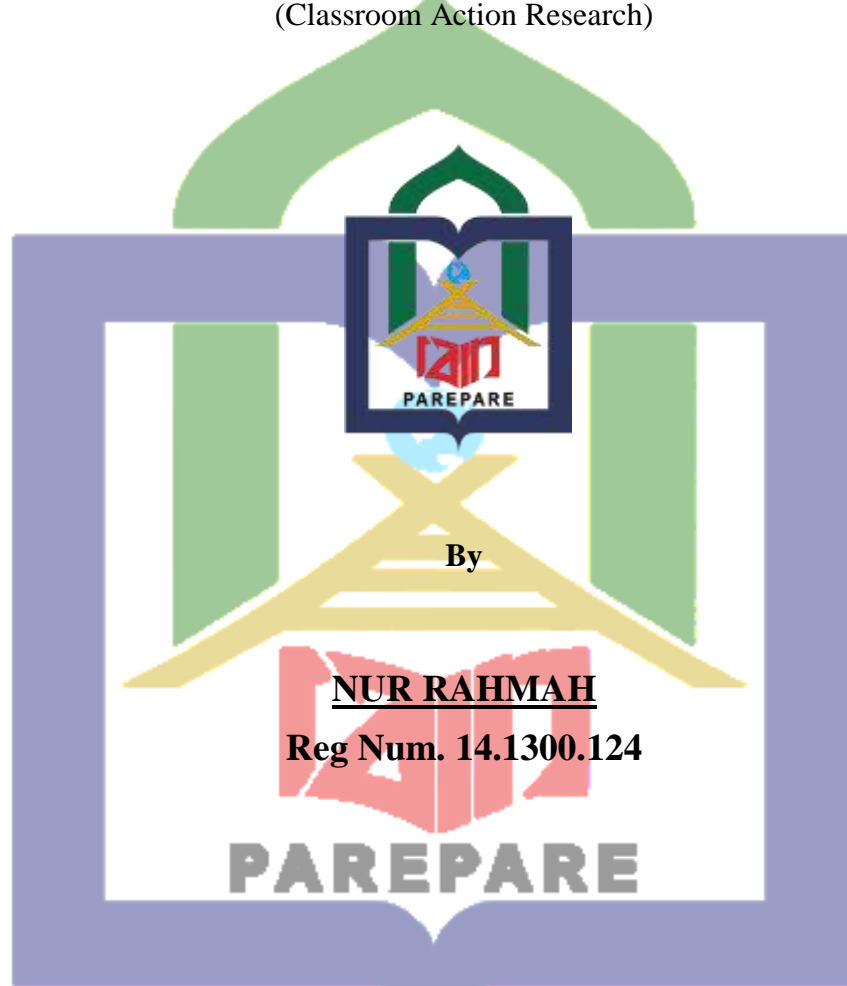


SKRIPSI

**THE USE OF JAZZ CHANT TECHNIQUE FOR TEACHING
PRONUNCIATION AT THE SECOND YEAR STUDENTS
OF SMPN 4 MODEL PAREPARE**
(Classroom Action Research)



By

NUR RAHMAH

Reg Num. 14.1300.124

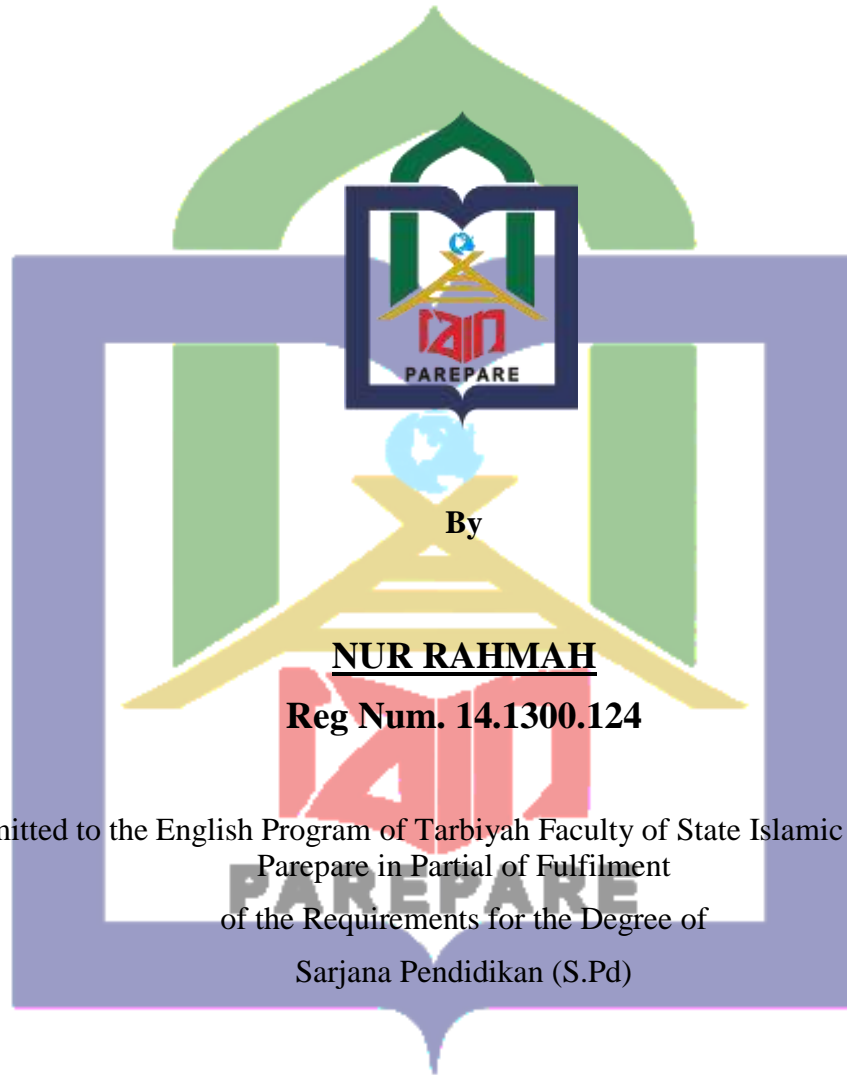
PAREPARE

**ENGLISH PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2019

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Reg Num. 14.1300.124

Submitted to the English Program of Tarbiyah Faculty of State Islamic Institute of
Parepare in Partial of Fulfilment
of the Requirements for the Degree of
Sarjana Pendidikan (S.Pd)

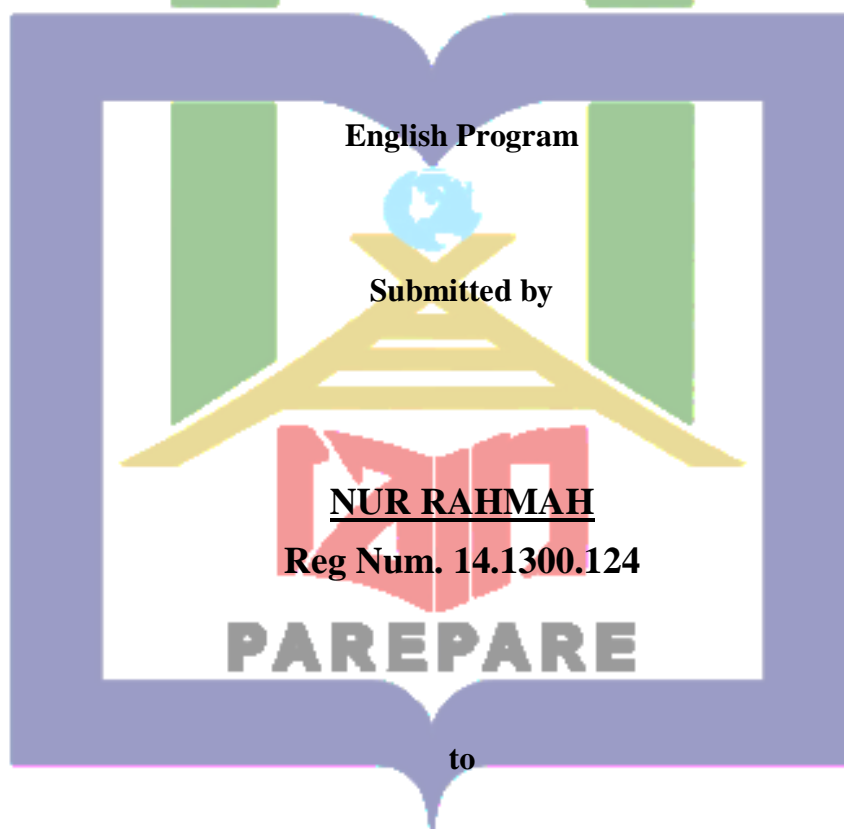
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**ENGLISH PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2019

ENDORSEMENT OF CONSULTANT COMMISSIONS

Name of Student : NUR RAHMAH
Title of Skripsi : The Use of Jazz Chant Technique for Teaching Pronunciation at The Second Year Students of SMPN 4 Model Parepare (Classroom Action Research)
Student Reg. Number : 14.1300.124
Faculty : Tarbiyah
Study Program : English
By Virtue of Consultant Degree : SK The Chairman of Tarbiyah and Adab
• Sti.08/PP.00.9/2702/2017

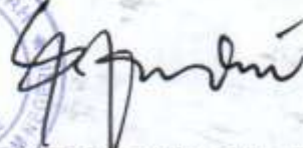
Has been legalized by Consultants

Consultant : Hj. Nurhamdah, S.Ag., M.Pd.
NIP : 19731116 199803 2 007
Co-Consultant : Drs. Ismail Latif, M.M.
NIP : 19631207 198703 1 003



Approved by:
Tarbiyah Faculty
Dean




Dr. H. Saepudin, S.Ag., M.Pd.
NIP. 19721216 199903 1 001

SKRIPSI
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(Classroom Action Research)

Submitted by

NUR RAHMAH

Reg. Num. 14.1300.124

Had been examined of February 11th, 2019 and had been declared
that it fulfilled the requirement

Approved by
Consultan Commisisions .

Consultant : Hj. Nurhamdah, S.Ag., M.Pd. (.....)
NIP : 19731116 199803 2 007
Co-Consultant : Drs. Ismail Latif, M.M. (.....)
NIP : 19631207 198703 1 003

State Islamic Institute Parepare



Dr. Ahmad Sultra Rustan, M.Si.
NIP. 19640427 198703 1 002

Tarbiyah Faculty
Dean



Dr. H. Saepudin, S.Ag., M.Pd.
NIP. 19721216 199903 1 001

ENDORSEMENT OF EXAMINER COMMISSION

The Title of Skripsi : The Use of Jazz Chant Technique for Teaching Pronunciation at the Second Year Students of SMPN 4 Model Parepare (Classroom Action Research)

Name : NUR RAHMAH

Students Reg. Number : 14.1300.124

Faculty : Tarbiyah

Study Program : English

By Virtue of Consultan Degree : SK. The Chairman of Tarbiyah and Adab
No./Sti.08/PP/.009/2702/2017

Date of Graduation : February 11st, 2019

Approved by Examiner Commissions

Hj. Nurhamdah, S.Ag., M.Pd.	(Chairman)	(.....)
Drs. Ismail Latif, M.M.	(Secretary)	(.....)
Dr. Abdul Haris Sunubi, S.S., M.Pd.	(Member)	(.....)
Mujahidah, M.Pd.	(Member)	(.....)

