our students using American English because of the slight differences. For instance, letter O in English is pronounced in different ways, such as: *Box* [bɒks] in British, but [bɑ:ks] in American; *Clock* [klɒk] in British, but [kla:k] in American. British English prefers a short sound as opposed

to American English, which prefers a long sound in all case. Table 1.1 shows several words in both pronunciations.

Table 2.2 Table of the differences between British English and American English

Word	British English	American English
Box	[bɒks]	[bɑ:ks]
Chocolate	[ˈtʃɒklət]	[ˈtʃɑ:klət] or [ˈtʃɔ:klət]
Clock	[klɒk]	[klɑ:k]
Cost	[kɒst]	[kɔ:st]
Dog	[dɒg]	[dɔ:g]
Gone	[gɒn]	[gɔ:n]
Got	[gɒt]	[gɑ:t]
Hot	[hɒt]	[hɑ:t]
Job	[dʒɒb]	[dʒɑ:b]
Lot	[lɒt]	[lɑ:t]
Not	[nɒt]	[nɑ:t]
Off	[ɒf]	[ɑ:f] or [ɔ:f]
Possible	[ˈpɒsəbl]	[ˈpɑ:səbl]
Sorry	[ˈsɒri]	[ˈsɑ:ri] or [ˈsɔ:ri]
Stop	[stɒp]	[stɑ:p]
Want	[wɒnt]	[wɑ:nt] or [wɔ:nt]
Wasn't	[wɒznt]	[wɑznt]
What	[wɒt]	[wɑ:t] or [wʌt]

Taken from: British and American English Pronunciation Differences (Gómez 2012: 6)

b. Jazz Chants can be used in classes of any size

Jazz Chants can be used in classes of any size; it can be used in a big class or a small class. In a big class, teacher can divide their students into some groups. Every group has their own duty when singing this chant. Dividing students into some groups is an effective way when teaching a lot of students; we can observe every student when they are doing their job in a group.

c. Jazz Chants don't require any special materials

Teaching English using Jazz Chant is simple. We don't need any special materials such as; music instrument, pictures, videos, and music player. We can teach our students only by using our hands to make the tempo. We can clap our hands to guide our students in singing and use our gesture to attract our students' attention.

d. Jazz Chants can be used with all age groups

Jazz Chants are chants that can be taught to any level of students. They can be taught to young until adult learners. We can make different Chants based on our students' stage. We can give simple Jazz Chants for young learners and grammar/structure chants for older students.

With all of those advantages, Jazz Chants are appropriate as a teaching aid for teachers to improve their young learners' mastery of body parts vocabulary.

2.2.3 Teaching Young Learners

As a teacher, I should know the characteristics of my students. Knowing the characteristics can help me develop my lessons. These are the characteristics of young learners from seven to twelve years old, based on Slattery and Willis (2001: 5).

- a. Learning to read and write on their own language
- b. Developing as thinkers
- c. Understand the difference between the real and the imaginary
- d. Can plan and organize how best to carry out an activity
- e. Can work with others and learn from others

- f. Can be reliable and take responsibility for class activities and routines

When we are teaching young learners we should know what we should do in teaching process. These are the principles of teaching young learners from seven to twelve years old, based on Slattery and Willis (2001: 5).

- a. Encourage them to read in English (stories, comics, reading games)
- b. Encourage them to work meanings out for themselves
- c. Explain things about language, but only very simple things
- d. Use a wider range of language input as their modal for language use
- e. Encourage creative writing and help them to experiment with language
- f. Explain your intentions and ask them to help with organization of activities

According to Vygotsky (in Linse, 2006:14), young learner's language learning is advance through social interaction and experiences based on the context or situation. Teacher can help young learners learn language by orally and literally based on the situation.

My research concern is improving vocabulary knowledge. It is deals with speaking and reading skill. Below, I provide standard of competence and basic competence of speaking and reading for fifth grade of Elementary School in the table below.

Table 2.3 The Standard of Competence and Basic Competence of Speaking and Reading for Grade Fifth.

Topic	Standard of Competence	Basic Competence
Myself	1. Speaking	1.1 Conversing to accompany action

	To express very simple instruction and information in school context	acceptably, that involves speech acts: giving example of doing something, giving orders, and giving instructions
--	--	--

Taken from: Standar Isi untuk Sekolah Dasar dan Menengah, Badan Standar Nasional Pendidikan, 2006: 408

2.2.4 Teaching Using Song

Teaching using songs in the classroom can be taught to any number of students and even those teachers with limited resources. Songs can be used for many purposes, it can be used for increasing vocabulary, listening, writing and also speaking skill. Songs can also be useful tools in the learning vocabulary, sentence structures, and sentence patterns, not to mention their reflectivity of mother tongue culture (Murphey, 1992). Based on Abdellah (2001:52), there are two benefits factors using song in teaching process, those are:

A. Linguistics Factors

- To develop young learners' listening and speaking skills
- To enlarge the vocabulary background of children
- To introduce and familiarize children with the target language culture
- To improve young learners' pronunciation
- To teach various language functions
- To recall grammatical points
- To develop auditory discrimination

B. Affective Factors:

- To add fun to learning
- To motivate children to participate, even shy ones
- To help teachers get closer to their children
- To stimulate children's interest in the new language
- To create a lively atmosphere in the language classroom

After knowing the benefits of using song, teacher should choose an appropriate song for their young learners. Appropriate song can make young learners comfortable and understand what the teacher gives to them. Teacher should choose an appropriate song by analyzing what their young learners' need. Teacher should be careful in choosing song/chants. Follows are the criteria that can be used in choosing songs/chants: (Curtain & Pesola in Abdellah: 2001:53)

1. The song should contain limited vocabulary.
2. The song should contain language compatible with that being used in the classroom.
3. The song should present a limited musical challenge.
4. The rhythm should be straightforward and repetitive.
5. Song topics should be within the experiences of children.
6. For primary level 4 and 5 it's useful if songs are accompanied by actions.
7. It is also helpful if the words of the songs are highly repetitive and if they have a refrain: a repeated stanza, between verses of the songs.

Songs for vocabulary practice usually based on a theme that provides context for vocabulary learning. It can be simple one for beginner, such as *Zebra, Elephant, Cow*.

“Zebra, elephant, cow”

“Zebra, elephant, cow”

“Zebra, elephant”

“Zebra, elephant”

“Zebra, elephant, cow”

Zebra, Elephant, Cow is the example of animal’s name, the other example is *fingers* is to review body parts.

“Thumb, index”,

“Little, middle, ring”

“Thumb, index”,

“Little, middle, ring”.

“Thumb, index, little, middle, ring”

“Knuckle, wrist, knuckle, wrist”

“Thumb, index, little, middle, ring”

“Knuckle, wrist, knuckle, wrist”

When singing this song, teacher should use gesture, for example touch their fingers so their students can easily see and understand the meaning. In presenting song in the classroom, teacher should pay attention on the class and young learners' situation.

There are a lot of songs that can be taught for young learners or teacher can make a song that is appropriate for them. Most of young learners' songs are monosyllabic words, many of which are frequently repeated. This repetition offers greater exposure to these words and help young learners to improve vocabulary acquisition.

Some of the songs use popular vocabulary, however the others songs use of low frequency and archaic words. The songs and the lyrics need to be selected carefully to complement the target vocabulary. This is the duty of teachers to find and select songs that are appropriate and suitable both in term of vocabulary and topic in the curriculum. Teacher also can make a song that appropriate for their students and add moral values that exist in their religion.

2.2.5 Classroom Action Research

In this research, I use classroom action research design. The definition and steps of this design will be explained in this section.

Classroom action research is research carried out in the classroom by the teacher of the course, mainly with the purpose of solving a problem or improving the teaching/learning process (Elizabeth in Burns, 2010:5). Action research is

carried out by teachers or teachers will be after they identify a problem or an area they wish to improve and based on the theory. The aims and contribution of AR are multiple, overlapping, and various (Burns, 2010). It is to solve a particular teaching-learning problem that has been identified and to improve the teaching practice.

Action research involves four broad phases in a cycle of research, the first cycle may become a continuing or interactive, spiral of cycles which recur until the action researcher has achieved a satisfactory outcome and feels it is time to stop.

1. Planning

Identify a problem and develop a plan of action in order to bring about improvements in a specific area of the research context. This is a forward-looking phase where I consider. What kind of investigation is possible within the realities and constraints of my teaching situation and what kind of potential improvements I think are possible.

2. Action

The plan is a carefully considered one which involves some deliberate interventions into my teaching situation that I put into action over an agreed period of time. The interventions are 'critically informed' as my assumptions about the current situation and plan new and alternative ways of doing things.

3. Observation

Observing systematically the effects of the action research and documenting the context, actions and opinion of those involved. It is a data collection phase

where I use ‘open-eyed’ and ‘open-minded’ tools so collect information about what is happening.

4. Reflecting

Reflect on, evaluate and describe the effects of the action in order to make sense of what has happened and to understand the issue I have explored more clearly. It can be decide to do further cycles of Action Research to improve the situation even more, or to share the research with others as part of my ongoing professional development.

(in Burns, adapted from Kemmis & Mc Taggart, 1988,pp.11-14)

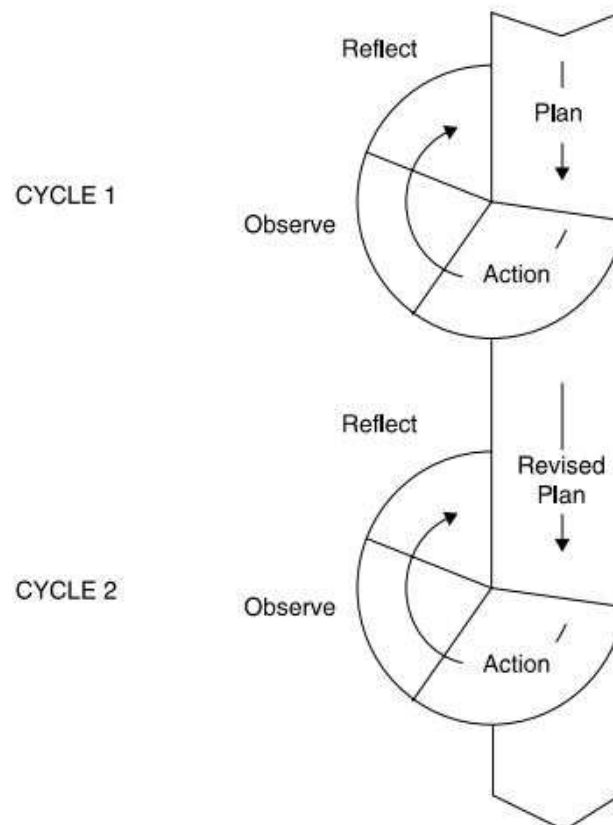


Figure 2.1 Cyclical Action Research model based on Kemmis and McTraggart (1988)

2.3 Theoretical Framework

The theoretical framework is started from the idea that vocabulary is very important in learning English language. It is the key to communicate with others. Mastering English vocabulary can help young learners increase their English easily. Without sufficient vocabulary, young learners cannot speak up their idea and communicate well with their friends. Vocabulary needs is in line with the growth of young learners. Besides that, motivation also becomes another factor that influences learning process.

Motivation is very important in teaching young learners, as children when they are facing difficulties in learning English, they will be no more interested in it. According to Maribel Peralta (2010)

jazz chants add variety to lessons while they reduce anxiety and motivate learners. The use of music relaxes many students, and the opportunity to practice common phrases with an authentic model helps students feel more comfortable using those phrases in conversation. Students also respond more positively to lessons made enjoyable by activities that involve music.

Learning language must be interesting and fun for young learners. Games, songs, dances, and rhymes are good to stimulate young learners. Singing songs while they are touching, seeing or doing action gives young learners more experience.

According to Tough (in Holešinská, 2006)

the fact that young children learn their first language with such speed and competence must mean that if the process can be better understood it should be possible to design experiences through which children learn a second language in much the same way as they learn their first language.

Based on the previous explanation above I conducted a classroom action research.