Cognizant of:

State Islamic Institute Parepare

Rector
Dr. Sultra Rustan, M.Si.
 NID. 19840427 198703 1 002

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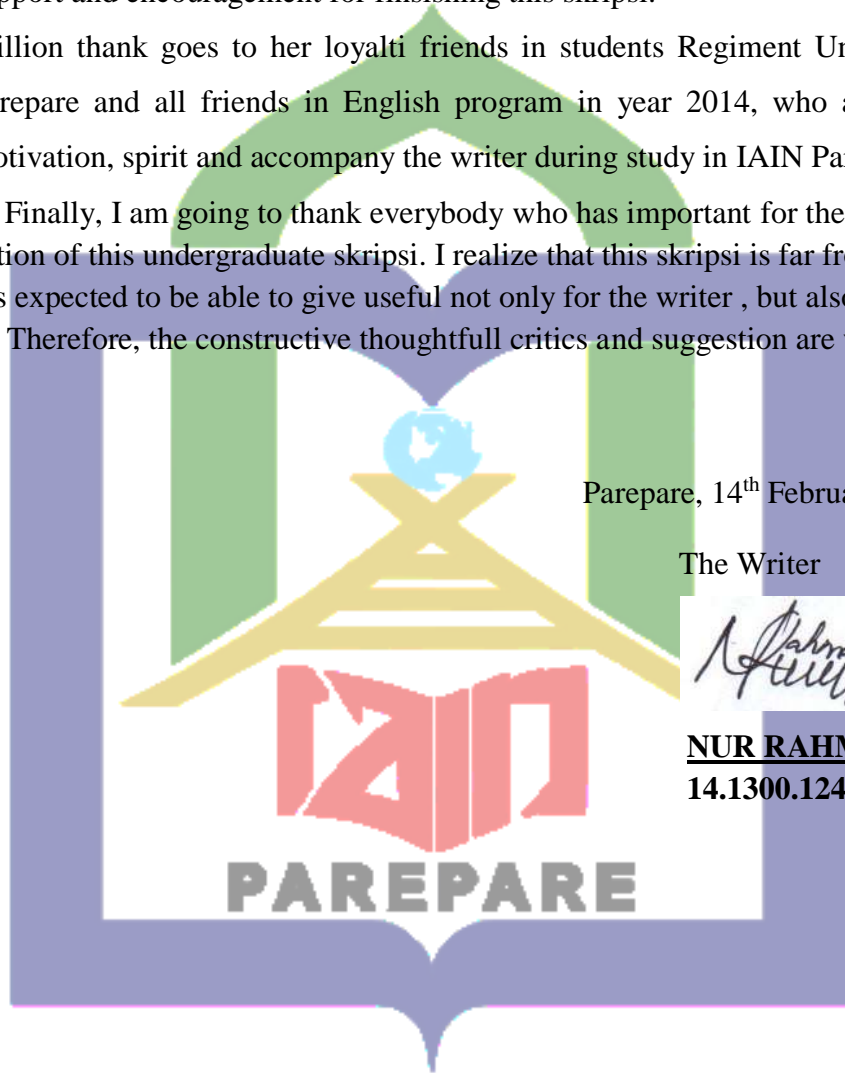
Finally, I am going to thank everybody who has important for the successful realization of this undergraduate skripsi. I realize that this skripsi is far from perfect, but it is expected to be able to give useful not only for the writer, but also for the reader. Therefore, the constructive thoughtful critics and suggestion are welcomed.

Parepare, 14th February 2019

The Writer



NUR RAHMAH
14.1300.124



DECLARATION OF THE AUTHENTICITY OF THE SKRIPSI

The researcher who signed the declaration below:

Name : NUR RAHMAH
Student Reg. Number : 14.1300.124
Study Program : English
Faculty : Tarbiyah
Tittle of Skripsi : The Use of Jazz Chant Technique for Teaching Pronunciation at the Second Year Students of SMPN 4 Model Parepare (Classroom Action Research)

State that this skripsi is her own writing and if can be proved that it was copied, duplicated or complied by any other people, this skripsi and the degree that has been gotten would be postponed.

Parepare, 14th February 2019

The Writer



NUR RAHMAH

14.1300.124

ABSTRACT

Nur Rahmah, 14.1300.124 *The use of Jazz Chant Technique for Teaching Pronunciation at The Second Year Students of SMPN 4 Model Parepare (Classroom Action Research)*, Advisor: Nurhamdah and Ismail.

The research was aimed to find out how to usefull jazz chant technique for teaching pronunciation and helping the students develop their pronunciation mastery.

The method used in this study was Classroom Action Research (CAR). This research was conducted following Kurt Lewin design with the following procedures of the action research: Planning, Acting, Observing/Evaluation, and Reflecting. The research was carried out in two cycle. Each cycle consisted three meetings. The object of this research were the students of the second year of SMPN 4 Parepare in academic year 2018-2019. The subject of this research is VIII.2 class consisted 17 students. The data were gathered in this research through observation fiel note and reading test.

The result of the research showed that there was can be use jazz chant technique for teaching pronunciation. It was proved by the data observation field note. The students activities always develop in every meeting. The students development such as activeness and enthusiasm of students in following the learning process. And also, it was proved by the recording reading test showed the students have better English pronunciation ability at each meeting. In the application jazz chant technique in the classroom that affect the pronunciation students such as, reading chant repeatedly so that the students are able to pronounce the word correctly, flick finger and clap hand can help students to adjust the intonation of each word, and using rhythm marker that can influence stress the students' pronunciation. In conclusion jazz chant technique is can be used in teaching English.

Keywords: Teaching Pronunciation, Jazz Chant Technique

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CHAPTER I

INTRODUCTION

1.1 Background

In this world, there are many kinds of states and different cultures. That is cause why the human need a tool to socialization in other state. Therefore, language has become an international language. That is language as unique system made by the human. Language is a system communication by sound, operating through the organs of speech and hearing, among members of a given community, and using vocal symbol possessing arbitrary conventional meaning.¹

English as international language requires human fluent in using it. As a second language or in other word is foreign language, English has been thought in the schools as the compulsory subject for academic purpose especially to the use to communicate. There are many aspects that we need to pay attention as a requirement to master English. One of them is to pronounce or produce the sound in a good away, because successful language learner is the person who can't only use the language, but also can communicate in it.

Pronunciation is very important in oral communication because if we mispronounce even one word, people can misunderstand. To reduce it the teacher must equip the English learner with accuracy and fluency in understanding, responding, and also expressing themselves.

Pronunciation teaching deals with two interrelated skills recognition our understanding the flow of speech, and production of fluency in the spoken language. These skills rely very little on intellectual mastery of any pronunciation rules.

¹ H. Douglas Brown. Principle of Language Learning and Teaching (Third Edition; United States America: Prentice Hall Regent, 1993), p. 4.

Ultimately, it is only practice in listening and speaking which will give the learner the skill he requires.² Therefore, teacher of English language are challenged to be more innovative and creative. In presenting the materials creatively and by using a wide variety of resource can enhance and motivate the students to learn.

Learning English pronunciation is not easy. According to the research done by Siti Nuranin and Amrina Rosyada, the success of communication really depends on the speakers' fluency in pronouncing the word. This case, the speaker must adhere to some standard of pronunciation in order to be understood by the others. In learning pronunciation of a second language possesses a problem that is different to a problem that speakers face when they learn their first language. There appears to be multiple factors contributing to the pronunciation attained by the second language learner, such as the age and also the length of residence in a place where the target language is spoken.³

The researcher chose SMPN 4 Model Parepare as the object of this research because the researcher is one of the school alumnus and the researcher experience during field experience program activity in the school, so the researcher knows a lot of information about the learning condition in that school. The researcher is also well acquainted with the principal and teachers at school and they are very cooperative to help the researcher for implementation the research includes preparing the main instrument needed by the researcher such as: tape recorder and marker. The researcher also knows a lot about language skills of students in the school because she used to learn there and got a lot of information from the school's English teacher who is a schoolmate of the researcher.

Based on field experience program activity in the school, she was get that the students still have much difficult when they are asked to pronounce. Many students

² Routledge and Paul Kegan. Teaching English as Foreign Language, Second Edition (U.K: British Library Cataloguing in publication Data, 1980), p. 49

³ Siti Nuraini and Amrina Rosyada, "Improving English Pronunciation of Adult ESL Learning Through Reading Aloud Assesmen" Journal Lingua Cultura, Vol. 9 No. 2. P. 109 (November 2015), <https://www.researchgate.net> (Accessed 6 sepetmber 2018)

cannot pronounce the word correctly and differentiate of words that sound almost same. The students often make some mistakes especially when they produce oral English during the lesson. The common mistake in producing oral English dealing with pronunciation. Sometimes in the real communication, students often make mistake of pronouncing some word. The researcher concludes that students pronunciation ability is low. Some of them cannot pronounce and differentiate some minimal pairs such us: “bag” and “bug”, “three” and “tree”, “sleep” and “slip” etc. They just pronounce both of word is the way same. Therefore, the researcher wants to give contribution for developing the English language proficiency of students in this school.

Learning English pronunciation should be done in a fun a way and understand what they learn in order to generate motivation and interest of students. Fun learning can increase students learning interest. It is very important for a teacher how to make students understand learning English pronunciation.easily. so that the researcher interested to do a research about the use jazz of chant for teaching pronunciation.

Jazz chant is a simple , effective, flexibel technique in learning English. Carolyn Graham emphasizes that jazz chant is a rhythmic natural language expression.

In the use of jazz chant, researcher assumes that the delivery of material will be easier and more enjoyable. Jazz chant combines simple music, vocabulary and expression so that it will be easier for students to understand and play. One of the advantages of this jazz chant technique is that we can make our own chant based on students’ need, we can create themes according to the level of students’ English skills. With jazz chant technique, students will easily accept the material and will feel comfortable in the situation when learning.

Based on the explanation above, the researcher is interesting in conducting a research title “The Use of Jazz Chant Technique for Teaching Pronunciation at The Second Year Students of SMPN 4 Model Parepare”.

1.2 Problem Statement

According to background to study above, the researcher would like to formulate the problem statement:

1. Is Jazz chant technique able to develop students' pronunciation at the second year students of SMPN 4 Model Parepare ?
2. How did the students know the way to pronounce the word by using jazz chant in learning pronunciation ?

1.3 Objective of the Research

Based on the background and problem statement already been stated previously, the researcher states the objective of the research are:

1. to find out about the use of jazz chant technique for the students can make pronounce well with other so the people can understand what they spoken.
2. To know the way to pronounce the word by using jazz chant technique in learning pronunciation.

1.4 Significance of the Research

The result of this research are expected to provide useful information for: First, for students, provide knowledge and solutions to study harder and be more active in each of the learning process. Second, for English teacher, Improving knowledge about learning as an alternative variation of a model that can be done in learning activities. Third, for school, Provide input to the school with regard to further consideration in determining a teaching that better so that felt safe and comfortable in the learning process. And for the researcher, Adding knowledge or insight into the use of jazz chant is able to fix the pronunciation so that later can be used as material, training and development in the implementation of the learning process

CHAPTER II

REVIEW OF RELATED LITERATUR

This part deals with some related research findings, pertinent ideas, conceptual framework and hypothesis.

2.1 Previous Related Research Findings

Some researchers have been reported to expose identification of students' pronunciation ability in learning make process move successful. Their findings are consecutively presented below:

1. Mansur, in his research entitled improving pronunciation through audio software at the second year students of SMP Negeri 1 Pangkajene Sidrap. It is proved by the result of his research showed that audio software was able to make student's pronunciation improved. it can prove by looking at the number of words that could be correctly pronounced by each student in the pre-test. It was indicated by the student's mean score of pre-test 9.75 is lower than the students mean score of post-test 17.11. Furthermore, the t-test result in which the value of t-test was 14 greater that the value of t-table was 2.13 at level significance 0.05 and degree of freedom 9df0 was 15. It means that H_0 was rejected and H_a was accepted.⁴
2. Rasmi, in her research entitled teaching pronunciation (interdental sounds) through English pop song lyric at the second year students' of SMPN 3 Duampanua Pinrang, based on data which have been analyzed by using t-test statically procedure, result of the analysis that there is significant difference between of the students before and after treatment through English pop song

⁴ Mansur, "improving Pronunciation Through Audio Software at the Second Year Students of SMP Negeri 1 Pangkajene Sidrap" (Unpublished Skripsi; Tatbiyah Department: Parepare, 2012), p. 48

lyrics. Their pronunciation increase, this statement can be provided from their mean score in post-test (63,6) was high than the result of pre-test (60,9) and their average scores were classified in fair classification. This means that the result of computation of t-table value (2,093). In with degree of freedom (df) = $N-1 = 20-1 = 19$ for level of significant $0,05 = 2,093$. It means that there is no significant difference between the students' pronunciation ability before and after the using interdental sound through English pop lyrics and it can be said that the alternative hypothesis (H_1) is rejected and null hypothesis (H_0) is accepted.⁵

3. Tri Puji Astuti, in her research entitled improving speaking ability of seventh grade students of MTS NU Matholi'u Huda kedungsari gebog kudu in academic year 2013/2014 through jazz chant model. Based on the research findings, it can be said that using jazz chant in teaching speaking is successful. The target score of minimal mastery level criteria or KKM (70). This successfulness can be seen from the result of the students' score and good responses by students. First, related to the test result, there were 8 (16,67%) students in the class who achieved the minimal mastery level criterion in pre-test. In the result of post-test in cycle 1 there were 13 (43,33%) students who achieved KKM, and in the result of post-test in cycle 2 there were 23 (76,67%) students who achieved KKM. Second, related to the observation result showed that the students were brave and more confident in speaking English, it can be seen from their participation and performance in the class. Third, related to the questionnaire result, it is proved that response of students toward jazz chant is very good response (74,38%). It can be concluded that most of students interest to learning English using jazz chant.⁶

⁵ Rasmi, "Teaching Pronunciation (Interdental Sounds) Through English Pop Song Lyrics at the Second Year Students' of SMP 9 Duampanua Pinrang" (Unpublished Skripsi; Tarbiyah Department: Parepare, 2013), p. 46.

⁶ Tri Puji Astuti, "improving speaking ability of seventh grade students of MTS NU Matholi'u Huda kedungsari gebog kudu in academic year 2013/2014 through jazz chant model, 2014. <http://www.eprints.umk.ac.id>. (Accessed 03 July 2018)

After finding some related research, the researcher concluded that the pronunciation one of the subject which difficult in learning English and jazz chant as a technique is interesting for students. And some of researcher gaining success the research before. And in this research the researcher will try use jazz chant technique for teaching pronunciation.

2.2 Some Pertinents Ideas

2.2.1 Concept of English Pronunciation

2.2.1.1 The Definiton of Pronunciation

According to the Oxford Learner's Dictionary, pronunciation is the person way of speaking or word of a language and way in which a word is pronounced.⁷ The pronunciation of a word is what you hear when someone says the word. If you don't know the pronunciation of the word, don't use the word. Use another word, the dictionary gives two different pronunciation for this word.

Harmer said Pronunciation is how to say a word in which it is made up of sound, stress, and intonation. Sound deals only with sound and can be meaningless, but if we put some sound together in certain order, that will hear a meaning about something.⁸

Pronunciation refers to the production of sounds that we use to make meaning. It includes attention to the particular sounds of a language (segments), aspect of speech beyond the level of the individual sound, such us intonation, phrasing, stress, timing, rhythm (suprasegmental aspect), how the voice is projected (voice quality) and, in its broadest definition, attention to gestures and expressions that are closely related to the way we speak a language.⁹

Pronunciation is way in which a language or particular word or sound is spoken.¹⁰ Pronunciation is how to say a word in which it is making up of three areas,

⁷ Oxford. Oxford Learner's Pocket Dictionary. (New Edition; Oxford University Press. 2003), p. 343

⁸ Jeremy Harmer. The Practice of English Language. (New Edition; London and New York. Long Man. 1991), p. 33

⁹ Adult Migrant English Program Research Centre, What is pronunciation ?, (2002). P. 1

¹⁰ Martin Mansr, Oxford Learner Pocket Dictionary, (United States America: Oxford Press, 1995) p. 413

such as sound, stress, and intonation. Pronunciation is the act manner of pronouncing words articulation and generally accepted sound of a spoken words and other statement said that pronunciation is the act of uttering with articulation, the act of giving the proper sound and accent, utterance, as the pronunciation of syllable of word, distinct or indistinct pronunciation.¹¹

Based on explanation above, researcher concluded that pronunciation is study of English language which focuses on sound, stress, and intonation.

2.2.1.2 The Part of pronunciation

Jean yates divided pronunciation into three parts: sound, stress, and intonation

In this research the researcher focus on a part of pronunciation that is stress and intonation.

2.2.1.2.1 Sound

Sound is the result of vibration strong enough and near enough to effect our eardrums. In almost of our usual experience the vibration are transmitted through air, either because a moving body, the initiator, displaces particles of air because air is in motion and is displaced by matter in its path or channeled into some container.¹² There two sounds are vowel and consonant.

Vowel sound is the tongue does not touch other parts of the mouth, teeth, or lips.¹³

The vowel sounds differ by: the distance between the lips, the shape of lips, and the length of time the sound is held. Vowel is a sound produced when the flow of air from the lungs is not blocked and the vocal chords are vibrating.¹⁴

A vowel is a sound in spoken language that is characterized by an open configuration of the vocal tract so that there is no built up of air pressure above the glottis. There are

¹¹ Abraham Lincoln, In Accurate and Reliable Dictionary,” Article Online. <http://www.brainquotae.com/word/pronunciation207323>. (Accessed on 27 June 2018)

¹² Charles W. Kreidler, The Pronunciation of English, (United States of America: Blackwell Publishing, 2004), p. 13

¹³ Jean yates, pronounce it perfectly in English. 12841, (United State of America; Barron’s Educational Series, Inc, 1995), p. 2

¹⁴ Mark Hancock, Pronunciation Games, (United States of America: Cambridge University, 1995). P. 6

five vowels in English (a, e, i, o, u). One definition a diphthong would be a combination of vowel sounds.¹⁵

A consonant is a part of speech and a sound that is articulated with complete or partial closure of the upper vocal tract. There are 25 consonant sounds in English language which consist of 21 letters b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z and 4 consonants cluster, ch, sh, th, and ng. Scar cell and Oxford (1994) defined consonants as noise producer with some sort of blockage in the air passage. Some consonant sounds are voiced, while others are voiceless.¹⁶

Based on explanation above, the researcher conclude, sound is the result of vibration produced by speech devices that can be received by an eardrum or hearing. There sounds are vowel and consonant. Vowel is sounds that have no resistance to the speech device with articulation accompanied by vibrating vocal cord, there are five vowels in English (a, i, u, e, o). If it not accompanied by vibrating vocal cord that are consonants. In English there are 25 consonant, which consist of 21 letters (b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, x) and 4 consonants cluster ch, sh, th, and ng.

2.2.1.2.2 Stress

Stress in communication is very important since different stress may convey different meanings. Stress is the degree of force with which a syllable is pronounced; in English stressed syllables are louder than unstressed syllables.¹⁷ Each stressed syllable, in a word in isolation, also has a change in the pitch, or the level of the speaker's voice, and the vowel in that syllable lengthened. Correct stress is the key to speaking English fluently with good pronunciation and to understand spoken English. Stress can fall on the first, middle, or the last syllable of words.

¹⁵ Zahra Farmand and Behzad Pourgharib, "The Effect of English Songs on English Learners Pronunciation" (2013). P. 841. <http://www.isicenter.org>. (Accesed on 27 june 2018)

¹⁶ Zahra Farmand and Behza d Pourgharib, "The Effect of English Songs on English Learners Pronunciation" (2013). P. 841. <http://www.isicenter.org>. (Accesed on 27 june 2018)

¹⁷ Charles W. Kreidler. The Pronuciation of English. (USA; Blackwell Publishing. 2004), p. 307

Stress in one of the three aspects of rhythm in English pronunciation. Stress, linking, and intonation work together to create the rhythm of a fluent speaker. Being able to pronounce sounds correctly is a building block of rhythm, but students should not wait until sounds are mastered before learning about and practicing stress, linking, and intonation.

Stress refers to the prominence given to certain syllables within words, and to certain syllable or words within utterance. It is signaled by volume, force, pitch change and syllable length, and it is often the place where we notice hand movements and other gestures when we are watching someone talking. One noticeable feature of English is the reduced nature of unstressed syllables. Thus, not only are stressed syllables longer, louder, more forceful and at a different pitch, but unstressed ones are often different in quality.

Stress has been defined in basically two ways: first, in terms of its phonetic properties: second, in terms of its linguistic function. We shall first emphasize the function of (word) stress and then turn to its phonetic realization.¹⁸

Furthermore stress knows which syllable of a word to say louder and longer than the others.¹⁹ Each syllable in a word has a degree of emphasis, called stress. There are three stress levels, primary(*I*), secondary(*I*), and unstressed(-).²⁰

Primary stress, a word with two vowel sounds has two syllables. One syllable has primary stress. Say it a little louder and longer than the other. In the example that follows, these syllables are represented in the extra bold letters.

Primary stress on first syllable	Primary stress on second syllable
Sol -dier	Con- fused

¹⁸ Hyman, Larry M, Phonology Theory and Analysis, (United States of America, 1975), p. 204

¹⁹ Peter Ladefoged. A Course In Phonetics. (Los Angeles: University of California 1975). P. 104

²⁰ Jean yates, pronounce it perfectly in English. 12841, (United State of America; Barron's Educational Series, Inc, 1995),

Cli -mate	Ex- cite
Danc -es	Sur- prised

The sound /iy/, /o/, /iuw/, and /I/ often keep their normal pronunciation in unstressed syllables. The following is the example:

Stress on the first syllable	Stress on second syllable
/iy/ Ar -my Ba -by ci -ty	Re- peat De- duct Be- gin
/ow/ Ar -row El -bow Fol -low	o- bey o- mit o- kay
/iuw/ Ar -gue Neph -ew Val -ue	u- nique
/I/ Build -ing Den -tist Mu -sic	in- stead in- sist

	im- mune
--	-----------------

Secondary stress, some two –syllable words have primary stress on the first syllable and secondary stress on the second syllable. Say the first syllable strongly. Emphasize the second syllable a little less. The following are example:

Ac- cent	In- come
Ath- lete	In- sect
Fe- male	Trans- fer

Unstressed, there are many unstressed syllable in English. They have a short, soft vowel sound and may be difficult to hear at first. The following are the example:

(I) (-) (-) (-)	(I) (-) (/) (-)
For-tu-nate-ly	Dic-tion-a-ry
Ser-i-ous-ly	El-e-va-tor

Based on explanation above, the researcher conclude, stress is emphasis the word making it easier the pronounce and spoken English correctly. Stress can fall on the first, middle, or the last syllable. There are 3 stress levels, primary (*I*), secondary(*I*), and unstressed(-).

2.2.1.2.3 Intonation

Intonation refers to the various tones of the voice. By using different tones, the speaker gives meaning and expression to the word s he says. The tones may be low

or high (pitch); they may be raising or falling. The intonation of a sentence of a sentence is a pattern of pitch changes that occurs. The part of as sentences over which a particular pattern extends is called a tone group.²¹ In studying intonation, the learners study how pitch of voice rises and falls and how speaker use this pitch variation to convey linguistic meaning. The intonation describes how to voice rise and falls in speech. Elemen of a good accent. Often we hear someone speaking with perfect grammar

Intonation is the “music” of a language. And is perhaps the most important elemen of a good accent. Often we hear someone speaking with perfect grammar, and perfect formation of the sounds of English but with a little something that gives them away as not being a native speaker.²²

Jones states in speaking, the pitch of the voice, i.e the pitch of the musical note produce by the vocal chords, is constantly changing. These variations in pitch are called intonation (or inflection). Intonation is thus quite independent of stress, with which it is sometimes confused by beginner. Fluations in pitch either involve a rising pitch or a falling pitch. Intonation is found in every language and even in tonal language, but the realization and function are seemingly different. It is use in non-tonal language to add attitudes to word (attitudinal function) and to differentiate between wh-question, yes-no question, declarative statements, commands, request, etc. Generally speaking, the following intonations are distinguished:

- Rising intonation means the pitch of the voice rises over time [↗]
- Falling intonation means that the pitch falls with time [↘]
- Dipping intonation falls and then rises [↘ ↗]

²¹ Peter Ladefoged. A Course in Phonetics, p. 99

²² Frank Gerace, Learning English Pronunciation, <http://www.learnenglish.de/pronunciation/intonationexpression.htm>. (Accessed on 12 September, 2018.

- Peaking intonation rises and then falls [↗ ↘]²³

It is found two kinds English pronunciation as in Arsyad that is rising-falling intonation and rising intonation. Rising-falling intonation is normally used to at the end of simple statements of fact (declarative sentences), commands, and questions that begin with an interrogative word. While the rising intonation is normally used to at the end of question which do not begin with an interrogative word or yes no questions.²⁴

According to Clary and Dixson the following two principles govern all basic intonation pattern in English. Actually, these two principle are really all foreign students need to know about intonation and all they need to be thought :

- (1) The first principle require that all completed statements, including commands, end with a downward glide of the voice on the last accented syllable. This type of intonation is known as rising falling intonation. It is used for all statements and commands. The fall of the at the end of a sentence indicates to the listener that the speaker has terminated and no answer or further comments is necessarily expected.
- (2) The second principles is that all statement indicating incompleteness, doubt, or hesitation and end with an upward glide of the voice on the last accented syllable, in this category are included all question which may be answered yes or no. This type of intonation is known as rising intonation. Question beginning with interrogative word such us when, where, why, since these words in themselves indicate that the statement is a question, generally follow the first principle.²⁵

²³ Ahmad Hidayat, "Relationship between watching film and students' pronunciation Mastery Among Seventh Grade Students At SMPN 1 Pakem in the Academic Year of 2011/2012" (A Thesis, English Education Departement Faculty of Languages and Arts State University of Yogyakarta, 2012), p. 15

²⁴ Arsyad Azhar. English Phonology An Introduction. (IAIN Alauddin Ujung Pandang. 1989), p. 5

²⁵ Elizabeth Clarey. Pronunciation Exercise in English. (New Jersey; Englewood Cliff. 1963). P. 14

Based on explanation above, the researcher conclude, intonation is study how to pitch of voice rise and falls in speech.

2.2.1.3 Factor Affecting Pronunciation

As people have their own native language, it seem they can be recognize by people that they are non-native speaker. The way we speak in a different language is affected by our mother tongue. There are several factor that can affect pronunciation.

1. Native language

This the most in flunetial factor when a learner learns new language. Teacher needs diagnose their pronunciation difficulties so that they can have better pronunciation.

2. Age

Children under the age of puberty stand an excelent change of “sounding like a native” if they have continued exposure in authentic context. Beyond the age of puberty, while adults will almost surely maintain a “foreign accent”, there is no particular advantage attributed to age. A fifty year old can be a success full as an eighteen year old if all other factors are equal.