Since the subject is young learners, I use fun activity that is Jazz Chants. The

research intends to find out how useful Jazz Chants in helping young learners improve their mastery of body parts vocabulary. The theoretical framework of the research can be illustrated in the following chart.

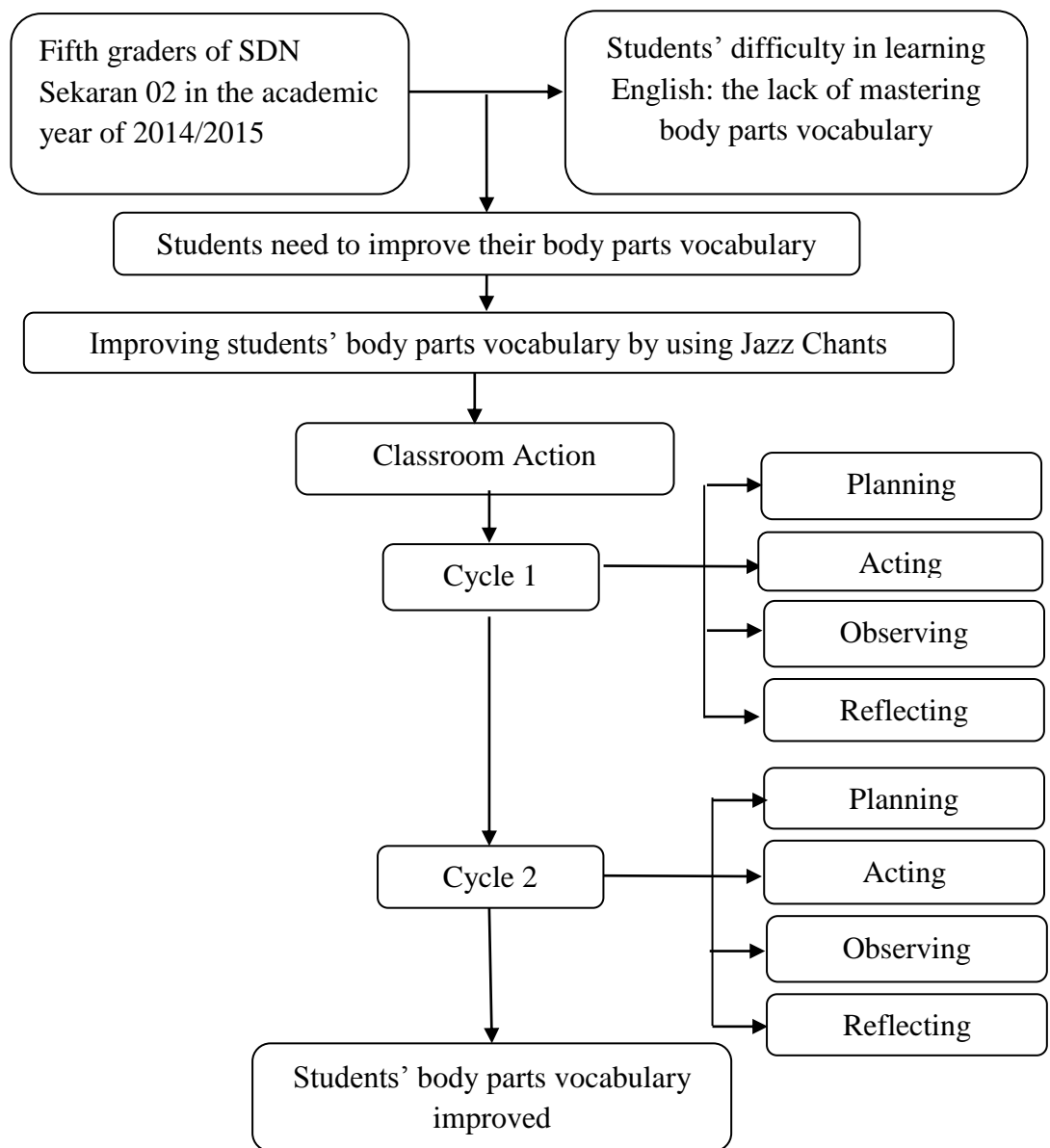


Figure 2.2 The Scheme of the Theoretical Framework

CHAPTER III

METHODS OF INVESTIGATION

This chapter deals with all of the methods of investigation. There are research design, subject of the study, role of the researcher, data of the research, instruments for collecting data, and procedures of data analysis.

3.1 Research Design

The research design used in this research is classroom action research design. “Action research is research carried out in the classroom by the teacher, mainly with the purpose of solving a problem or improving the teaching” (Elizabeth in Burns, 2010: 5). I conducted this research by doing teaching and learning process in the classroom. The research framework was integrated action adapted from Kemmis and Mc Taggart. There are two cycles in this research; each cycle spent two meetings (4X35minutes). The aim of this research is to improve young learners’ mastery of body parts vocabulary.

According to Kemmis and Mc Taggart (in Burns, 2010), Action Research typically involves four brand phases in a cycle of research. The first cycle may become a continuing, or *iterative*, spiral of cycles which recur until the action researcher has achieved a satisfactory outcome and feels it is time to stop. There are four activities in this classroom action research. The activities are pre-test, cycle one (treatment and cycle-one test), cycle two (treatment and cycle-two test), and post-test.

3.1.1 Pre-test

A pre-test is conducted in the first meeting of the research. It is the baseline to compare the improvement on the next activities. In this pre-test, young learners are asked to fill the boxes with appropriate answers.

3.1.2 Cycles

There are two cycles in this research. Each cycle consists of four phases; planning, acting, observing, and reflecting (see figure 2.1). The details of the cycles are explained below:

3.1.2.1 Cycle One

The activities in this first cycle are introduction, giving treatment, and cycle-one test. The activities in cycle one includes planning, acting, observing, and reflecting. This cycle will take two meetings, in which each meeting lasts seventy minutes. The activities of each phase are explained below:

1. Planning

In this phase, I do the following activities:

- a. make Jazz Chants of upper body;
- b. practicing Jazz Chants with gesture;
- c. make lesson plan; and
- d. preparing hand-outs and media for teaching.

2. Acting

In acting phase, I carry out teaching in the classroom, the activities are:

- a. introducing what Jazz Chant is, why use it in teaching vocabulary and how to use it;

- b. distribute hand-out to the class and ask young learners to read it first;
- c. I give examples of Jazz Chant and sing it while young learners listening to me;
- d. get the young learners practice sing Jazz Chants and the gesture while singing;
and
- e. get young learners practices sing Jazz Chants in group.

3. Observing

In the observing phase, I observe all of activities, young learners' participation, and attention towards the learning process. While teaching, I also observe how to make a good atmosphere in the class and how to handle young learners. The observation is also assisted by Mrs Sulastri, the teacher of fifth graders.

4. Reflecting

Reflecting is the last phase of cycle one. This phase is a reflection of all of activities in the classroom. In this phase, I give cycle-one test to check young learners' mastery of body parts vocabulary. Based on the cycle-one test, I evaluate the activities I have done in cycle one and do revisions. After reflecting, I can decide what to do in the next cycle.

3.1.2.2 Cycle Two

Cycle two takes two meeting in which each meeting lasts for seventy minutes. Just the same with cycle one, this cycle consists of four phases; planning, acting, observing, and reflecting. The details of those activities are as follows;

1. Planning

In this planning phase, I make preparation for the next acting phase based on the reflecting in cycle one. The activities in this phase are;

- a. make Jazz Chants of middle body;
- b. preparing lesson plan; and
- c. preparing hand-outs and media for teaching.

2. Acting

In this acting phase, I do teaching again. The activities are:

- a. get young learners' practising the previous Jazz Chant;
- b. introduce another Jazz Chant;
- c. get young learners practicing Jazz Chants;
- d. get young learners practicing Jazz Chants in pair and front of the class; and
- e. get young learners simple game and questions.

3. Observing

In the observing phase, I observe all of activities, young learners' participation and attention towards the learning process. I also observe the effects of the actions I do. The observation is also helped by Mrs Ani, the English teacher.

4. Reflecting

In this phase, I give cycle-two test as the evaluation of the learning process. In this phase, I also do evaluation on the activities that ran before.

3.1.3 Post-test

Post-test is the last activity in this research. The instruction in this post-test is to fill the boxes with appropriate answers. The aim of giving post-test is to see the final improvement of young learners' mastery of body parts vocabulary.

3.2 Subject of the Study

The subjects of this study were the students of fifth graders of SDN Sekaran 02 in the academic year of 2014/2015. There are 22 students in this class, 11 males and 11 females. They were qualified for the study because of the considerations below:

- 1) the material I take for this research is matched with the materials given in fifth grade;
- 2) fifth grade is already taught English, in most of elementary school, English is taught starts from third to sixth grade;
- 3) the location of this class is separated with the others class, so when the students singing Jazz Chants they are not bothering the other class; and
- 4) the characteristic of fifth grade is enjoy with fun learning, especially singing.

3.3 Role of the Researcher

In this research, I had three roles. Those were as a student-teacher-researcher, a data collector, and a data analyst.

“A student-teacher-researcher is a guest in a school and classroom,” (Phillips and Carr, 2010: 35). It is an undergraduate student of education program who is engaged in a professional teacher’s class in order to conduct a research in a classroom. In this case I am an undergraduate student of English Department. In doing this research, I was assisted by observers; they are Mrs Sulastri and Mrs Ani as teacher of fifth graders and English teacher.

I also had role as a data collector who collected all the data needed for this research from the beginning until the end. The data are young learners' test results, questionnaire, and observation sheet. Besides that, I also acted as a data analyst in this research. After doing this research, I analyze the data collected to meet the objective of the research.

3.4 Data of the Research

The data I will need in this research are students' mastery of body parts vocabulary and their attitude toward the learning. Hence, the data of this research comprised of two types. They were qualitative and quantitative data. According to Philips and Carr (2010:32), "action research is often categorized as a qualitative methodology, even though qualitative data may be included. In this case, action research often mixes method."

3.4.1 Qualitative Data

According to Burns (2010:106), "qualitative data are those that are analysed without numbers." Qualitative data comprised of the students' attitude during the teaching and learning process, classroom situation, and students' responses/feedback. "Qualitative data were needed to help support and better understand results first brought to light through quantitative analyses," (Phillips and Carr, 2010:31). The students' attitude during the teaching and learning process was obtained by using observation sheets. The students feeling and opinion toward the use of Jazz Chants to improve their mastery of body parts vocabularies were analyzed through questionnaire.

3.4.2 Quantitative Data

“Any numerical data collected in the research was accounted as quantitative data,” (Phillips and Carr, 2010:26). The quantitative data in this research was obtained from pre-test, cycle-one test, cycle-two test, and post-test score to measure young learners’ ability before and after the treatments. The results of pre-test and post-test would be compared to find out any improvement in the young learners’ mastery of body parts vocabulary.

3.5 Instruments for Collecting Data

3.5.1 Method of Collecting the Qualitative Data

There are two ways in collecting the qualitative data. They are;

3.5.1.1 Observation Sheets

Observation sheet is a document used in making recordings for the purpose of analysis. The students behavioural in this research were recorded through the Observation sheets.

3.5.1.2 Questionnaire

Questionnaire is a set of printed or written questions with a choice of answers, used as a means of collecting data. Questionnaire is used to obtain young learners’ ideas, opinions, or personal experience due to this research.

3.5.2 Method of Collecting the Quantitative Data

The quantitative data in this research was the results of tests which measure young learners’ knowledge. There are four kinds of tests, which are pre-test, cycle one test, cycle two test, and post-test. All of them are in the form of matching test. The descriptions of the tests were elaborated as follows:

3.5.2.1 Pre-test

Pre-test was given in the first meeting before doing any treatments. It was aimed to measure the knowledge of young learners of body parts vocabulary. There were 30 items which were tested.

3.5.2.2 Cycle-one Test

Cycle one test was given after doing first cycle. It was aimed to measure young learners' acknowledgement about body parts vocabulary after the treatment given. There were 25 items which were tested.