3. Exposure

It is difficult to define exposure. One can actually live in a foreign country for some time but not take advantage of being “with the people” since research seem to support that the more exposure that one gets is important that the more lenght of time, the class time needs to focus on pronunciation improvement in order that students can get better pronunciation.

4. Innate Phonetic Ability

Often referred to as having an “ear” for language, some people manifest phonetic coding ability that others do not. In many cases, if a person has an exposure to a foreign language as a child, this “knack” is present whether the early language is remembered or not. Others are simply more attuned to phonetic discriminations.

5. Identify and Language Ego

Another influence is one’s attitude toward spoken of the target language and the extent to which the language ego identifies with those speakers.

6. Motivation and Concern for Good Pronunciation

Some learners are not particularly concerned about their pronunciation, while others are. The extent to which learners’ intrinsic motivation propels them toward improvement will be perhaps the strongest influence of all six of the factors in this list.

Based on explanation above, the researcher concludes in English there are some factors that can affect pronunciation, that is: native language, age, exposure, innate phonetic ability, identify and language ego, and also motivation and concern for good pronunciation.

2.2.2 The Concept of Jazz Chants Technique

2.2.2.1 The Definition of jazz chants

A jazz chant is the rhythmic expression of standard American English as it occurs in a situational context. Just as the selection of a particular tempo and beat in jazz may convey powerful and varied emotions, the rhythm, stress, and intonation patterns of the

spoken language are essential elements for the expression of the feelings and intent of the speaker.²⁶

A jazz chant is a rhythmic presentation of natural language, linking the rhythms of spoken American English on the rhythms of traditional American jazz chants. At first she had the idea of making jazz chants when she played piano at a cafe and realized that jazz music is easy listening, furthermore it has constant beat. She designed jazz chant 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 difficulties.²⁷

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 holiday, family, nature, animals, food, transport, etc. Grammar/structure jazz chant is about some English grammar or structure such as; different verbs, prepositions, tenses, imperatives, to be going, and etc. In this research, I use topic jazz chant because in the second year students need more practice in topic jazz chant that will improve students pronunciation mastery.

The use of jazz chants provides features of stress and intonation which are included in the realm of the so-called prosodic or suprasegmental domain which can be used together with the related coarticulatory phenomena of the blending and overlapping of sounds in fluent speech.²⁸

In kinesthetic reinforcement techniques, body movement is essential when practising the rhythmic beat or stress timing of English. The teacher reads a passage

²⁶ Carolyn Graham, *Small Talk More Jazz Chants* (New York: Oxford University Press, 1986)

²⁷ Muhammad Jona Lumintu, "The Use of Jazz Chants to improve young learners' mastery of body parts vocabulary" (English Department; Faculty of language and Arts, Semarang State University, 2015) p. 13. <http://www.Lib.unnes.ac.id> (Accessed on 24 June 2018)

²⁸ Fan-Wei kung, "Rhythm and pronunciation of American English: Jazzing up EFL teaching through jazz chants," *The Asian EFL Journal Professional Teaching Articles* 70, August 2013, hal. 9. <https://www.asian-efl-journal.com> (accessed 25 June 2018)

aloud, students can clap, snap their finger, tap or step on the stressed syllables. This type of focused rhythm practice can be supplemented by the use of Jazz Chants.²⁹

Jazz chant considerably improve students' listening and speaking skill. They practice stress and rhythm. Chants are simple, provide the language children really use and are repetitive, which mainly in case of very young learners, is quite necessary.

2.2.2.2 Presenting jazz chants in the classroom

The following step by step plan for presenting a jazz chant is intended to suggest one of the many possible ways of using the material and to share some of the methods. According to Carolyn Graham, there are six steps for presenting jazz chants in the classroom:

- Step one : The teacher explains the situational context of the chant.
- Step two: The teacher gives the first line of the chant at normal speed and intonation. The students repeat in unison. This simple choral repetition continues for each line of the chant. At this stage the teacher may stop at any point to correct pronunciation or intonation patterns. You may wish to repeat each line several times in hours.
- Step three: The teacher establishes a clear, strong beat by counting, clapping, using rhythm sticks or snapping his fingers. The teacher continues to demonstrate the beat and repeats STEP TWO.
- Step four: The class is divided into two equal sections. There is no limit to the number of students in each section. A jazz chant can be conducted with two students or two hundred students. The teacher establishes a clear, steady beat and gives the first line of the chant, using normal speed intonation. The first section repeats the line. The teacher gives the second line of the chant. The second section repeats the line. This pattern is

²⁹ Murianna Celce-Murcia, Donna M. Brinton, Janet M. Goodwin : With Barry D. Grinerm, Teaching Pronunciation (Cambridge University Press; Americas, New York 2010) p. 352

continued for each line of the chant, with the teacher's voice providing a model for the repetitions.

Step five: The chant is now conducted as a two-part dialogue between the teacher and the class. The teacher establishes a clear, strong beat and gives the first line of the chant. The class answer in unison with the second line of the chant. Until the students are thoroughly familiar with the material, they will probably wish to refer to their open text in class. This two-part dialogue between the teacher and the class is clearly illustrated in the accompanying tape. Notice that at this stage the class is no longer divided into two sections but is responding to the teacher as one choral voice, without the teacher's model.

Step six: The class is again divided into two equal sections. The chant is now conducted as a two-part dialogue between the two groups of students without the teacher's model. The teacher establishes a clear, strong beat. Responding to the teacher's hand-cue, the first section gives the first line of the chant, answered by the second section giving the second line of the chant. The teacher is no longer providing a model but is serving as a conductor, keeping a solid unifying beat while bringing in the two sections as the correct time. I would suggest that the students be allowed to work with open texts for reinforcement. The teacher may find it helpful to say the lines along with the individual sections to retain clarity and maintain the tempo.³⁰

In other Carolyn Graham books, there are four steps to presenting jazz chant:

Step one: **preview:** Talking about the title of the chant, what the students think it is about, explain connection to cultural context. With young learners

³⁰ Carolyn Graham, *Jazz Chant* (New York: Oxford University Press, 1978)

using about their mother tongue , with older one simple. English can be used.

Step two: **listen:** Familiarizing studnets with the chant, singing or playing on a CD player, stressing the rhythm of the chant by using different rhythmic instrument (drums, tambouris or just hand, pencil or feet).

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

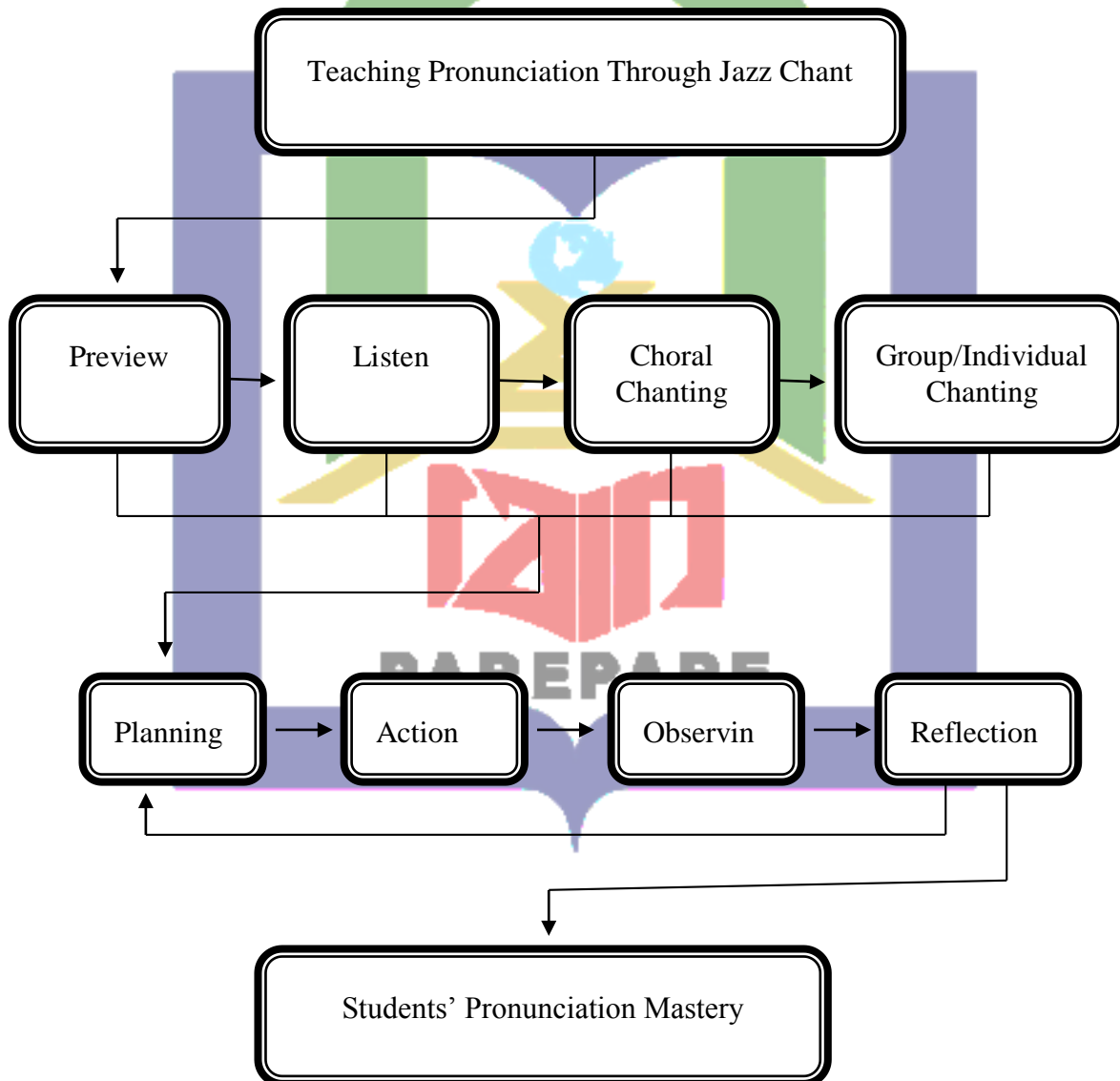
Step four: **Group/individual chanting:** first of all students try the chants as a whole class, then the teacher can divide them into several groups in order to practice different part of it (for example questions and answers). Students can also pantomime or act the chants out while singing. Then children may get into pairs and sing and chant for the class in turns. After the students know the chants by heart an excelent method how to acquire naturally the language is to personalize it. This could be done is many ways. For instance subtittutions (names, places, pronouns) and along with the subtittutions grammar structures (the 1st person changed into the 3rd person). Another possible method is role playing or moving the chant language into situational context. Finally, the teacher can create variety of exercise which would follow what the students have learned.³¹

³¹ Jin Zhang, "Jazz Chants in English Language Teaching." Theory and Practice in Language Studies, Vol. 1 No. 5. Pp. 563-565 (May 2011), <http://www.academypublication.com> (Accesed 26 June 2018)

Based on explanation above, there are some step for presenting jazz chant, but in this research the researcher choose presenting jazz chant by step preview, listen, choral chanting and group/individual chanting.

2.3 Conceptual Framework

The researcher focuses this research the use jazz chant technique for teaching pronunciation. The conceptual framework of this research is follows:



There are three main component are explained in the following, the first is explain it refers to apply some material of teaching pronunciation through jazz chant technique, there are some steps of theapply material: Preview, listen, choral chanting and group/individual chanting. The second is a process it refers to the teaching and learning pronunciation through jazz chant technique in e classroom. There are some steps of the process: Planning, make learning plan and determining the material which will be given for students. Action, do teaching and learning process based on learning plan which has made in planning stage. Observation and evaluation, make a note of all of students activities during teahing and learning process and do an evaluation. Reflection, collect the result and analyze it then revise the implementation of action based on the result evaluation. Then, the last component it refers to the students, Pronunciation mastery, at the end of teaching and learning process, it is expected that there will be an improvement of students' score and academis achievement and also an increasing students' interest of learning through the jazz chant technique.

2.4 Hypothesis of Action

Based on the conceptual framework, the researcher formulates hypothesis as follow:

“Jazz Chant technique is able to develop students pronunciation and can be used for teaching pronunciation at second years of SMPN 4 Model Parepare”.

2.5 Variable of The Research and Operational Definition of Variable

In the research have two variables, independent variable and dependent variable:

2.5.1.1 Independent Variable is the use Jazz Chants Technique for teaching pronunciation at the second year students of SMP Negeri 4 Model Parepare.

2.5.1.2 Dependent variable is teaching pronunciation, the way to helping the students in good pronunciation of English. So that they can production the word with stress, rhythm and intonation well.