3.5.2.3 Cycle-two Test

Cycle-two test was done after the second treatment had given. There were 25 items in the test. After doing cycle-two test, post-test would be conducted.

3.5.2.4 Post-test

Post-test was given after the treatment and cycle-two test. There were 30 items in post-test, and all of the items tested had been given in the treatment. The result of Post-test would be compared with Pre-test to see the significance of the students' improvement after the treatments were conducted.

The activities during the research are listed in the research schedule in the table below:

Table 3.1 Research Schedule

No	Activities	Date							
		Feb 7 th	Feb 9 th	Feb 16 th	Feb 23 rd	Mar 2 nd	Mar 9 th	Mar 16 th	Mar 17 th
1	Observation								
2	Pre-Test								
3	Cycle 1								
4	Cycle 1 and								

	Cycle-1 Test							
5	Cycle 2							
6	Cycle 2 and Cycle-2 Test							
7	Post-Test and Questionnaire							
8	Reporting							

Table 3.2 Research Outline

No	Activities	Date	Details	Time Allotment
1	Observation	February 7 th 2015	<ul style="list-style-type: none"> ➤ I observed the participant's environment including their classroom condition and class system. ➤ I observed the participants attitude and behaviour. ➤ I interviewed the teacher to find out the class' characteristic and the students' English ability in general. 	2 x35 minutes
2	Pre-Test	February 9 th 2015	<ul style="list-style-type: none"> ➤ Participants did the pre-test 	2 x35 minutes
3	Cycle 1	February 16 th 2015	<ul style="list-style-type: none"> ➤ Participants were introduced and explained what Jazz Chant is and how to sing this chant. ➤ Participants were practicing Jazz Chant. 	2 x35 minutes
4	Cycle 1 and Cycle-1 Test	February 23 rd 2015	<ul style="list-style-type: none"> ➤ Participants were practicing Jazz Chant. ➤ Participants did the cycle-1 test. 	2 x35 minutes
5	Cycle 2	March 2 nd 2015	<ul style="list-style-type: none"> ➤ Participants were introduced to the new Jazz Chants. 	2 x35 minutes

			<ul style="list-style-type: none"> ➤ Participants were practicing Jazz Chants. ➤ Participants were practicing Jazz Chant in pair, group, and front of the class. 	
6	Cycle 2 and Cycle-2 Test	March 9 th 2015	<ul style="list-style-type: none"> ➤ Participants were practicing Jazz Chants. ➤ Participants did the cycle-2 test. 	2 x35 minutes
7	Post-Test and Questionnaire	March 16 th 2015	<ul style="list-style-type: none"> ➤ Participants were doing the post-test. ➤ Participants were asked to fill questionnaires. 	2 x35 minutes
8	Reporting	March 17 th 2015	<ul style="list-style-type: none"> ➤ The researcher wrote a report about the findings in the research. 	-

3.6 Procedures of Data Analysis

All the data obtained during this research were analyzed to find out to what extent Jazz Chants enriches young learners' mastery of body parts vocabulary. The quantitative data of this research were gained from observation and questionnaire, while the quantitative data were obtained from pre-test, cycle-one test, cycle-two test, and post-test.

The procedure of analyzing the research data in details was elaborated as follows:

3.6.1 Observation Sheets

Observation is used to record young learners' participation and attitude during the research. There are three categories in participation and attitude. Each category was assessed using scales from 1 to 4. The criteria for scaling were listed below:

PARTICIPATION	
SCALE	DESCRIPTION
1	only 0%-25% of the students participate in the class form the beginning to the end.
2	only 26%-50% of the students participate in the class form the beginning to the end.
3	51%-75% of the students participate in the class form the beginning to the end.
4	76%-100% of the students participate in the class form the beginning to the end.
ATTITUDE	
SCALE	DESCRIPTION
1	only 0%-25% of the students are enthusiastic in the class form the beginning to the end.
2	only 26%-50% of the students are enthusiastic in the class form the beginning to the end
3	51%-75% of the students are enthusiastic in the class form the beginning to the end.
4	76%-100% of the students are enthusiastic in the class form the beginning to the end.

Figure 3.1 The Observation Sheet's Scaling Criteria

3.6.2 Questionnaire

Questionnaire is used to obtain young learners' ideas, opinions, or personal experience due to this research. Burns (2010:85) mentioned that, "open-ended items are items that look for a free-form response." The answers of the questionnaire were analyzed by using the following procedure:

- a. the answers were listed;
- b. the number of young learners' answer of *sangat setuju*, *setuju*, or *tidak setuju* per item were counted;
- c. the percentage of the students who answered *sangat setuju*, *setuju*, or *tidak setuju* was calculated by using this formula:

$$P = \frac{\Sigma}{n} \times 100\%;$$

In which,

P = percentage,

Σ = sum of the students who answered 'sangat setuju', 'setuju', or 'tidak setuju', and

n = number of the students;

- d. The results of the calculation analyzed in table and graphic to make a clear analysis

3.6.3 Pre-test and Post-test Analysis

There are 30 items in pre-test and post-test. There are three part in those tests; upper body, middle body, and lower body. In analyzing the data from the tests, the following steps were taken:

- (1) correcting the test based on the rubric assessment below :

- 1 point for correct answer
- 0 point for wrong answer

- (2) giving score to each students based on the following formula:

$$S = \frac{R}{N} \times 100;$$

in which,

S = final score,

R = achieved points, and

N = total number of the items

3.6.4 *Cycle-test Analysis*

At the end of cycle one, there were cycle-one test and cycle-two test at the end of cycle two. There were 25 items in every cycle-test. In analyzing cycle-test, I use the same score calculation in pre-test and post-test.

(1) correcting the test based on the rubric assessment below :

- 1 point for correct answer
- 0 point for wrong answer

(2) giving score to each students based on the following formula:

$$S = \frac{R}{N} \times 100;$$

in which,

S = final score,

R = achieved points, and

N = total number of the items

3.6.5 *Improvement of Young Learners' Mastery of Body Parts Vocabulary*

The improvement of young learners' mastery of body parts vocabulary could be seen from the improvement of the scores. It could be seen from the differences of the mean of pre-test and post-test score. The improvement was calculated by using this formula:

$$\text{Improvement} = \bar{X}_2 - \bar{X}_1;$$

in which;

\bar{X}_1 = mean of pre-test score

\bar{X}_2 = mean of post-test score

CHAPTER V

CONCLUSION AND SUGGESTIONS

Chapter V consists of two subchapters. They are conclusion and suggestions. The conclusions were concluded from the results of analyses, findings, and discussions conducted in the previous chapter. The suggestions were given based on the findings of the analysis.

5.1 Conclusions

The objective of this research is to find out of how useful Jazz Chants in helping Young learners improve their mastery of body parts vocabulary. After conducting the research, it can be concluded that:

Jazz Chants improved young learners' mastery of body parts vocabulary at fifth graders SDN Sekaran 2 in the academic year of 2014/2015. The improvement can be seen on this following evidence: a) the results of the observation sheets concluded that there were improvement of young learners' participation and attitude during the research. In the first cycle, young learners' participation was in scale 3, and increased in cycle 2 became 3.67. Young learners' attitude also increased from 2.67 in cycle 1 became 3.33 in cycle 2. It proved that young learners liked Jazz Chants in learning vocabulary; b) the mean score of every test also increased. The mean score of pre-test was 16.05, Cycle-1 test was 39.45, then Cycle-2 test was 42.55, and post-test was 58.77. The difference of mean's score between pre-test and post-test is 42.72 points; c) based on the young learners' answer of the questionnaire, they were interested and

enthusiasm using Jazz Chants in the learning process. They enjoyed singing Jazz Chants so they could remember body parts vocabulary easily. Learning vocabulary using Jazz Chants could make a good atmosphere in the class. Moreover, based on the results of observation and young learners' pre-test, it can be concluded that there was problem faced by young learners in learning English body parts vocabulary.

5.2 Suggestions

There are some suggestions for using Jazz Chants in teaching body parts vocabulary. The suggestions as follows:

Theoretically, Jazz Chants will help young learners, especially fifth graders of SDN Sekaran 02 in learning and also remembering body parts vocabulary. By using Jazz Chants it also increases students' attention and curiosity in learning English vocabulary.

Practically, teaching using Jazz Chants could be one of references for teachers in teaching vocabulary. Jazz Chants are recommended to be applied in teaching vocabulary for young learners. It also can be applied for the other aspects of teaching English, such as; teaching reading, listening, and grammar. Although, in making chants teachers can freely put words there is still something to be considered, that is how to make a chant as easy as possible for students. Making a good and simple Jazz Chants would be more effective and enjoyable method in teaching young learners. Simple Jazz Chants can be learnt easily and more effective.

Pedagogically, this research would be useful for education field. It has shown that Jazz Chants are quiet effective for teaching vocabulary for young learners. Further research regarding Jazz Chants and vocabulary teaching can be held for better development and this research can be used as the reference.

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APPENDIXES

Appendix 1 SK Dosen Pembimbing



**KEPUTUSAN
DEKAN FAKULTAS BAHASA DAN SENI
UNIVERSITAS NEGERI SEMARANG
Nomor: 322/FBS/2014
Tentang
PENETAPAN DOSEN PEMBIMBING SKRIPSI/TUGAS AKHIR SEMESTER
GASAL/GENAP
TAHUN AKADEMIK 2013/2014**

Menimbang : Bahwa untuk memperlancar mahasiswa Jurusan/Prodi BAHASA & SASTRA INGGRIS/Pend. Bhs. Inggris Fakultas Bahasa dan Seni membuat Skripsi/Tugas Akhir, maka perlu menetapkan Dosen-dosen Jurusan/Prodi BAHASA & SASTRA INGGRIS/Pend. Bhs. Inggris Fakultas Bahasa dan Seni UNNES untuk menjadi pembimbing.

Mengingat : 1. Undang-undang No.20 Tahun 2003 tentang Sistem Pendidikan Nasional (Tambahan Lembaran Negara RI No.4301, penjelasan atas Lembaran Negara RI Tahun 2003, Nomor 78)
2. Peraturan Rektor No. 21 Tahun 2011 tentang Sistem Informasi Skripsi UNNES
3. SK. Rektor UNNES No. 164/O/2004 tentang Pedoman penyusunan Skripsi/Tugas Akhir Mahasiswa Strata Satu (S1) UNNES.
4. SK Rektor UNNES No.162/O/2004 tentang penyelenggaraan Pendidikan UNNES;


Menimbang : Usulan Ketua Jurusan/Prodi BAHASA & SASTRA INGGRIS/Pend. Bhs. Inggris Tanggal 25 Februari 2014

MEMUTUSKAN

Menetapkan :
PERTAMA : Menunjuk dan menugaskan kepada:
Nama : Dra. Sri Suprpti, M.Pd.
NIP : 195911241986032001
Pangkat/Golongan : III/C
Jabatan Akademik : Lektor
Sebagai Pembimbing
Untuk membimbing mahasiswa penyusun skripsi/Tugas Akhir :
Nama : MUHAMMAD JONA LUMINTU
NIM : 2201410143
Jurusan/Prodi : BAHASA & SASTRA INGGRIS/Pend. Bhs. Inggris
Topik : The use of Jazz Chants to teach vocabulary for young learners

KEDUA : Keputusan ini mulai berlaku sejak tanggal ditetapkan.