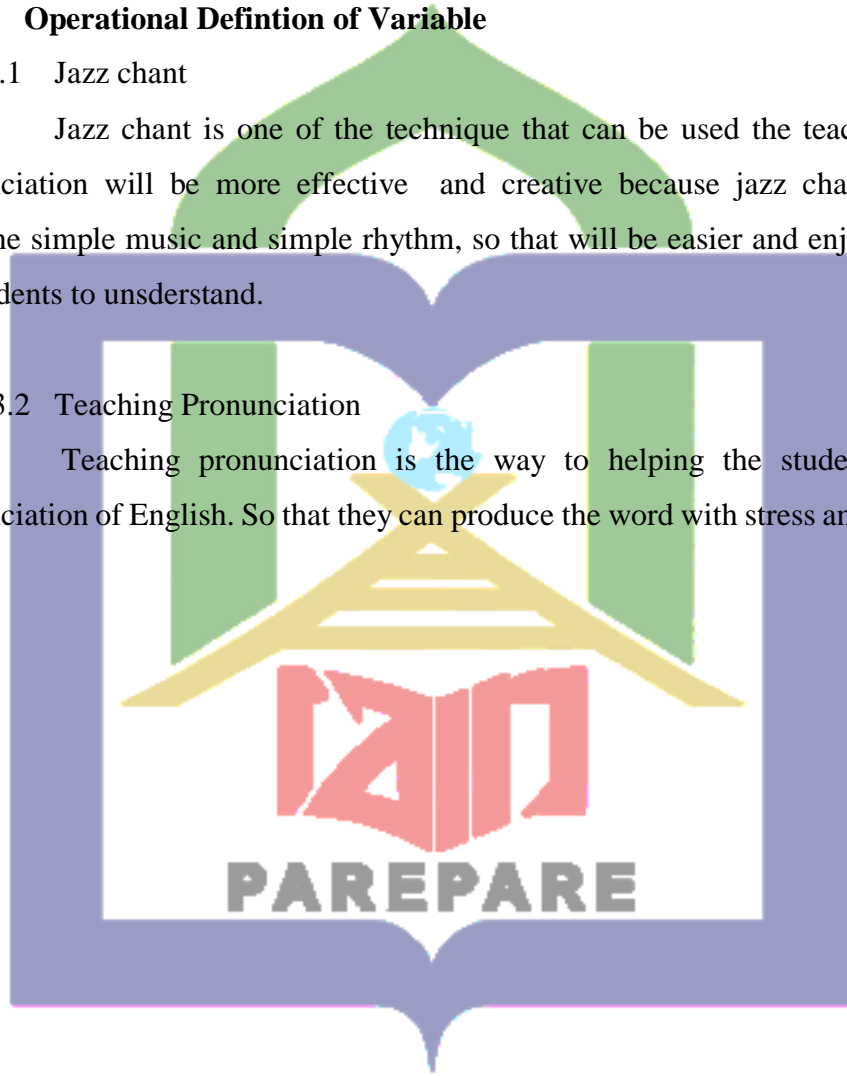
2.5.1.3 Operational Defintion of Variable

2.5.1.3.1 Jazz chant

Jazz chant is one of the technique that can be used the teacher to teach pronunciation will be more effective and creative because jazz chant technique combine simple music and simple rhythm, so that will be easier and enjoyable make the students to unnderstand.

2.1..6.3.2 Teaching Pronunciation

Teaching pronunciation is the way to helping the students in good pronunciation of English. So that they can produce the word with stress and intonation.



CHAPTER III

METHODOLOGY OF THE RESEARCH

3.1 Subject of the Research

In this research, The researcher selects the second year of 8.2 class which consist of 17 students in the 2018-2019 academic years as the subject of the research.

3.2 The Location and Time

The research will take in SMPN 4 Model Parepare, The school is located at Jl. Handayani No. 3 Kec. Ujung, Parepare city- South Sulawesi Province. I this research focusing the second year students in teaching pronunciation using jazz chant technique. It has taken one month with 2 cycle and every cycle has three time meeting to see the preference in learning process.

3.3 The Design of The Research

The design used in this study is Classroom Action Research (CAR). Action research is any systematic inquiry conducted by teacher researchers, principals, school conselors, or other stakeholders in the teaching/learning environment to gather information about how their students learn.³² It means the CAR is aimed to overcome problems in teaching learning process to improve educational practice.

According to Kember who stated that action research has several major characteristic; (1) action research is concerned with social practice which involves direct interaction of teacher and group of students (2) action research is aimed toward improvement (3) action research is a cyclical process which some phasea of planning,

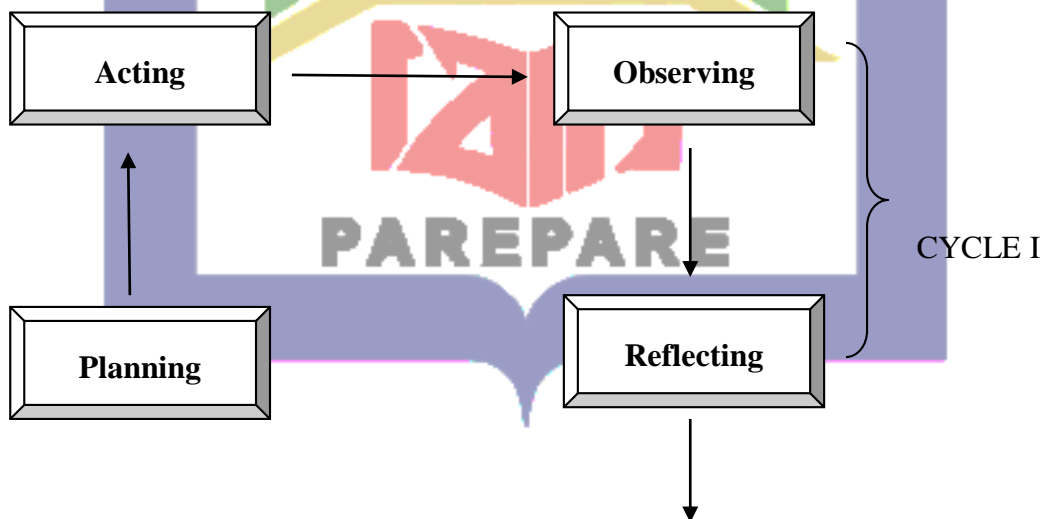
³² Geoffrey E. Mills, Action Research: A Guide for the Teacher Researcher, (Ohio: Merrill Prentice Hall, 2003), p. 5

acting, observing, and reflecting (4) action research is pursued by systematic inquiry (5) action research is participative.³³

The research design of CAR in this research is a collaborative classroom action research. It means the researcher collaborate with the English teacher of SMPN 4 Model Parepare. In carried out the reesearch, the researcher will use jazz chant technique for teaching pronunciation to the students. While, the real English teacher's role is as a collaborator, who is observe teaching learning activities during the pronunciation learning process. The real English teacher not only as an observer but also as an collaborator who help the reesearch designing lesson plan, giving assessment, and analyzed data.

3.4 The procedure of the research

The researcher uses the classroom action reesearch procedure based on Kurt Lewin design. It consist of two cycle in which each cycle contains four phases; planning, acting, observing, and reflecting.



³³ David Kember, Action Learning and Action Research, (London: Kogan Page Ltd, 2000), p. 14-28

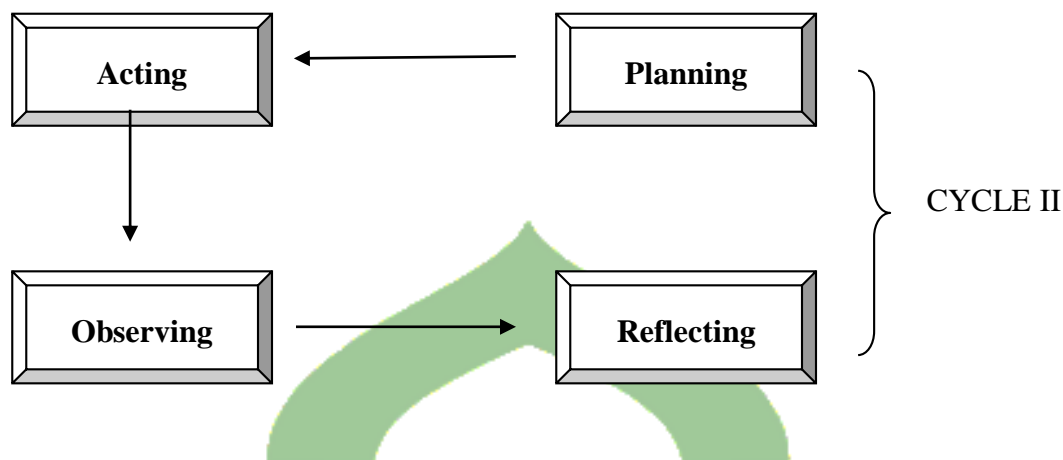


Figure. 1

Kurt Lewin's Action Research Design

The Classroom Action Research using Lewin's design consist of four phases: planning, acting, observing, and reflecting within one cycle. If the first cycle finished but still found any problem, it is necessary to continue to second cycle with the same concept of the first cycle. Those are planning, acting, observing, and reflecting. In addition, before entering the cycle of classroom action research, the researcher conducts the preliminary study. According to Mills preliminary information gathering is taking time to reflect on your own beliefs and to understand the nature and context of your general idea.³⁴ It is aimed to gain data about problems faced by teacher and students in teaching-learning activities and needed to be solved. The researcher conducted interview to the English teacher in terms of the techniques and activities employed in teaching pronunciation and giving questionnaire to the students in terms of learning English.

³⁴ Geoffrey E. Mills, *Action Research: A Guide for the Teacher Research*. (2nd ed). (New Jersey: Merrill Prentice Hall, 2003), p. 26

3.4.1 Cycle I

Cycle I consisted of planning, action, observation, and reflection as follow:

The crucial problems were students' problem in pronouncing. The problems were; the first, the students always did mistake in grammar and pronunciation aspect. The second, the students were afraid or making mistake in speaking English. It indicates that the students had limited vocabulary. In addition, the ability to pronounce English is the most difficult skills to be taught and learned, this is caused by several factors including lack of adequate learning resources, skills and energy of the teacher.

3.4.1.1 Planning

This step is consisting of following procedure:

- 1) Determining the material which will be given for the students and suitable for their level.
- 2) Make a learning plan which will be implemented in learning and teaching process, they are: syllabus and lesson plan.
- 3) Developing lesson plan. Improving the draft learning set that is involved in students' book, lesson plan based on the pronunciation ability of the students.
- 4) Preparation source of learning.
- 5) Making and organizing assessment tools as instrument.

3.4.1.2 Action

The procedure in acting as follow:

- 1) Do a teaching learning process based on the lesson plan that was made. It is integration between lesson material and practice. In this stage, teaching and learning process have done and the researcher deliverya material.
- 2) The use jazz chant technique for teaching pronunciation. There are some steps in teaching pronunciation by using jazz chants technique:
 - a) Talking about the title of the chant.

- b) Familiarizing students with the chant, singing or playing on tape or sound system, stressing the rhythm of the chant by using different rhythmic instrument.
- c) Students open their books or teacher write the text of the chant on the whiteboard
- d) Students try the chant as a whole class, then the teacher can divide them into groups to act the chant out while singing.

3.4.1.3 Observation

In this stage, the researcher and English teacher make a note of all the activities which teacher and students during teaching and learning process which consist from opening, implementation materials and closing of the activity. This activity named observing.

3.4.1.4 Reflection

Reflection will be done in the end of cycle. The result which gotten in observation step will be collected and analyzed and also evaluated.

- 1) The result of the research is collected and then analyzed by the researcher.
- 2) Discuss the result that have gotten by the researcher with English teachers to know and consider effect of the action.
- 3) Revising the implementation of action based on the result of evaluation. The result of the reflection will be a revision for the next cycle.

3.4.2 Cycle II

In the second cycle, all of the activities are same with activities in the first cycle. However, every activity in the second cycle will be done revision based on reflection in the first cycle. If problems remain unsolved, there will be the third cycle and maybe there will also be the fourth cycle.

3.5 Technique of Data Collection

In this research, the researcher used the classroom action research to collect the data. This research consist of two cycle , each of cycle consist of planning, acting, observing, and reflecting.

3.6 Instrument of The Research

Classroom action research is action research that combines with research activity or data collection with the use of result, this activity is done on both sides from a spiral such us plan, action, observation and reflection.³⁵

There are some instrument for this research. They are observation field note and test. The researcher gave the test in form reading test, ask the students to read the test and it record by audio recorder. The test was given to the students to know the students pronunciation ability after using jazz chant technique in each cycle. Observation field note used in every meeting during learning process. It was one way to collect data in observation papers, the collaborator wrote and note all of the students' activities such as management of class, interaction between researcher and students, interaction between student and the other students, and the other aspect could be noted as the sources to collect data. Field note used to see and note real activities process in the classroom.

3.7 Technique of Data Analysis

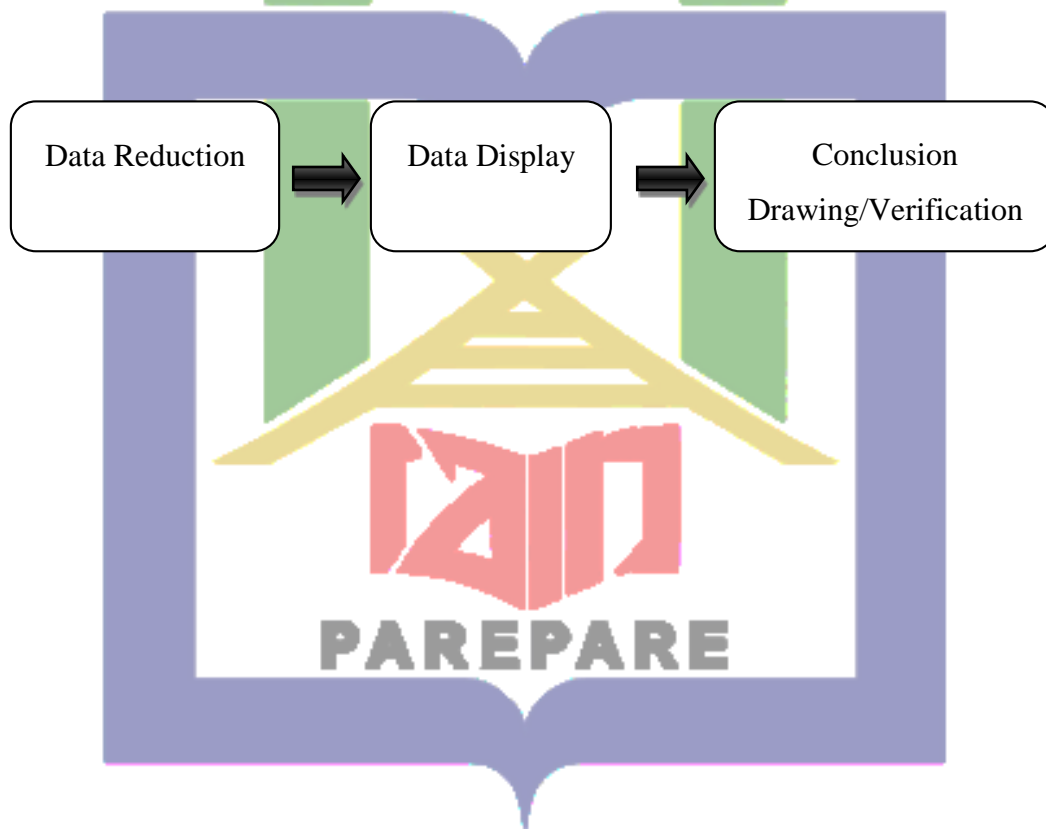
The data of this research were analyzed using qualitative and quantitative analysis. The qualitative analysis was used to describe the characteristic of the data, while the quantitative analyze was used to analyze score of the data. The research used qualitative analysis to see the preference that happened in learning process and to know the data of learning result.

³⁵ Prof. Dr. Nana Syaoidh Sukmadinata, Metode Penelitian Pendidikan, (bandung: PT Remaja Rosdakarya, 2008) p. 141

3.7.1 Qualitative Analysis

The researcher analyzed the students' activities based on observation. The researcher used field note to record and describe all of the point of views all of students activities during the teaching and learning of jazz chant technique in the classroom. Research data that has been collected is analyzed descriptive qualitative.

Koshy suggested using 3 data analysis processes developed by miles and huberman, namely: (1) Data Reduction, (2) Data Display, (3) Conclusion Drawing/Verification.³⁶



³⁶ Muhammad Yaumi and Muljono Damopolii. Action Research: Teori. Model & Aplikasi (Jakarta, Kencana Prenadamedia Group, 2014. P.137

CHAPTER IV

FINDING AND DISCUSSION

This chapter consist of three section. The first section deals with data analysis of cycle 1, the second section deals with data analysis of cycle 2, and the last section deals with discussion.

4.1 Findings

4.1.1 Asessing Classroom Problem

On Saturday 01st Desember 2018 at 10.00 a.m the research returned to school. When arriving in the school the researcher directly came in the office and met with the deputy headmaster. The deputy headmaster said meet Mrs. Asni and students to notify that researcher will conduct research after exam and also weeks of sport and art.

The research met with Mrs. Asni in 1st English room and directly interacted while giving the license to her. The researcher asked to the teacher that kind of the researcher research was classroom action research and this research will be applying jazz chant technique for teaching pronunciation. Afterwards she asked about the time of the research that would be done next. The researcher then said that the time of doing research would spend 6 meeting, which the object of the research was class VIII. 2. After describing to Mrs. Asni, she continued to tell the researcher that the ability of the students focus on pronunciation was low of average. There are several things that make students have a low pronunciation. Firstly, students feel learning English is difficult and boring. Secondly, students do not have an interest in learning English. Thirdly, students are still usually difficult to distinguish in mention words that are similar in pronunciation and also sometimes read/mention English words in accordance with what is written. And also among students who did not want to speak because they are shy and also afraid of mispronouncing English. The teacher then asked me to come in

the school on twice a week, Monday and wednesday. The researcher permits and said thank you to the teacher.

After met with the English teacher , the research met with the students beside the physic room and directly tell about the research.

4.1.2 Finding Description of Cycle I and Cycle II

4.1.2.1 Activities Description of Cycle I

1. Planning

After the research decide to apply jazz chant technique, the research prepared the technique as follow :

1. Preparing chant that can attract students learning interest.
2. Practicing jazz chant
3. Make a learning plan which implemented in learning and teaching process, they are: Syllabus and lesson plan which be implements in the cycle 1 in the first meeting, second meeting and third meeting.
4. Preparing print –out and media for research.

2. Action

a) **First meeting**

The first acting in the classroom was on Friday 07th December 2018. The researcher came to the school. The researcher directly met with Mrs. Andi Nilawati and Mrs. Asni. Mrs. Asni wasnot in the office because she was watching the exam. Mrs. Andi Nilawati suggested that researcher to be the supervisor of the exam in the last hour, so that researcher could do some research after the exam, the researcher agreed. Mrs. Andi Nilawati informed the teacher who was going to supervise to be

replaced with the researcher. The teacher agreed because at that time she also prepared training for students who would take a part in the competition.

After the bell was ringing, the researcher came in class 1st local language room. When the researcher entered the class room, the students were happy. About 1 hour, students had finished the exam. The researcher instructed students to take a rest for a few minutes before doing the research.

The researcher started the teaching-learning process with opening the class by greeting and praying together. After that, the researcher gave a motivation to make the students enjoyable in study and conveyed the study target. After that, the researcher explained to the students that she did not teach as when she was in a field experience program but at that time she did research. Before the researcher continued the learning process for the first time, the researcher would teach them pronunciation by jazz chant technique. The researcher asked the students “who knows what is pronunciation or heard?” the students just kept silent and suddenly one of them asked the researcher “apa kita bilang kak?, bisa ki translate?”. The researcher just smiled and answered the question by using Indonesian language.

The researcher then explained about what is the pronunciation and jazz chant technique. After that the researcher requested an attendance list for the class leader and there were 17 students who attended that day.

In the first meeting, the researcher then explained about the research procedure to be carried out that day. The researcher explained that she would distribute the paper containing the reading text and one by one they would read the text and it would be recorded by the researcher. On the first meeting, after the researcher gave the reading text to the student, many of them when speaking/reading English there were those who did not have stress and intonation, there were those with English words in accordance with what was written as well as those that read it were influenced by their mother tongue. The researcher also told the other students to remain calm in their chairs. The students were

very enthusiastic follow in learning although when the learning process there was students played, noisy and disturb their friend.

After all students have read text and recorder, the researcher explained a little about the material and activities that will be carried out at the next meeting. The researcher closed the meeting with greeting and reciting hamdalah.

b) Second Meeting

On Saturday 08th December 2018 at 11.00, the researcher arrived in the school and the researcher wait until the exam is complete and will continue the research. Previously researcher and students had agreed that research on Saturday would be held after the exam in the English language room. A few minute later there were several students who arrived in the English language room.

The researcher presented the material. The class was opened at greeting and praying by students. Then, the researcher call the role students, giving motivation dan conveyed the study target. There was 17 students attended the day. The topic was *Friends*.

The researcher then divided the students into 4 group. After that, the research explained what jazz chant technique and presenting jazz chant in the classroom. Students see interested in the explanation of jazz chant and asked the researcher to star.

The researcher wrote a simple chant on the white board. When the researcher wrote in the white board, example “Hi how are you ?” .“Fine, how are you ?”. students read it by spelling the word by word. After wrote a simple chant on the white board, the resaercher instructed them to read it together and it was heard that students read the chant by reading normally and some even read according to their witing. After that the researcher gave an example and praticed how the chant was in accordance with the jazz chant technique. For example, in the word “hi” the researcher raised the little tone of voice and in the sentence “how are you” the researcher played down the sound with a

rather fast tone, as well as the next sentence. There were some students who seemed to nod their heads in signs their understood but many were just joking. After the researcher saw that there was already curiosity and wanted to learn from students, the researcher then read/practiced the chant with various rhythms together with pointing one by one group to practice the rhythm. So the rhythm in each group is different, it aims to attract students' attention and be varied so that students do not just focus on one rhythm so that the students can focus and understand the pronunciation rather than the chant/rhythm singing. When the researcher point to one group at a time and invite students to read the chant according to some rhythm that has been practiced. When researcher and students read chants, researcher flick her finger followed by students. when the researcher flick the finger to set intonation when the students the students read the chant. The class atmospher at that time began to be crowded because there were already several students who were interested in this jazz chant technique but there were also some students who were always laughing. After pointing each group, the researcher reading the chant followed by all students in class.

After all students have understood the jazz chant process, the researcher shared a paper containing chant tittle “ Friends” and told students that they read the chant “friend” like by reading a simple chant before but with a variety of different rhythms.

Well, I've known Jack for fourteen years

he's a pretty good friend of mine

She's known Jack for fourteen years

He's a pretty good friend of hers

And I've known the Bill for thirteen years

He's a pretty good friend of hers

She's known Bill for thirteen years

They're pretty a good friend of hers
 I've known them both for quite a long time
 They're pretty a good friend of mine
 She known them both for quite a long time
 They're pretty good friends of hers
 I've known Jim for a long time
 He's an old, old friend of mine
 She's known Jim for a long time
 He's an old, old friend of hers
 We're old friends, old friends of mine
 He's a dear, old friend of mine
 How long have you known your old friend Sue ?
 How long have you dear Claude and Sue ?

The researcher practice the pronunciation of chant “friends” and asked students to repeat after her. The students were very anthusistic followed in learning but there some students still played and noisy. In the second meeting the students' not too fluency but pronunciation more increase than the first meeting. The researcher gave the paper to study at home. The last, the researcher than conclude the material and closing the class.

c) Third Meeting

On Tuesday 11th December 2018 at 10.15 a.m the researcher arrived in English language room. Before went to school, the researcher had contacted one of the students

because in that week there are had been an activity of sport and arts. The researcher informed him that she would continue research in the English language room.

The researcher opened the class by greetings and reciting Basmalah together with all the students. Then, the researcher asked the students about the word they think are difficult to pronounce. There are some students answer together and make the class noisy. The researcher tapped the table several times to reverse the calm learning environment and allow students to mention difficult words one by one. Amoe many words in the “friends” chant, most students still cannot read the word, like “I’ve” because they are confused. So the researcher writes on whiteboard “I’ve (I Have), “she’s” (She is), etc. and a few words they first saw the writing. Together students say “oh, that stands for sis’. The researcher just smile at the expressions of students after knowing it. The researcher practiced / read the correct reading and students understand. Several times researcher repeat to read chants that are difficult and the students followed.

After then, the researcher continued the learning proces, resesarcher divide students into 4 groups and then the researcher asked the students to pay attention to the chant in paper while listen the research read the chant and followed the research to get a right pronunciation. Then. After repeated attempts to read text with jazz chant technique, in this meeting the researcher using rhythm marker aims to regulate stress in students, when the researcher press the marker on the table means that the instruction that there is emphasis on the word. for example, in cardinal or ordinal number, there have two possible stress pattern. **Thirth**-teen and Thirth-**teen** and the other word. After that, the researcher appoint each group for try the chant as a whole class. When students read chant on the hold, some of them disturb their friend, the researcher gave several times the opportunity for students to repeat the chant according to the rhythm previously learned. But when there are still pronunciation errors for students, such as the word “ mine”, “quite” etc. among them still read the chant according to his writing, after knowing there were still some students who were still having difficulty saying a

few words. The researcher read the chant and emphasized/focused on word that were still considered difficult and still could not be properly stated by students.

After all of group try the chant, the researcher came to the table in each group and invited students one by one to read the same text that had been given at the first meeting while recording students' voice. The researcher smile when there are some of them who read the text with correct pronunciation but use intonation when reading test with jazz chant technique.