Tembusan
1. Pembantu Dekan Bidang Akademik
2. Ketua Jurusan
3. Petinggal



DITETAPKAN DI : SEMARANG
PADA TANGGAL : 26 Februari 2014
DEKAN

Agus Nuryatin

Prof. Dr. Agus Nuryatin, M.Hum.
NIP 196008031989011001



2201410143
03-AKD-24/Rev. 00

Appendix 2 Surat Penelitian



PEMERINTAH KOTA SEMARANG
UPTD PENDIDIKAN KECAMATAN GUNUNGPATI
SD NEGERI SEKARAN 02

Alamat : Jl. Taman Siswa, Sekaran Gunungpati Telp. (024) 8508282, Kode Pos 50229

SURAT KETERANGAN

Nomor : 421.2/10/35/2015

Yang bertanda tangan dibawah ini Kepala SD Negeri Sekaran 02, menerangkan bahwa:

- Nama : Muhammad Jona Lumintu
- Fak/Progam Studi : Bahasa dan Seni/ Pendidikan Bahasa Inggris
- N I M : 2201410143
- Alamat : Ds. Talakbroto Rt. 09 Rw. 03
Kecamatan Simo, Kabupaten Boyolali
- Keterangan : 1. Bahwa orang tersebut di atas telah melaksanakan penelitian di SD Negeri Sekaran 02 pada bulan Februari-Maret 2015.
2. Penelitian ini sebagai syarat penyusunan skripsi dengan judul "The Use of Jazz Chants to Improve Young Learners' Mastery of Body Parts Vocabulary"

Demikian Surat Keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Semarang, 6 April 2015
Kepala Sekolah



Sulastri, S.Pd
NIP. 196106141982012011

Appendix 3 List of Participants

NO	NAME	CODE
1	YUSUF OKTAF	S-1
2	ADITYA NUR FADLI	S-2
3	ANGGA PUTRA W	S-3
4	CAHYANI INDAH S	S-4
5	CHARISMA R. A	S-5
6	HESTI RATNA SARI	S-6
7	HAFIS MAULANA W	S-7
8	NAUFAL S	S-8
9	REYHAN NIZAM	S-9
10	RAHMA NUR A	S-10
11	VINANDRA	S-11
12	NIA NOVIANI	S-12
13	GALUH AJI M.L.S	S-13
14	DANU NUGROHO	S-14
15	MELLA ANANDA PUTRI	S-15
16	M. BAGUS S	S-16
17	RIVA AMAL MAULANA	S-17
18	RISMAWATI	S-18
19	HERI WIDIANTO	S-19
20	RANGGA	S-20
21	BERLIN PUTRI PURWADI	S-21
22	SINDI ANGGRAENI	S-22

Appendix 4 Lesson Plan 1

LESSON PLAN (Cycle 1)

School	: SDN Sekaran 02
Subject	: English
Class/Semester	: V / 2
Time	: 4 x 35 minutes
Skill	: Speaking

Competence Standard

2. Mengungkapkan instruksi dan informasi sangat sederhana dalam konteks sekolah

Basic Competence

2.1 Bercakap-cakap untuk menyertai tindakan secara berterima yang melibatkan tindak tutur: memberi contoh melakukan sesuatu, memberi aba-aba, dan memberi petunjuk

Indicators

1. Students are able to identify speech acts in giving examples of doing something, giving orders, and giving instruction/direction
2. Students are able to pronounce the name of their body parts

Learning Objectives

At the end of the lesson, students are able to:

1. Identify the words related to their body parts
2. Pronounce the words related to body parts
3. Able to use the words in daily communication
4. Able to sing Jazz Chants related to body parts

Materials

1. English book
2. Jazz Chants

A Jazz Chant is a rhythmic presentation of natural language, linking the rhythms of spoken American English to the rhythms of traditional American jazz (Graham, 2006: 7). Carolyn Graham designed Jazz Chants to teach the natural rhythm, stress and intonation pattern of conversational American English. Jazz Chant is different from nursery rhymes or songs that distort the spoken language for poetic effect.

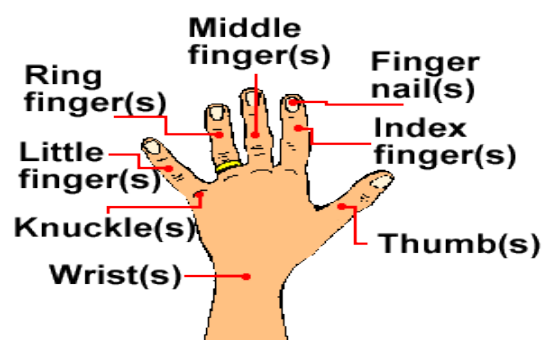
In cycle 1, young learners learn about their fingers. The name of their fingers is concluding in this chant:

Fingers
 Thumb, index,
 Little, middle, ring
 Thumb, index,
 Little, middle, ring
 Thumb, index, little, middle, ring,
 Knuckle, wrist, knuckle, wrist
 Thumb, index, little, middle, ring,
 Knuckle, wrist, knuckle, wrist

(Adopted from Graham's Jazz Chants)

In this chants, young learners will learn about their hand. They will learn about the name of their fingers.

3. Jazz Chants sheets



Thumb, index,

Little, middle, ring

Thumb, index,

Little, middle, ring

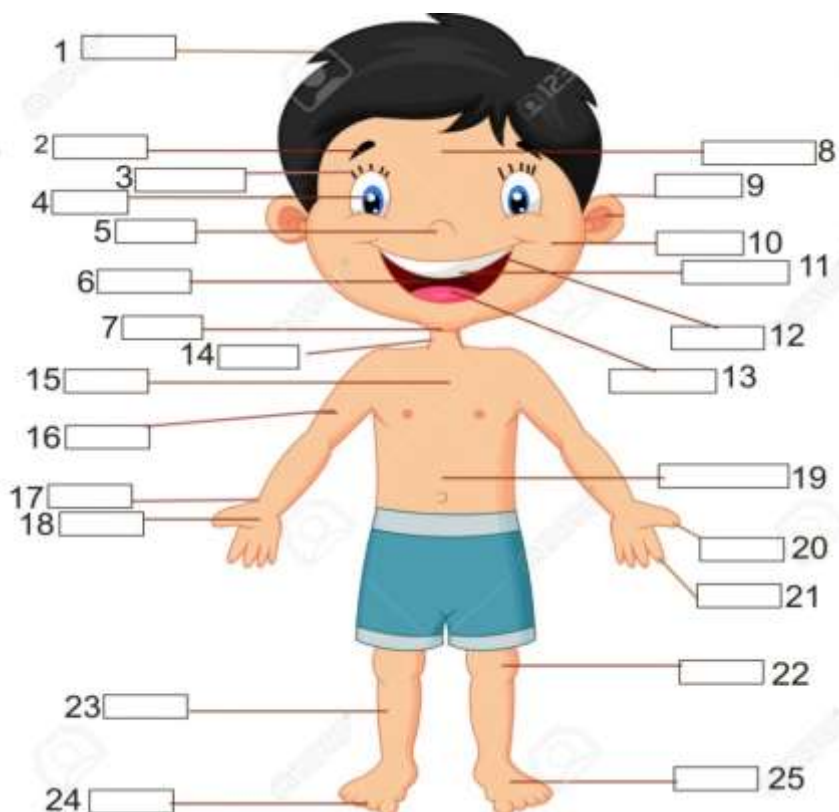
Thumb, index, little, middle, ring,

Knuckle, wrist, knuckle, wrist

Thumb, index, little, middle, ring,

Knuckle, wrist, knuckle, wrist

4. Worksheets



Tongue	Thumb	Foot	Hair	Leg
Eyebrow	Cheek	Teeth	Chest	Eye
Nose	Index	Wrist	Forehead	Arm
Mouth	Eyelash	Toe	Lip	Knee
Hand	Neck	Chin	Stomach	Ear

Learning Method

1. Question and answer
2. Explanation
3. Singing
4. Exercise

Assessment Strategies

1. Individual learner review
2. Observation
3. Group/ pair/ individual presentation

First Meeting (2 x 35 minutes)

Activities in Teaching and Learning Process

a. Opening

Activities	Time Allotment
<ul style="list-style-type: none"> • Teacher greets the students • Teacher checks students present • Teacher addresses question related to the material (building knowledge) 	15 minutes

b. Main Activities

Activities	Time Allotment						
<table border="1"> <tr> <td>Exploration</td> <td> <ul style="list-style-type: none"> - Students respond to teacher's questions related to the material - Students listen to teacher's explanation - Teacher sing Jazz Chants </td> </tr> <tr> <td>Elaboration</td> <td> <ul style="list-style-type: none"> - Teacher and students practice Jazz Chants together - Students practice Jazz Chants </td> </tr> <tr> <td>Confirmation</td> <td> <ul style="list-style-type: none"> - Students mention the names of their body parts (fingers) </td> </tr> </table>	Exploration	<ul style="list-style-type: none"> - Students respond to teacher's questions related to the material - Students listen to teacher's explanation - Teacher sing Jazz Chants 	Elaboration	<ul style="list-style-type: none"> - Teacher and students practice Jazz Chants together - Students practice Jazz Chants 	Confirmation	<ul style="list-style-type: none"> - Students mention the names of their body parts (fingers) 	45 minutes
Exploration	<ul style="list-style-type: none"> - Students respond to teacher's questions related to the material - Students listen to teacher's explanation - Teacher sing Jazz Chants 						
Elaboration	<ul style="list-style-type: none"> - Teacher and students practice Jazz Chants together - Students practice Jazz Chants 						
Confirmation	<ul style="list-style-type: none"> - Students mention the names of their body parts (fingers) 						

c. Closing

Activities	Time Allotment

<ol style="list-style-type: none"> 1. Teacher and students summarize the lesson 2. Teacher give assignment 3. Greeting 	10 minutes
---	------------

Second Meeting (2 x 35 minutes)

Activities in Teaching and Learning Process

a. Opening

Activities	Time Allotment
<ul style="list-style-type: none"> • Teacher greets the students • Teacher checks students present • Teacher addresses question related to the last material 	5 minutes

b. Main Activities

Activities		Time Allotment
Exploration	<ul style="list-style-type: none"> - Students respond to teacher's questions related to the material - Students listen to teacher's explanation - Teacher sing Jazz Chants 	30 minutes
Elaboration	<ul style="list-style-type: none"> - Teacher and students practice Jazz Chants together - Students practice Jazz Chants 	
Confirmation	<ul style="list-style-type: none"> - Students mention the names of their body parts (fingers) 	

c. Closing

Activities	Time Allotment
In the last 35 minutes, there will be cycle-1 test to measure young learners' ability after done with the first treatment.	35 minutes

Assessment

No.	Indicators	Technique	Types	Examples
1.	Students are able to identify the names of their body parts	Written Test	Writing	Mention what the name of it.
2.	Students are able to pronounce words related to the body parts correctly			Read these words below correctly.

Assessment Rubric

1. Quiz

No.	Criteria	Point
1.	Correct answer	1
2.	Incorrect answer	0

Evaluation

1. Quiz

$$\text{Score} : \frac{\text{the total of correct answer} \times 1 \text{ point}}{\text{total of items}} \times 100$$

$$\text{Best score} : \frac{25 \times 1}{25} \times 100 = 100$$

Semarang, February 7th, 2015

English Teacher

Muhammad Jona Lumintu

NIM. 2201410143

Appendix 5 Lesson Plan 2

LESSON PLAN (Cycle 2)

School	: SDN Sekaran 02
Subject	: English
Class/Semester	: V / 2
Time	: 4 x 35 minutes
Skill	: Speaking

Competence Standard

2. Mengungkapkan instruksi dan informasi sangat sederhana dalam konteks sekolah

Basic Competence

2.1 Bercakap-cakap untuk menyertai tindakan secara berterima yang melibatkan tindak tutur: memberi contoh melakukan sesuatu, memberi aba-aba, dan memberi petunjuk

Indicators

3. Students are able to identify speech acts in giving examples of doing something, giving orders, and giving instruction/direction
4. Students are able to pronounce the name of their body parts

Learning Objectives

At the end of the lesson, students are able to:

5. Identify the words related to their body parts
6. Pronounce the words related to body parts
7. Able to use the words in daily communication
8. Able to sing Jazz Chants related to body parts

Materials

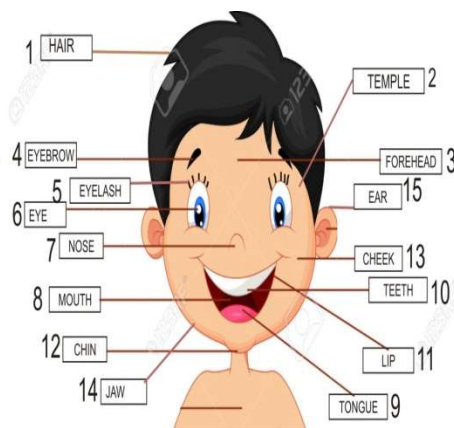
1. English book

2. Jazz Chants

A Jazz Chant is a rhythmic presentation of natural language, linking the rhythms of spoken American English to the rhythms of traditional American jazz. In cycle 2, young learners learn about their upper body. They also will learn about their body in general by using another chant. So, in this cycle, young learners will learn by using 2 chants.

3. Jazz Chants sheets

FACE



hair, temple, forehead, eyebrow,

eyelash,

eye, nose, mouth, tongue, teeth,

lip, cheek, chin, jaw, and ear,

are completing my face.

hair, temple, forehead, eyebrow,

eyelash,

eye, nose, mouth, tongue, teeth,

lip, cheek, chin, jaw, and ear,

are completing my face.

A little boy

A boy has arms,

Two arms

One little boy,

Two little arms

Two little boys,

Four little arms

A boy has legs,

Two legs

One little boy,

Two little legs

Two little boys,

Four little legs

A boy has stomach,

Just one

One little boy,

One stomach

Two little boys,

Two stomachs

A boy has neck,

One neck

One little boy,

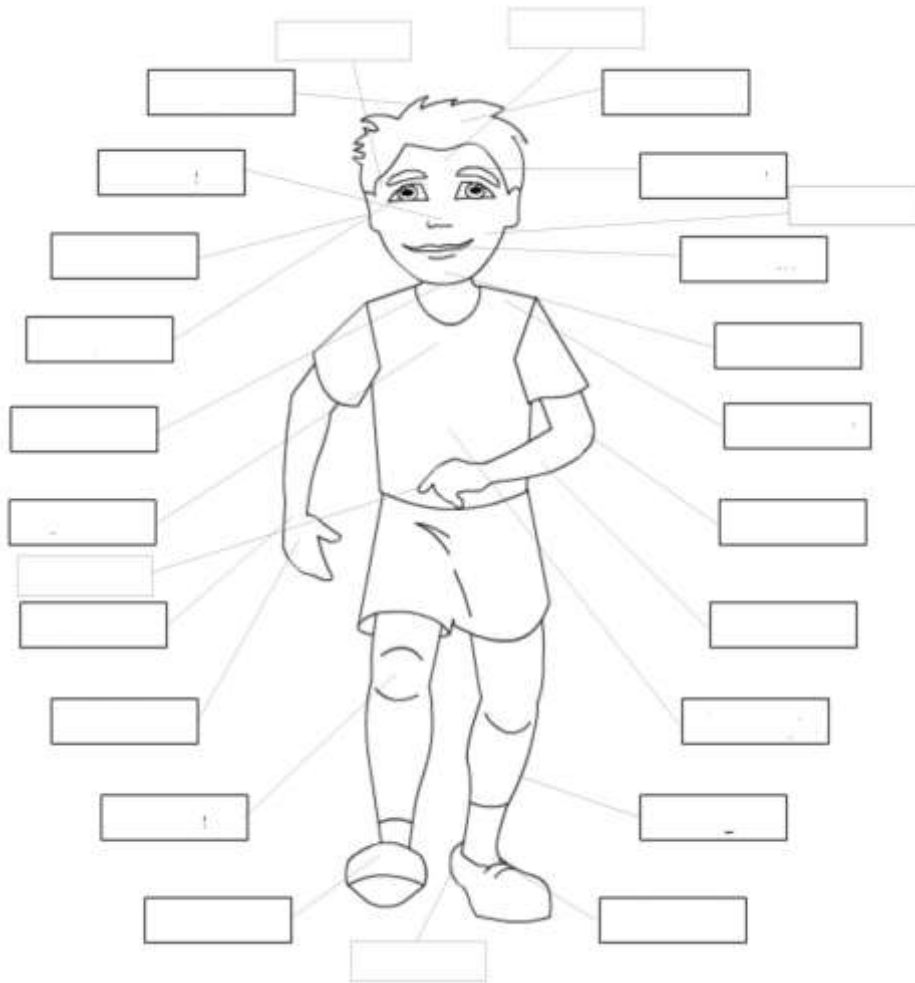
Two little necks

Two little boys,

Two little necks

(Adopted from Graham's Chants)

4. Worksheets



Ankle	Head	Arm	Shoulder	Foot
Tummy	Temple	Hand	Mouth	Leg
Elbow	Nose	Heel	Eyebrow	Finger
Chin	Eye	Knee	Forehead	Neck
Cheek	Chest	Wrist	Hair	Ear

Learning Method

5. Question and answer
6. Explanation
7. Singing
8. Exercise

Assessment Strategies

4. Individual learner review
5. Observation
6. Group/ pair/ individual presentation

First Meeting (2 x 35 minutes)

Activities in Teaching and Learning Process

d. Opening

Activities	Time Allotment
<ul style="list-style-type: none"> • Teacher greets the students • Teacher checks students present • Teacher addresses question related to the material 	10 minutes

e. Main Activities

Activities	Time Allotment						
<table border="1"> <tr> <td>Exploration</td> <td> <ul style="list-style-type: none"> - Students respond to teacher's questions related to the material - Students listen to teacher's explanation - Teacher sing Jazz Chants </td> </tr> <tr> <td>Elaboration</td> <td> <ul style="list-style-type: none"> - Teacher and students practice Jazz Chants together - Students practice Jazz Chants </td> </tr> <tr> <td>Confirmation</td> <td> <ul style="list-style-type: none"> - Students mention the names of their body parts </td> </tr> </table>	Exploration	<ul style="list-style-type: none"> - Students respond to teacher's questions related to the material - Students listen to teacher's explanation - Teacher sing Jazz Chants 	Elaboration	<ul style="list-style-type: none"> - Teacher and students practice Jazz Chants together - Students practice Jazz Chants 	Confirmation	<ul style="list-style-type: none"> - Students mention the names of their body parts 	50 minutes
Exploration	<ul style="list-style-type: none"> - Students respond to teacher's questions related to the material - Students listen to teacher's explanation - Teacher sing Jazz Chants 						
Elaboration	<ul style="list-style-type: none"> - Teacher and students practice Jazz Chants together - Students practice Jazz Chants 						
Confirmation	<ul style="list-style-type: none"> - Students mention the names of their body parts 						

f. Closing

Activities	Time Allotment
<ol style="list-style-type: none"> 4. Teacher and students summarize the lesson 5. Teacher give assignment 6. Greeting 	10 minutes

Second Meeting (2 x 35 minutes)

Activities in Teaching and Learning Process

d. Opening

Activities	Time Allotment
<ul style="list-style-type: none"> • Teacher greets the students • Teacher checks students present • Teacher addresses question related to the last material 	5 minutes

e. Main Activities

Activities	Time Allotment						
<table border="1"> <tr> <td>Exploration</td> <td> <ul style="list-style-type: none"> - Students respond to teacher's questions related to the material - Students listen to teacher's explanation - Teacher sing Jazz Chants </td> </tr> <tr> <td>Elaboration</td> <td> <ul style="list-style-type: none"> - Teacher and students practice Jazz Chants together - Students practice Jazz Chants </td> </tr> <tr> <td>Confirmation</td> <td> <ul style="list-style-type: none"> - Students mention the names of their body parts </td> </tr> </table>	Exploration	<ul style="list-style-type: none"> - Students respond to teacher's questions related to the material - Students listen to teacher's explanation - Teacher sing Jazz Chants 	Elaboration	<ul style="list-style-type: none"> - Teacher and students practice Jazz Chants together - Students practice Jazz Chants 	Confirmation	<ul style="list-style-type: none"> - Students mention the names of their body parts 	30 minutes
Exploration	<ul style="list-style-type: none"> - Students respond to teacher's questions related to the material - Students listen to teacher's explanation - Teacher sing Jazz Chants 						
Elaboration	<ul style="list-style-type: none"> - Teacher and students practice Jazz Chants together - Students practice Jazz Chants 						
Confirmation	<ul style="list-style-type: none"> - Students mention the names of their body parts 						

f. Closing

Activities	Time Allotment
In the last 35 minutes, there will be cycle-2 test to measure young learners' ability after done with the first treatment.	35 minutes

Assessment

No.	Indicators	Technique	Types	Examples

1.	Students are able to identify the names of their body parts	Written Test	Writing	Mention what the name of it.
2.	Students are able to pronounce words related to the body parts correctly			Read these words below correctly.

Assessment Rubric

2. Quiz

No.	Criteria	Point
1.	Correct answer	1
2.	Incorrect answer	0

Evaluation

2. Quiz

$$\text{Score} : \frac{\text{the total of correct answer} \times 1 \text{ point}}{\text{total of items}} \times 100$$

$$\text{Best score} : \frac{25 \times 1}{25} \times 100 = 100$$

Semarang, February 7th, 2015

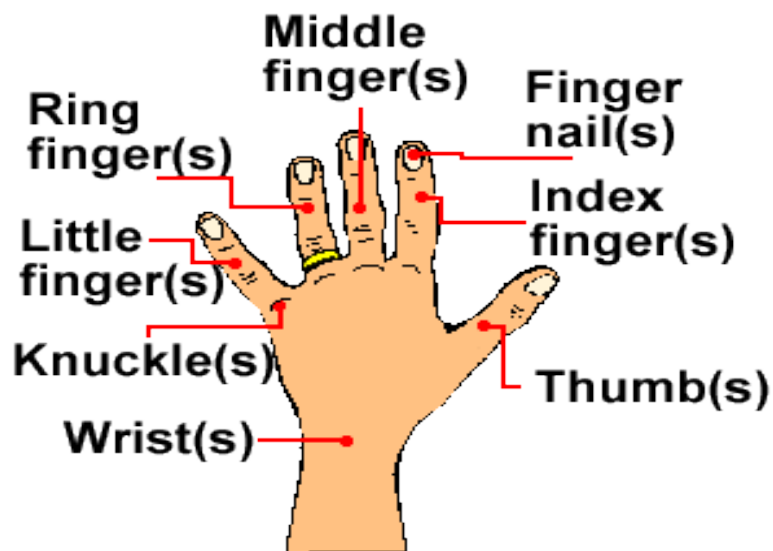
English Teacher

Muhammad Jona Lumintu

NIM. 2201410143

Appendix 6 Jazz Chant 1

FINGERS



**Thumb, index,
Little, middle, ring**

**Thumb, index,
Little, middle, ring**

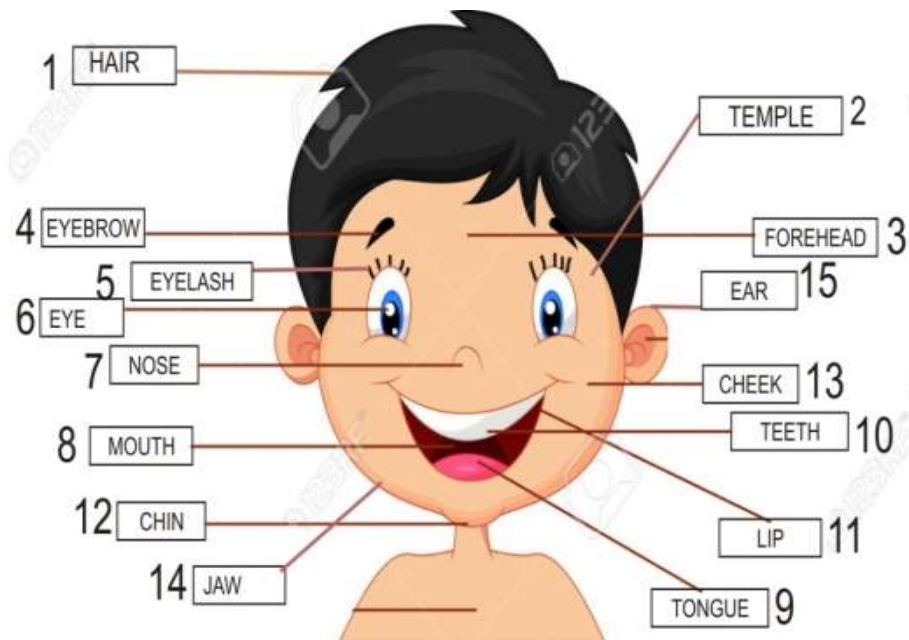
**Thumb, index, little, middle, ring,
Knuckle, wrist, knuckle, wrist**

**Thumb, index, little, middle, ring,
Knuckle, wrist, knuckle, wrist**

(Adopted from Graham's Jazz Chants)

Appendix 7 Jazz Chant 2

FACE



hair, temple, forehead, eyebrow, eyelash,
 eye, nose, mouth, tongue, teeth,
 lip, cheek, chin, jaw, and ear,
 are completing my face.

hair, temple, forehead, eyebrow, eyelash,
 eye, nose, mouth, tongue, teeth,
 lip, cheek, chin, jaw, and ear,
 are completing my face.