In the last meeting in cycle I, the students' fluency and remember the chant rhythm. The students was not shy again if they read the text. The researcher concluded the material, gave motivation for the students and reminded that the learning process will continue on Saturday. The researcher close the class.

3) **Observing**

The result of the students' activities in learning process in cycle I

In this research, the researcher used observation field note to know development of pronunciation of students by using jazz chant technique for teaching pronunciation. Teaching learning process through observation field note, it might be about class situational, student's response and also describe all of students activity from the beginning of learning until finished. Related to the students' response, some of students did not pay attention on the resesarcher explanation, therefore they disturb their friend and lazy if they didn't know to pronounce.

In the second meeting of the cycle I, the students seemed more focus and interest to make jazz chant technique to study English. They asked about the material, they did not known how to prononce some word, such as : known, quite, mine. after learning through jazz chant technique there are some improvement that shown by the students in pronouncing in word. For example the word "known" first they pronounce

that word with /knawen/, then in word “quite” they pronounce that word with /quit/ or the word “mine” they pronounce /min/ ect.

In the third meeting, the students are quite enthusiastic attention to the researcher explanation, they were very happy, enjoyable and pay attention to the researcher explanation about jazz chant technique. But when the researcher appointed several students to practice the chant pronunciation among them there were still shy and nervous.

4) **Reflecting**

The result of the research, the researcher and the observer (si A) discussed about the conclusion of implementing the action. Si A collaborators with researcher by holding documentation in the form of videos so that researcher can deduce all activities in the class. In application of jazz chant technique in the classroom, students feel enjoy and comfortable learning English because in jazz chant technique students are give a sheet of paper that contains chant, while in reading the cahnt has special rhythms so as to attract students' attention while make some of students feel enjoy learning English, this can be seen from the enthusiasm of students in learning to use jazz chant technique. Then, in these particular rhtthms there is intonation and stress learning accompanied by clap hands and flick finger from research who can regulate rhythm, intination and stress on pronunciation.

After that, the researcher found several obtacles. The researcher also do not ask the English teacher about the ability of students to read or say the word or sentence for example “I’ve” which stands for I have., etc. Other than, in the chant of cycle 1 there are several new words that are seen by students. So that when students first saw the word they are confused and sometimes still read according to the words. And also there were some students did not gave attention when the researcher gave explain about

the material and practice the technique, because they just played with another friends or disturb another student and sometimes was noisy during lesson.

Meanwhile, field note showed that application of jazz chant technique has done well although there were some problems that should be solved from the reflecting, there must be more effective to teaching pronunciation through jazz chant technique, it needed to be improved again in the next cycle.

4.1.2.2. Activities description on cycle II

1) **planning**

Based on the result observation, evaluating and implementation of action cycle I in the first, second and third meeting, the researcher do as follow:

- a. Providing chant that are easy and familiar to students
- b. The researcher has to able to make the students' interest and enjoyable to study
- c. Emphasis word and sentences that are considered difficult for students
- d. Preparing lesson plan
- e. Preparing print-out and media for teaching

2) **Action**

a) **First Meeting**

In cycle II the first meeting was held on Thursday 20th December 2018 at 10.15 a.m the researcher presented the first material. The class was opened at greeting and praying by students and researcher. Then she called role the students but on that day, there were 10 students attended because some of them taking part in the competition. After that started to give motivation and conveyed the study target before entering the lesson. The researcher then gave the students material about “everybodys’ back in school”.

After that the researcher instructed students to fill the empty chair in the front. Then, the researcher distributed paper containing chant titled “Everybody’s back in school” as well as practice in the first cycle.

Everybody’s Back in School

Everybody’s back in school today. Everybody back in school.

The principals back. The teacher’s are back

Everybody’s back in school. The janior’s back

Sweeping the halls. The bus driver’s back on the bus

Every body back in school. Everybody waiting for us

Everybody’s back in school today. The gym teacher’s back

The music teacher’s back in school today. Everybody waiting for him

Everybody’s back in school today. The swimming teacher’s back in the pool

Everybody’s back in from their summer vacation

Everybody’s back in school

In practice jazz chant technique, the researcher sometimes clap hands, flick finger or play markers when gave instruction to students. For example in the sentence “Everybody’s back in school today”. In word “everybody’s” the researcher tapped the table several times. In the word “back”, the researcher pressess the marker. Which means there is an emphasis on the word back. In the word “in school” the researcher swings a marker with a flat direction then points down, it means the word “in” the tone of the students’ voice is flat and in the word “school” the tone of the students’ voice is slightly low. As well as the word “today”, the researcher pressed the marker slightly and swung it upwards, which mean there was a little emphasis on the word and the tone of students’ voice was slightly raised.

The researcher read the chant using jazz chant technique, and the students respond very well even though they are many students permit and absent, but with situations the classroom conditions are more calm and learning is more conducive. The researcher are not so long in gave the material because that day is still held a sport and arts week. The researcher and the students several times repeat the pronunciation on the paper. After a few minute, the researcher concluded the material, gave motivation and closed the class.

b) Second Meeting

On Wednesday 02nd January 2019, the researcher continued their research and arrived at school at 10.00. learning English will begin after the rest hour precisely at 10.40 the researcher rushed to the English room and met with Mrs. Asni. Mrs. Asni allow researcher to use 2 hours of study hours to continue the research.

The researcher opened the class with greeting and check the students attentend list. Students who attend that day were 17 students. The researcher gave motivation and asked the student's vacation to make the classroom atmosphere more comfortable and the students not nerveous.

After that, the researcher asked students whether students still remember the steps from the jazz chant technique and there are stiiil some students remember it. The researcher explained again and practiced with simple chant, it did not take long time for them to be able to practice it too. Then, the researcher divides students into 4 group and distributes the paper containing the title "Everybody's back in school". After all students hold the paper, the researcher read the chant and instructed the students to repeat after her. in this meeting the researcher using rhythm marker aims to regulate stress in students, when the researcher press the marker on the table means that the instruction that there is emphasis on the word. for example in primary stress on the first syllable and secondary stress is on the third syllable, **Prin-ci-pal**. In primary stress on

first syllable, **Mu**-sic. In primary stress on the first syllable and secondary stress on second syllable, Va-**ca**-tion, etc. And also, if there are students have some difficult to pronounce individual word, the teacher mentioned these difficult words with correct pronounce and several times emphasized the word to make it easier to understand students.

The students were very enthusiastic and enjoy the learning, all of students pay attention to instruction and nothing students playing when learning process. When the researcher gave opportunity for students to read the teks together, they immediately read differently when in cycle 1, who was still shy and afraid. In this meeting, the researcher applauded when giving example and instructed how to read while clapping when the students read the chant. It aims to regulate intonation and stress in the pronunciation of students. The researcher pointed the students to try the chant one by one each group. Many students had fluent and right pronunciation. So, the researcher was not too gave many correction. The researcher then concluded the material and gave a motivation for them and close the class.

c) Third Meeting

On Thursday, 03rd January 2019 at. 10.40 a.m. it was the last meeting. As usual, the class was opened by greeting, praying and role the students, motivating and conveyed the study target. There was 20 students attended the day.

The researcher then gave a paper to the students that consist of chant “Friends” and “Everybody’s back in school”. The researcher then asked them to follow the researcher read the chant to get right pronunciation.

The students really enjoy and enthusiastic in followed the learning process because all of students were brave to practice the chant. In this meeting, the students

really active and had good comprehensibility. Every student has a self-confidence and also they were not shy to pronounce because every meeting they always practice and practice.

In the last meeting, before the prayer time, the researcher held a text and gave opportunity to one by one the students to read the text and the researcher recorded the students' voice. After all of students read the text, the researcher concluded the material, gave motivation and said thank you and apologized to student then closed the class. The last meeting was over.

3. Observing

the result of students' activities in Cycle 2

Generally result and evaluation in cycle II tended to increase more than the cycle I. The researcher used the jazz chant technique of pronunciation ability the students and reading test to know the students' improvement of pronunciation. At the first meeting, there were 10 students attend and the class atmosphere is so calm that makes it easier for researcher to more focus deliver the material. At the second meeting, there were 17 students seemed enthusiastic in the learning process even though initially there were some of them who forgot to say the chant on the paper. But with several attempts, practices and practices so that they easier to understand and feel more comfortable in learning process. For the last meeting, researcher repeat all material starting from cycle I to find out the development of students pronunciation, from the result of enthusiastic observations from the students learning process also increased because all students were more focused and excited than in cycle I.

4) **Reflecting**

Based on the result of learnign process that was applied on 07th December 2018 until 03rd January 2019, the researcher had done discussion could emphazie the flaws and success of learning in Cycle II as follows:

- a) The classroom condition more interest and enjoy
- b) The students' participation and attention more increased
- c) The students' were not afraid and felt shy when they were practice
- d) The result of students' pronunciation in cycle II showed that they had a good development to use jazz chant for teaching pronunciation and learning process.

Based on the explanation above, it concluded that the use of jazz chant technique is able to teach pronunciation and able to improve the students' pronunciation ability and also motivation in teaching and learning process.

4.2 **Discussion**

In this section, the discussion deals the use of jazz chant technique for teaching pronunciation at the second year students of SMPN 4 Model Parepare. The students can be improved their pronounciattion ability by using jazz chant technique and the effective of jazz chant technique to become one of the technique in learning English. It was proved from the students pronunciation ability in the first meeting showed that their pronounce were low. The students were not know how to read the teks with right pronounce. Some of students spoke so little because they are low desire to speak English and also there are some of students just smile when the researcher give opportunity to read the teks. There are shy, nerveous and afraid if they mispronounce.

After the researcher taught by using jazz chant technique for three meeting in the cycle I and three meeting in the cycle II, the researcher concluded that there was

development of the students in pronunciation about the material. Before the use jazz chant technique for teaching English, students have not been able to read teks with stress and correct intonation because there are still influenced by their mother tongue and no teaching has been given on stress and intonation. Example, when they read (vacation), students gave emphasis on last syllable and intonation is flat there are word (va-ca), rising intonation in word(ti) and then falls in the word (on). But, the data from the voice recording when students reading showed there development from students after using jazz chant technique in every meeting, students can read the chant/reading text with stress and intonation. In learning English by using jazz chant technique can make students more focused and more enthusiastic in learning, because in learning process, students not only read, write or do things like the previous learning process, but the resesarcher gave a reading that include with special rhythms that can attract students learning. It is based on theory that, the jazz chant method allows for a creative classroom environment and engages teacher in creative process.³⁷ And also jazz chant can be used to teach multiple aspects of language:sound and intonation, rhythm and rhyming, structure, vocabulary, idiomatic usage, language function and american culture. Teaching pronunciation through jazz jazz technique can make the students feel interesting and enjoyable to study. The rhythmic presentation of the natural language is the key to success for jazz chant.

According to Carolyn Graham in her book “ Jazz Chant” she state jazz chanting primary purpose is the improvement of speaking and listening comprehension skills, it also works well in reinforcing specific structures used in situational context. The natural rhythms and humor of the chant are highly motivating and my be used effectively for both classroom practice and individual home study.³⁸ And it was proved

³⁷ Marie Kretz, Music in the Classroom: www.mediafire.com/file/aquhyunbycju8x/music_in_the_classroom_Marie_Kretz.doc accessed on january 05, 2019

³⁸ Carolyn Graham, *Jazz Chant* (New York: Oxford University Press, 1978), p.ix

that the students are able to spread out their thoughts about something. The students enjoy reading and speaking because they understand what they were said, know to read the texts with good pronunciation and also the students easily and enjoy study through jazz chant technique.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presented of two parts namely conclusion and suggestion. The conclusion was based on the research finding and the discussion. The suggestion was based on the conclusion.

5.1 Conclusion

Based on the description on the previous chapter, the researcher could conclude as follows:

1. The using of jazz chant technique was able to develop students pronunciation for teaching pronunciation at the second year students of SMPN 4 Model Parepare. It was proved by the data observation field note. The students activities always improve in every meeting from the cycle I until cycle II. In the first meeting in cycle I, the students still confused because the material was very difficult and the students first hear the material and technique to be used. Then the researcher tries to explain about pronunciation and jazz chant technique. They are play and noisy in the classroom. The second until third meeting of cycle I, student begin to be interested and focus in the learning process. Students provide feedback during the learning process, at the first until second meeting more active and enthusiast than material given by researcher. The students more active instead of previous meeting, the students focus and start practicing themselves and asking their friends. The students also more enthusiastic than students who often ask research about how to pronounce chant correctly. In the last meeting, the students have started their self confidence

and all of students could pronounce word with better. The use of jazz chant technique could help students in learning pronunciation because this technique was interest, enjoyable and comfortable. And also, It was proved by recording reading test showed the students have better English pronunciation ability at each meeting. There was significance development pronunciation ability by using jazz chant technique at the second year students of SMPN 4 Model Parepare.