(Adopted from Graham's Jazz Chants)

Appendix 8 Jazz Chant 3

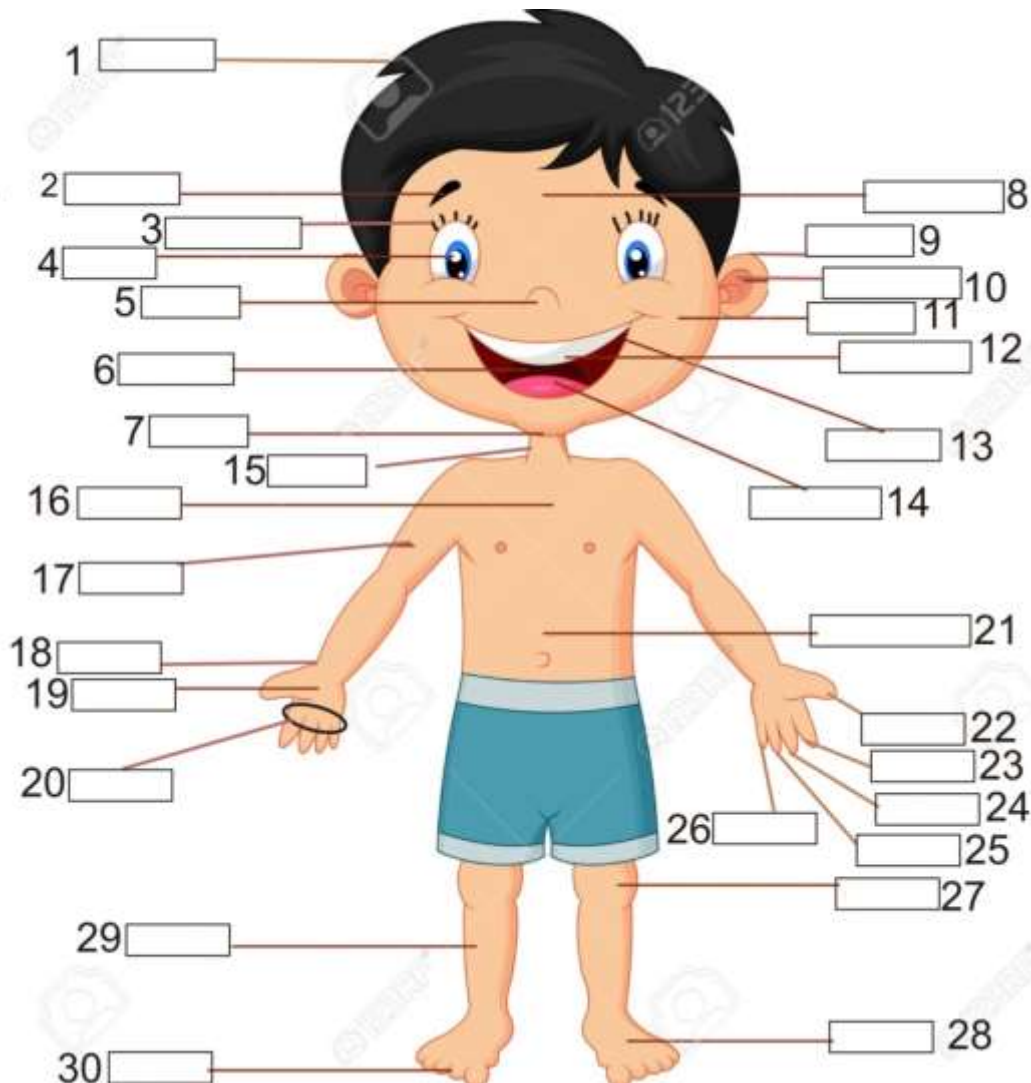
A little boy

A boy has arms,	A boy has stomach,
Two arms	Just one
One little boy,	One little boy,
Two little arms	One stomach
Two little boys,	Two little boys,
Four little arms	Two stomachs
A boy has legs,	A boy has neck,
Two legs	One neck
One little boy,	One little boy,
Two little legs	Two little necks
Two little boys,	Two little boys,
Four little legs	Two little neck

(Adopted from Graham's Chants)

Appendix 9 Pre-test

Look at the picture of the boy below and fill the boxes with appropriate answers.

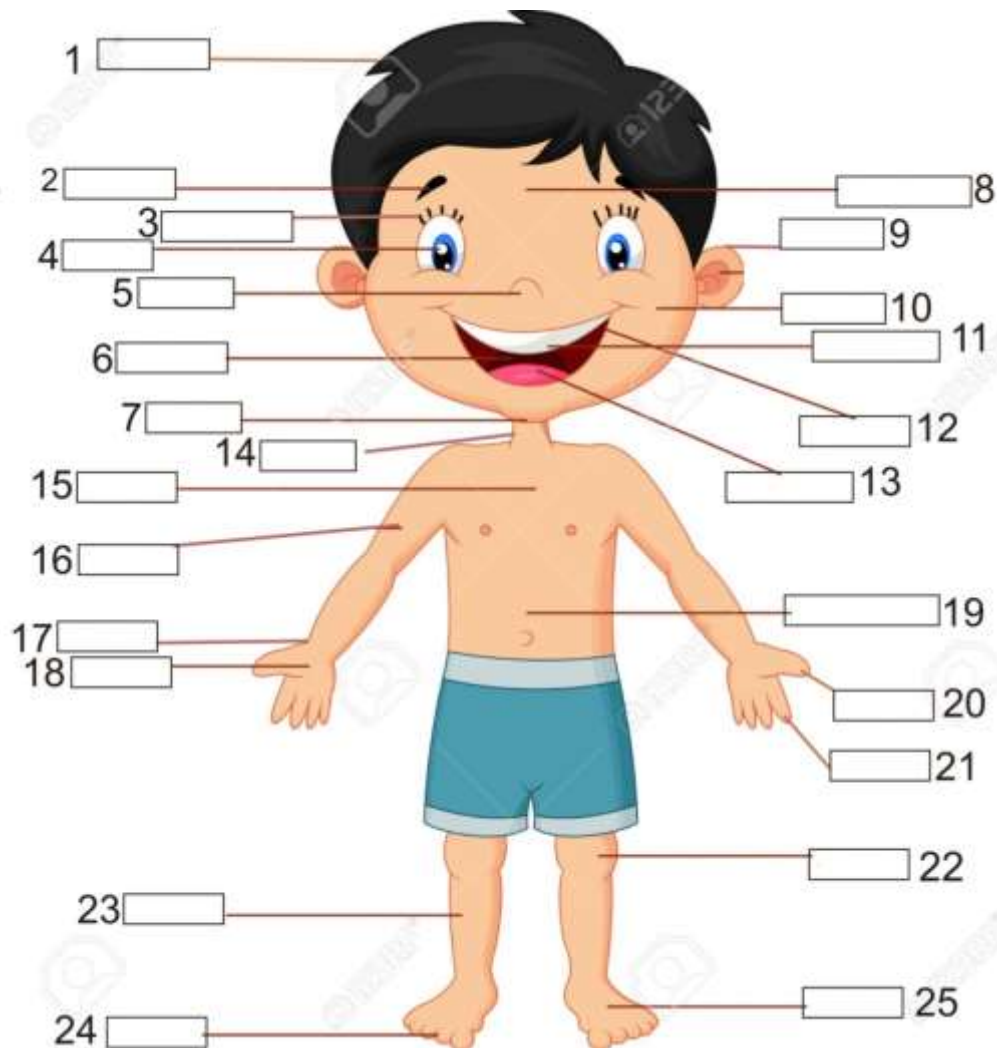


Tongue	Thumb	Little	Hair	Chin	Toe
Wrist	Cheek	Teeth	Hand	Eye	Middle
Nose	Index	Eyebrow	Forehead	Arm	Lip
Foot	Eyelash	Knuckle	Mouth	Knee	Ring
Chest	Neck	Leg	Stomach	Ear	Earlobe

Source: www.123rf.com/photo-27648840_stock-vector-cartoon-vocabulary-part-of-body.html (with slight modification)

Appendix 10 Cycle-1 Test

Look at the picture of the boy below and fill the boxes with appropriate answers.

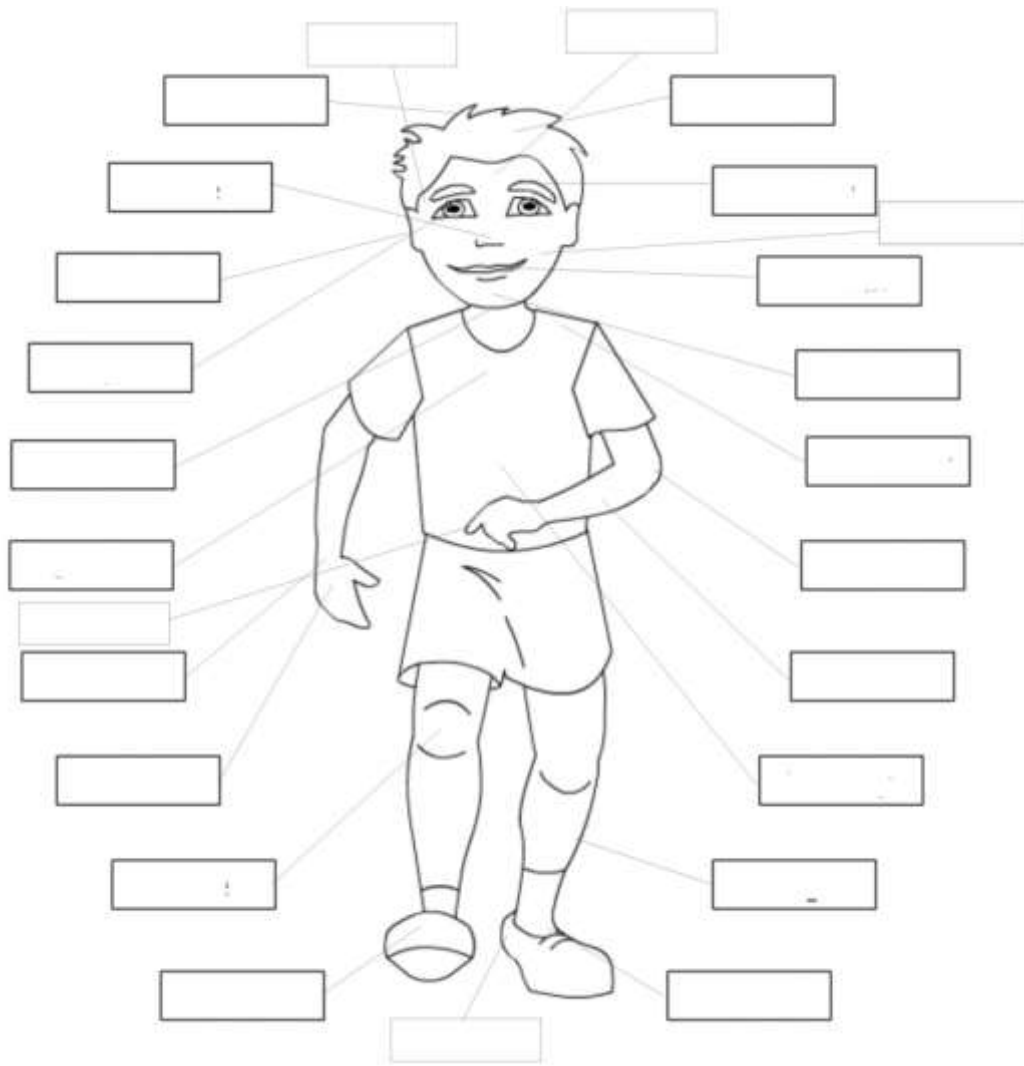


Tongue	Thumb	Foot	Hair	Leg
Eyebrow	Cheek	Teeth	Chest	Eye
Nose	Index	Wrist	Forehead	Arm
Mouth	Eyelash	Toe	Lip	Knee
Hand	Neck	Chin	Stomach	Ear

Source: www.123rf.com/photo-27648840_stock-vector-cartoon-vocabulary-part-of-body.html (with slight modification)

Appendix 11 Cycle-2 Test

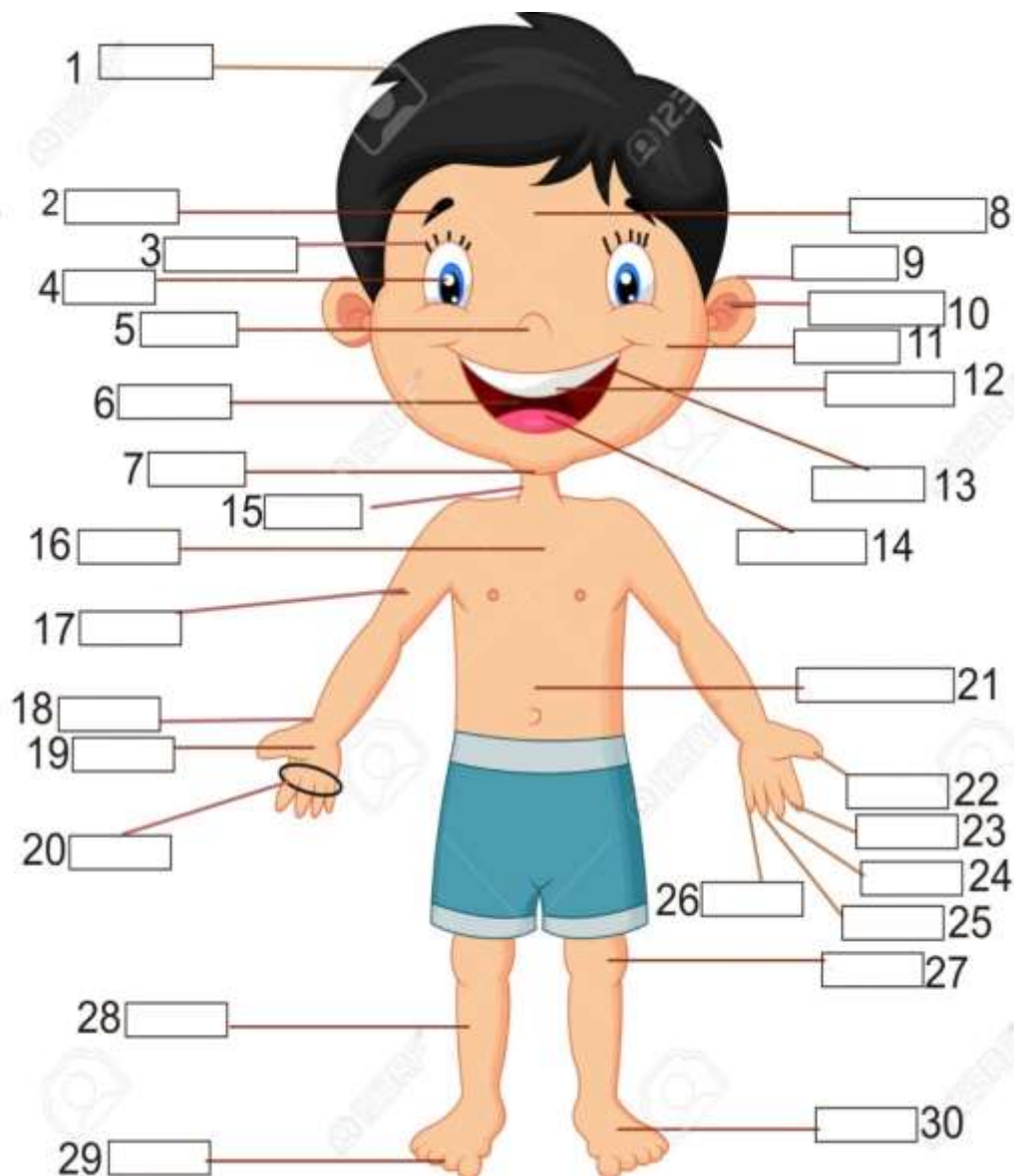
Look at the picture of the boy below and fill the boxes with appropriate answers.



Ankle	Head	Arm	Shoulder	Foot
Tummy	Temple	Hand	Mouth	Leg
Elbow	Nose	Heel	Eyebrow	Finger
Chin	Eye	Knee	Forehead	Neck
Cheek	Chest	Wrist	Hair	Ear

Appendix 12 Post-test

Look at the picture of the boy below and fill the boxes with appropriate answers.



Ear	Thumb	Foot	Hair	Leg	Knuckle
Eyebrow	Cheek	Teeth	Chest	Eye	Middle
Nose	Index	Wrist	Forehead	Arm	Mouth
Little	Eyelash	Toe	Lip	Knee	Ring
Hand	Neck	Chin	Stomach	Tongue	Earlobe

Source: www.123rf.com/photo-27648840_stock-vector-cartoon-vocabulary-part-of-body.html (with slight modification)

Appendix 13 Scoring Sheet

SCORING SHEET

NO	NAME	PRETEST	CYCLE1	CYCLE2	POSTTEST
1	S-1	23	36	36	70
2	S-2	10	28	32	80
3	S-3	23	36	44	33
4	S-4	17	36	40	43
5	S-5	17	56	64	77
6	S-6	10	24	28	50
7	S-7	17	40	44	37
8	S-8	17	40	40	53
9	S-9	33	72	80	90
10	S-10	10	40	48	83
11	S-11	27	48	52	63
12	S-12	17	20	20	77
13	S-13	17	56	60	53
14	S-14	20	60	64	73
15	S-15	3	24	24	37
16	S-16	13	24	24	40
17	S-17	13	36	40	37
18	S-18	10	36	36	63
19	S-19	3	16	16	20
20	S-20	20	24	24	30
21	S-21	23	68	72	97
22	S-22	10	48	48	87
Sum		357	868	940	1293
Average		16.23	39.45	42.73	58.77

Appendix 14 Observation Sheet 1

OBSERVATION SHEET

Cycle : First Cycle

Day and Date : Monday, 23rd February 2015

Observer : Ani Ariyanti A. Md

NO	Questions	Scale				Comment
		1	2	3	4	
	STUDENTS' PARTICIPATION					
1	How was the students' attention towards the lesson?			√		Most of students paid attention
2	How was the students' participation during the lesson?			√		More than half of the students participated during the lesson
3	How was the interaction between the students and teacher?			√		Students interacted actively
	STUDENTS' ATTITUDE					
1	How was the language used between the students and teacher?			√		Most of students used formal language in asking questions and permission
2	How was the students' response towards teacher's instruction?			√		All of the students were able to respond to the teacher's instruction
3	How was the students' attitude during the lesson?		√			Most of students act politely during the lesson

Average

Students' participation : 3

Students' attitude : 2.67

Observer

English Teacher

Ani Ariyanti A. Md

M. Jona L

Appendix 15 Observation Sheet 2

OBSERVATION SHEET

Cycle : Second Cycle

Day and Date : Monday, 9th March 2015

Observer : Ani Ariyanti A. Md.

NO	Questions	Scale				Comment
		1	2	3	4	
	STUDENTS' PARTICIPATION					
1	How was the students' attention towards the lesson?				√	All of students paid attention to the teacher
2	How was the students' participation during the lesson?			√		All of students participated actively during the lesson
3	How was the interaction between the students and teacher?				√	All of students had good interaction with the teacher
	STUDENTS' ATTITUDE					
1	How was the language used between the students and teacher?			√		All of students used formal language in asking questions and permission
2	How was the students' response towards teacher's instruction?				√	All of the students were able to respond to the teacher's instruction happily
3	How was the students' attitude during the lesson?			√		All of the students acted politely during the lesson and made a good atmosphere

Average

Students' participation : 3.67

Students' attitude : 3.33

Observer

English Teacher

Ani Ariyanti A. Md.

M. Jona Lumitu

Appendix 16 Questionnaire

QUESTIONNAIRE

Pilihlah jawaban yang sesuai dengan pendapatmu

1. Kalian menyukai pelajaran bahasa Inggris.
 - a. Sangat setuju
 - b. Setuju
 - c. Tidak Setuju

2. Kalian menyukai penggunaan nyayian sebagai salah satu metode dalam proses pembelajaran bahasa Inggris.
 - a. Sangat setuju
 - b. Setuju
 - c. Tidak Setuju

3. Kalian menyukai penggunaan jazz chant sebagai salah satu metode dalam proses pembelajaran bahasa Inggris.
 - a. Sangat setuju
 - b. Setuju
 - c. Tidak Setuju

4. Kalian menyukai kegiatan pembelajaran body parts vocabulary dengan menggunakan jazz chant.
 - a. Sangat setuju
 - b. Setuju
 - c. Tidak Setuju

5. Penggunaan jazz chant dapat membuat pembelajaran bahasa Inggris menjadi lebih mudah.
 - a. Sangat setuju
 - b. Setuju
 - c. Tidak Setuju

6. Penggunaan jazz chant dapat membuat pembelajaran bahasa Inggris menjadi lebih menarik.
 - a. Sangat setuju
 - b. Setuju
 - c. Tidak Setuju

7. Penggunaan jazz chant dapat membuat pembelajaran bahasa Inggris menjadi lebih menyenangkan.
 - a. Sangat setuju
 - b. Setuju
 - c. Tidak Setuju
8. Jazz chants dapat membantu kalian dalam menguasai nama-nama anggota badan dalam bahasa Inggris.
 - a. Sangat setuju
 - b. Setuju
 - c. Tidak Setuju
9. Penggunaan jazz chants membuat kalian berfikir bahwa bahasa inggris mudah dipelajari.
 - a. Sangat setuju
 - b. Setuju
 - c. Tidak Setuju
10. Penggunaan jazz chants ini dapat menambah semangat kalian dalam belajar bahasa Inggris.
 - a. Sangat setuju
 - b. Setuju
 - c. Tidak Setuju

Appendix 17 Results of Pre-test

Code	Item Number																														Total	Score	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30			
S-1	1	0	0	1	1	1	0	0	0	0	0	0	0	1	0	0	0	0	1	0	0	0	1	0	0	0	0	0	0	0	0	7	23
S-2	1	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	10	
S-3	1	0	0	1	1	0	0	0	0	0	1	0	0	1	0	0	0	0	1	0	0	0	1	0	0	0	0	0	0	0	7	23	
S-4	1	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0	0	0	0	0	0	5	17		
S-5	1	1	0	1	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	5	17		
S-6	1	0	0	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	10		
S-7	1	0	0	1	1	0	0	0	0	0	0	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	5	17		
S-8	1	0	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	5	17		
S-9	1	1	0	1	1	1	0	0	1	0	0	1	0	1	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0	10	33		
S-10	1	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	10		
S-11	1	1	0	1	1	0	0	0	1	0	1	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	8	27		
S-12	1	1	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	5	17		
S-13	1	0	0	1	1	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	5	17		
S-14	1	1	0	0	1	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	6	20		
S-15	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	3		
S-16	1	0	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4	13		
S-17	1	0	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4	13		
S-18	1	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	10		
S-19	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	3		
S-20	1	0	0	1	1	1	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	6	20		
S-21	1	0	0	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0	7	23		
S-22	1	0	0	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	10		
Total	21	5	0	16	21	9	0	0	5	0	2	6	0	7	0	1	0	0	7	0	3	0	3	0	0	0	0	0	106	353			
Mean																														16.05			

Appendix 18 Results of Cycle-1 Test

Code	Item Number																									Total	Score
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25		
S-1	1	1	1	0	0	1	0	0	0	1	1	0	0	0	0	0	0	0	0	1	1	0	0	0	0	9	36
S-2	1	0	1	0	1	1	0	0	0	0	0	0	0	0	0	0	1	0	0	1	0	0	0	1	0	7	28
S-3	1	1	1	1	0	1	0	0	1	0	1	0	1	0	0	0	0	0	0	0	1	0	0	0	0	9	36
S-4	1	1	0	0	1	0	0	0	0	0	0	1	0	0	0	0	1	1	0	1	1	0	0	0	1	9	36
S-5	1	1	1	1	1	0	0	0	1	0	0	1	1	0	0	1	1	0	1	1	1	1	0	0	0	14	56
S-6	1	0	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	6	24
S-7	1	1	0	0	1	0	0	0	0	1	0	1	0	0	0	1	0	0	1	1	1	0	0	1	0	10	40
S-8	1	1	0	0	1	1	0	0	0	0	0	1	0	0	1	0	1	0	1	1	1	0	0	0	0	10	40
S-9	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	0	0	1	0	1	1	0	1	0	1	18	72
S-10	1	1	0	0	1	0	0	0	1	0	0	1	0	0	0	0	0	0	1	1	1	0	1	0	1	10	40
S-11	1	0	1	1	1	1	0	0	0	1	0	1	0	0	1	0	0	1	1	1	1	1	0	0	0	13	48
S-12	1	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	5	20
S-13	1	1	1	1	1	1	0	1	0	0	0	0	1	0	1	0	0	0	0	1	1	1	1	0	1	14	56
S-14	1	0	1	1	1	1	0	1	1	0	1	1	1	0	0	0	0	0	1	1	1	0	1	0	1	15	60
S-15	1	0	0	1	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	1	0	0	0	0	6	24
S-16	1	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	1	6	24
S-17	1	1	0	0	1	1	0	0	0	1	0	0	0	0	0	0	1	0	0	1	1	0	0	0	1	9	36
S-18	1	0	1	1	1	1	0	1	0	0	0	0	0	0	1	0	0	0	0	1	1	0	0	0	0	9	36
S-19	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	4	16
S-20	1	0	0	1	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	6	24
S-21	1	1	1	1	1	1	1	0	1	1	1	1	1	0	0	0	1	0	1	1	1	0	0	1	0	17	68
S-22	1	1	1	1	1	1	0	1	0	1	0	0	0	0	1	0	1	0	0	1	1	0	0	0	0	12	48
Total																										218	868
Mean																											39.45

Appendix 19 Results of Cycle-2 Test

Code	Item Number																									Total	Score
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25		
S-1	1	1	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	9	36
S-2	1	0	1	1	1	1	0	0	0	0	0	0	0	0	0	0	1	0	0	1	1	0	0	0	0	8	32
S-3	1	1	1	1	0	1	0	0	1	0	1	1	1	0	0	0	0	0	0	1	1	0	0	0	0	11	44
S-4	1	1	0	1	1	0	0	0	0	0	0	1	0	0	0	0	1	1	0	1	1	0	0	0	1	10	40
S-5	1	1	1	1	1	0	0	0	1	0	0	1	1	0	1	1	1	1	1	1	1	1	0	0	0	16	64
S-6	1	0	0	1	1	1	0	0	0	0	0	0	0	0	0	0	1	0	0	1	1	0	0	0	0	7	28
S-7	1	1	0	1	1	0	0	0	0	1	0	1	0	0	0	1	0	0	1	1	1	0	0	1	0	11	44
S-8	1	0	0	1	1	1	0	0	0	0	0	1	0	0	1	0	1	0	1	1	1	0	0	0	0	10	40
S-9	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	0	1	20	80
S-10	1	0	0	1	1	0	0	1	1	0	0	1	0	0	0	0	1	0	1	1	1	0	1	0	1	12	48
S-11	1	1	1	1	1	0	0	0	1	0	0	1	0	0	1	0	1	1	1	1	1	1	0	0	0	14	52
S-12	1	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	5	20
S-13	1	1	1	1	1	1	0	1	1	0	0	0	1	0	0	0	1	0	0	1	1	1	1	0	1	15	60
S-14	1	1	1	1	1	1	0	1	1	0	1	1	1	0	0	0	1	0	1	1	1	0	1	0	0	16	64
S-15	1	0	0	0	0	0	0	0	1	0	0	0	0	1	0	0	0	0	0	1	1	0	0	0	0	6	24
S-16	1	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	1	6	24
S-17	1	1	0	0	1	1	0	0	0	0	0	1	0	0	0	0	1	1	0	1	1	0	0	0	1	10	40
S-18	1	1	1	1	1	1	0	0	0	0	0	0	0	0	1	0	0	0	0	1	1	0	0	0	0	9	36
S-19	1	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	1	0	0	0	0	4	16
S-20	1	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	1	0	0	0	0	6	24
S-21	1	1	1	1	1	1	1	0	1	1	1	1	1	0	0	0	1	1	1	1	1	0	0	1	0	18	72
S-22	1	1	1	1	1	1	0	1	0	0	0	1	0	0	1	0	1	0	0	1	1	0	0	0	0	12	48
Total																										235	936
Mean																										42.55	

Appendix 20 Results of Post-test

Code	Item Number																														Total	Score
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		
S-1	1	1	1	1	1	1	1	1	0	0	1	0	1	0	1	1	1	1	0	1	1	1	1	1	1	1	0	0	0	0	21	70
S-2	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	0	1	1	0	1	1	1	1	1	1	1	1	0	0	1	24	80
S-3	1	0	0	1	1	0	0	1	1	0	1	1	0	0	0	0	0	0	0	1	0	1	1	0	0	0	0	0	0	10	33	
S-4	1	0	1	1	1	0	1	0	0	0	1	0	1	0	0	0	0	1	1	1	0	1	1	0	0	0	0	0	1	13	43	
S-5	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	0	0	1	1	0	1	1	1	1	1	1	0	0	23	77
S-6	1	0	0	0	1	0	1	1	1	0	1	0	1	1	0	1	0	1	0	0	1	1	1	0	0	1	1	0	0	15	50	
S-7	1	0	0	0	1	1	1	1	1	0	1	1	1	1	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	11	37	
S-8	1	1	1	1	1	0	0	1	1	0	0	1	1	1	0	1	1	0	0	0	1	1	1	1	1	0	0	0	0	16	53	
S-9	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	27	90
S-10	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	0	1	0	1	1	1	1	1	1	1	1	0	1	25	83
S-11	1	1	1	0	1	1	1	1	1	1	1	0	1	1	0	1	0	1	0	1	1	1	1	0	0	0	0	1	0	0	19	63
S-12	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	0	1	1	1	1	1	1	1	1	1	1	0	0	0	23	77	
S-13	1	1	1	1	1	1	0	1	1	1	0	1	0	0	0	0	0	0	0	0	0	1	1	1	1	1	0	0	0	1	16	53
S-14	1	0	0	1	1	1	1	1	1	1	1	1	1	1	0	0	1	0	1	0	1	1	1	0	1	1	1	0	1	22	73	
S-15	1	0	0	0	1	0	0	0	0	0	1	1	0	1	0	0	0	0	0	0	0	0	1	1	1	1	0	0	0	1	11	37
S-16	1	0	0	1	1	1	1	0	0	0	1	1	1	0	0	0	0	0	0	0	0	1	1	0	0	0	1	0	0	1	12	40
S-17	1	1	1	0	0	0	1	0	0	0	0	0	1	0	0	0	0	1	1	0	0	0	1	1	1	0	0	0	1	0	11	37
S-18	1	1	1	1	1	1	1	1	0	0	1	0	1	0	1	1	1	1	0	1	1	1	1	0	1	0	0	0	0	19	63	
S-19	1	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	1	0	0	6	20	
S-20	1	0	0	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	1	1	1	1	1	1	0	0	9	30	
S-21	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	29	97	
S-22	1	1	1	1	1	1	1	1	1	1	1	0	1	0	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	26	87	
Total	22	13	15	15	21	14	16	15	14	11	17	11	19	9	5	10	8	11	8	11	13	17	22	12	14	13	11	6	4	10	388	1293
Mean																															58.77	

Appendix 21 Samples of Young Learners' Worksheets

Name: Diksha har A Score: 83
 Class/Number: 5 / 12

Look at the picture of the boy below and fill the boxes with appropriate answers.

1 Hair	2 Eyebrow	3 Eyelash	4 Eye	5 Nose	6 Mouth	7 Chin	8 Forehead	9 Ear	10 Forehead	11 Ear	12 Teeth	13 Lip	14 Tongue	15 Neck	16 Chest	17 Stomach	18 Wrist	19 Hand	20 Thumb	21 Arm	22 Forearm	23 Wrist	24 Hand	25 Finger	26 Toe	27 Heel	28 Leg	29 Foot	30 Ankle
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Ear	Thumb	Foot	Hair	Leg	Knuckle
Eyebrow	Cheek	Teeth	Chest	Eye	Middle
Nose	Index	Wrist	Forehead	Arm	Mouth
Little	Eyelash	Toe	Lip	Knee	Ring
Hand	Neck	Chin	Stomach	Tongue	Earlobe

Name: Witpal S Score: 53
 Class/Number: V / 10

Look at the picture of the boy below and fill the boxes with appropriate answers.

1 Hair	2 Eyebrow	3 Eyelash	4 Eye	5 Nose	6 Mouth	7 Chin	8 Forehead	9 Ear	10 Forehead	11 Ear	12 Teeth	13 Lip	14 Tongue	15 Neck	16 Chest	17 Stomach	18 Wrist	19 Hand	20 Thumb	21 Arm	22 Forearm	23 Wrist	24 Hand	25 Finger	26 Toe	27 Heel	28 Leg	29 Foot	30 Ankle
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Ear	Thumb	Foot	Hair	Leg	Knuckle
Eyebrow	Cheek	Teeth	Chest	Eye	Middle
Nose	Index	Wrist	Forehead	Arm	Mouth
Little	Eyelash	Toe	Lip	Knee	Ring
Hand	Neck	Chin	Stomach	Tongue	Earlobe

Name: Rudra malhotra Score: 40
 Class/Number: 5 / 12

Look at the picture of the boy below and fill the boxes with appropriate answers.

1 Hair	2 Eyebrow	3 Eyelash	4 Eye	5 Nose	6 Mouth	7 Chin	8 Forehead	9 Ear	10 Forehead	11 Ear	12 Teeth	13 Lip	14 Tongue	15 Neck	16 Chest	17 Stomach	18 Wrist	19 Hand	20 Thumb	21 Arm	22 Forearm	23 Wrist	24 Hand
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Tongue	Thumb	Foot	Hair	Leg
Eyebrow	Cheek	Teeth	Chest	Eye
Nose	Index	Wrist	Forehead	Arm
Mouth	Eyelash	Toe	Lip	Knee
Hand	Neck	Chin	Stomach	Ear

Name: Sandi Arghachi Score: 48
 Class/Number: V / 18

Look at the picture of the boy below and fill the boxes with appropriate answers.

1 Hair	2 Eyebrow	3 Eyelash	4 Eye	5 Nose	6 Mouth	7 Chin	8 Forehead	9 Ear	10 Forehead	11 Ear	12 Teeth	13 Lip	14 Tongue	15 Neck	16 Chest	17 Stomach	18 Wrist	19 Hand	20 Thumb	21 Arm	22 Forearm	23 Wrist	24 Hand
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Tongue	Thumb	Foot	Hair	Leg
Eyebrow	Cheek	Teeth	Chest	Eye
Nose	Index	Wrist	Forehead	Arm
Mouth	Eyelash	Toe	Lip	Knee
Hand	Neck	Chin	Stomach	Ear

Appendix 22 Documentation