2. The way the students' pronunciation achievement can be improve when the jazz chant technique is implemented can be show by students activities always improve from the cycle I until cycle II because practice and practice in every meeting. And also from result of field note, it showed that the atmospher students enthusiastic, creative, and enjoyable in study. Besides that, in the application of jazz chant technique in the classroom there are several activities taht affect the pronunciation of students. Such as, reading chant repeatedly and continuously so that the students are able to pronounce the word correctly, flick finger and clap hands that can help students to adjust the intonation of each word, using rhythm marker that can influence stress the students' pronunciation.

5.2 Suggestion

After the writer carried out the research, the writer suggest that the English teacher shoul used various technique in the classroom because it can motivate their students and they will not get boring easily especially using jazz chant technique as an alternative in teaching and learning English.

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APPENDICES



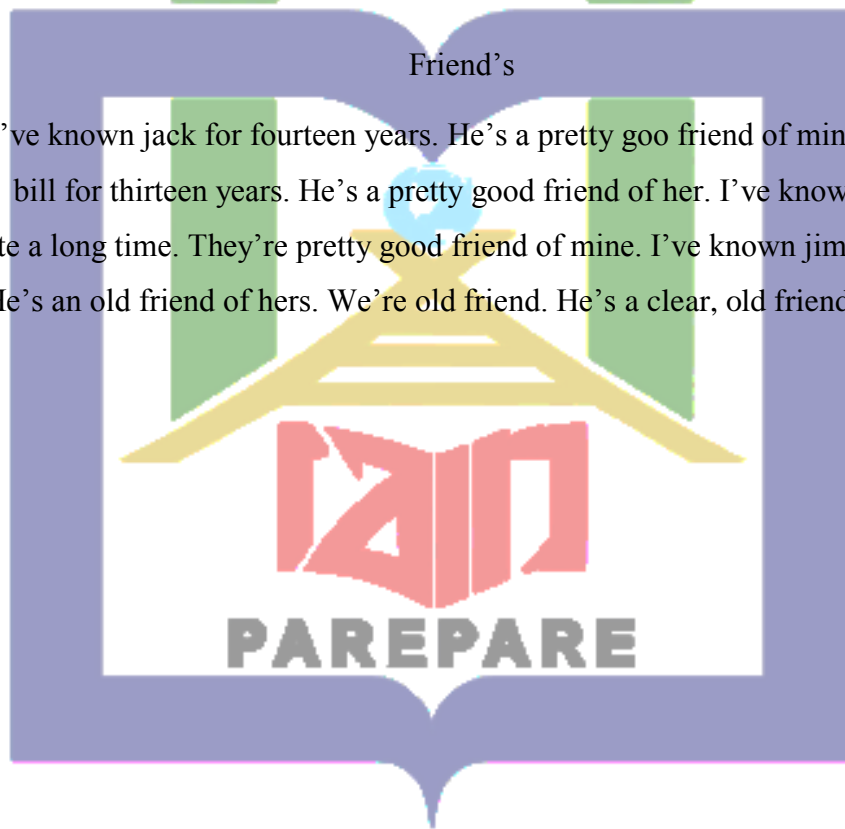
PRONUNCIATION TEST (Pre-Test and Post-Test)

Everybody's Back in school today

Everybody's back in school today. The principal's back. The teacher are back. The janior's back. Sweeping the halss/ the bus driver's back on the bus. The music teacher's back in school. Everybvody's waiting for him. The swimming teacher's back in the pool. Everybody's back from their summer vacation.

Friend's

Well, I've known jack for fourteen years. He's a pretty goo friend of mine. I've known bill for thirteen years. He's a pretty good friend of her. I've known them both for quite a long time. They're pretty good friend of mine. I've known jim for a long time. He's an old friend of hers. We're old friend. He's a clear, old friend of mine.



RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah : SMP Negeri 4 Model Parepare

Mata Pelajaran : Bahasa Inggris

Kelas : VIII.2

Tema : Teks lisan dan tulis untuk memberikan saran dan menyatakan tentang kebiasaan dan kewajiban

Alokasi Waktu : 12 x 40 menit (6 pertemuan)

A. Kompetensi Inti

KI. 1 Menghargai dan menghayati ajaran agama yang dianutnya.

KI.2 Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI. 3 Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI. 4 Mengolah, menyaji dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

No.	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1.	Mensyukuri kesempatan dapat mempelajari bahasa Inggris	Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi

	sebagai bahasa Internasional yang diwujudkan dalam semangat belajar	sosial dalam memberikan saran dan menyatakan tentang kebiasaan dan kewajiban, sesuai dengan konteks penggunaannya
2.	menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman	Menyusun teks lisan dan tulis untuk memberikan saran dan menyatakan tentang kebiasaan dan kewajiban, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang ebnar dan sesuai konteks

C. Tujuan Pembelajaran

Setelah melaksanakan serangkaian pembelajaran, peserta didik dapat:

1. Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial dalam dalam memberikan saran dan menyatakan tentang kebiasaan dan kewajiban, sesuai dengan konteks penggunaannya
2. Menyusun teks lisan dan tulis untuk memberikan saran dan menyatakan tentang kebiasaan dan kewajiban, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang ebnar dan sesuai konteks

D. Materi Pembelajaran

Teks lisan dan tulis untuk memberikan saran dan menyatakan tentang kebiasaan dan kewajiban

Fungsi sosial

- memberikan saran dan menyatakan tentang kebiasaan dan kewajiban
- untuk menjaga hubungan interpersonal dengan guru dan teman

Struktur teks

- a. memberikan saran

we will use more English now. You **should** listen to more English songs, you **should** sing more English song. More importantly, you **should** understand the lyrics. You **should** read more stories from around Indonesia and the word in English. I'm sure you can if you try harder..

- b. menyatakan tentang kebiasaan dan kewajiban

we **must** wear a uniform every day. From Monday to Thursday we **must** wear the batik shirt. The girls **must** wear a black skirt, and the boys **must** wear a pair of black pants. On Friday we **must** wear the scout uniform. We must wear proper shoes. We **must** not wear sandals, a T-Shirt, or a casual wear at any place and at any time during the school hours.

Unsur kebahasaan

Kosakata, tata bahasa (should, must), ucapan, tekanan kata, intonasi, ejaan, tanda baca dan tulisan tangan.

Topik

Berbagai hal terkait dengan interaksi antara guru dan siswa selama proses pembelajaran, di dalam maupun di luar kelas.

E. Metode Pembelajaran

Pendekatan : Scientific
Model : Discovery Learning
Metode : Ceramah dan diskusi kelompok

F. Alat dan Sumber Belajar

1. Alat/Bahan : Spidol dan kertas chant: Friends
2. Sumber belajar :
 - Buku teks bahasa Inggris wajib "when English Rings a bell"
 - Keteladan, ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal dengan benar dan akurat.
 - Contoh peragaan dalam bentuk rekaman CD/VCD/DVD/Kaset
 - Google/internet

G. Langkah-langkah Kegiatan Pembelajaran

Pertemuan ke-1 (Cycle 1)

Langkah Pembelajaran	Deskripsi	Alokasi Waktu
Kegiatan Pendahuluan	<p>Salam dan tegur sapa</p> <p>Memeriksa lingkungan belajar</p> <p>Cek kehadiran peserta didik, berdoa, menyiapkan buku pelajaran</p> <p>Menggali pengetahuan peserta didik mengenai materi yang akan diberikan pada pertemuan tersebut</p> <p>Menyampaikan tujuan pembelajaran atau Kompetensi Dasar yang akan di capai</p> <p>Memotivasi peserta didik</p>	10 Menit
Kegiatan Inti	<p>Guru menulis chant di papn tulis</p> <p>Guru menginstruksikan peserta didik untuk menulis chant pada buku catatan masing-masing</p> <p>Peserta didik mendengarkan chant yang dinyanyikan oleh guru baris perbaris dan berhenti untuk membenarkan cara pengucapan dan intonasi dari setiap baris</p> <p>Guru menyanyikan chant dibarengi dengan tepukan atau jentik jari</p> <p>Peserta didik mengikuti instruksi guru untuk mengulang setiap baris dari chant yang dinyanyikan oleh guru</p> <p>Peserta didik harus mengulang setiap bunyi yang mempunyai pengucapan yang sulit</p> <p>Peserta didik dibagi dalam 3 kelompok</p> <p>Guru menginstruksikan kepada peserta didik untuk menyanyikan chant dengan dinyanyikan oleh 3 kelompok yang telah dibagi tapi dengan bagian yang berbeda,</p>	60 Menit

	<p>kelompok menyanyikan baris pertama dan dilanjutkan dengan kelompok berikutnya menyanyikan baris berikutnya dan begitu seterusnya</p> <p>Guru menyanyikan chant pada baris pertama dan peserta didik akan melanjutkan chant pada baris berikutnya secara bersamaan</p> <p>Guru mengulang beberapa kali kegiatan ini sampai siswa benar-benar paham sudah paham dengan materi yang diberikan</p> <p>Peserta didik akan mempraktekkan chant seperti pada kegiatan sebelumnya</p> <p>Pada kegiatan ini guru tidak akan memberi contoh tetapi hanya akan memandu jalannya kegiatan agar tetap efektif</p>	
Kegiatan Penutup	<p>Menanyakan manfaat pembelajaran yang baru diselesaikan</p> <p>Menanyakan kesulitan dalam melakukan aktivitas pembelajaran</p> <p>Menyimpulkan hasil pembelajaran</p> <p>Menutup kelas</p>	10 Menit

Pertemuan ke-2 (Cycle 1)

Langkah Pembelajaran	Deskripsi	Alokasi Waktu
Kegiatan Pendahuluan	<p>Salam dan tegur sapa</p> <p>Memeriksa lingkungan belajar</p> <p>Cek kehadiran peserta didik, berdoa, menyiapkan buku pelajaran</p> <p>Menggali pengetahuan peserta didik mengenai materi yang akan diberikan pada pertemuan sebelumnya</p> <p>Menyebutkan kegiatan belajar yang akan dilakukan</p>	10 Menit

	Menyampaikan tujuan pembelajaran atau Kompetensi Dasar yang akan di capai Memotivasi peserta didik	
Kegiatan Inti	<p>Guru menulis chant di papan tulis Guru menginstruksikan kepada peserta didik untuk menul chant di buku masing-masing Peserta didik mendengarkan chant yang dinyanyikan oleh guru baris perbaris dan berhenti untuk membenarkan cara pengucapan dan intonasi dari setiap baris Guru menyanyikan chant dibarengi dengan tepukan atau jentik jari Peserta didik mengikuti instruksi guru untuk mengulang setiap baris dari chant yang dinyanyikan oleh guru Peserta didik harus mengulang setiap bunyi yang mempunyai pengucapan yang sulit Peserta didik dibagi dalam 3 kelompok Guru menginstruksikan kepada peserta didik untuk menyanyikan chant dengan dinyanyikan oleh 3 kelompok yang telah dibagi tapi dengan bagian yang berbeda, kelompok menyanyikan baris pertama dan dilanjutkan dengan kelompok berikutnya menyanyikan baris berikutnya dan begitu seterusnya Guru menyanyikan chant pada baris pertama dan peserta didik akan melanjutkan chant pada baris berikutnya secara bersamaan Guru mengulang beberapa kali kegiatan ini sampai siswa benar-benar paham sudah paham dengan materi yang diberikan Peserta didik akan mempraktekkan chant seperti pada kegiatan sebelumnya Pada kegiatan ini guru tidak akan memberi contoh tetapi hanya akan memandu jalannya kegiatan agar tetap efektif</p>	60 Menit

Kegiatan Penutup	Menanyakan manfaat pembelajaran yang baru diselesaikan Menanyakan kesulitan dalam melakukan aktivitas pembelajaran Menyimpulkan hasil pembelajaran Menutup kelas	10 Menit
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Pertemuan ke-3 (Cycle 1)

Langkah Pembelajaran	Deskripsi	Alokasi Waktu
Kegiatan Pendahuluan	Salam dan tegur sapa Memeriksa lingkungan belajar Cek kehadiran peserta didik, berdoa, menyiapkan buku pelajaran Menggali pengetahuan peserta didik mengenai materi yang akan diberikan pada pertemuan sebelumnya Menyebutkan kegiatan belajar yang akan dilakukan Menyampaikan tujuan pembelajaran atau Kompetensi Dasar yang akan di capai Memotivasi peserta didik	10 Menit
Kegiatan Inti	Guru menulis chant di papan tulis Guru menginstruksikan kepada peserta didik untuk menul chant di buku masing-masing Peserta didik mendengarkan chant yang dinyanyikan oleh guru baris perbaris dan berhenti untuk membenarkan cara pengucapan dan intonasi dari setiap baris Guru menyanyikan chant dibarengi dengan tepukan atau jentik jari Peserta didik mengikuti instruksi guru untuk mengulang setiap baris dari chant yang dinyanyikan oleh guru Peserta didik harus mengulang setiap bunyi yang mempunyai pengucapan yang sulit	

	<p>Peserta didik dibagi dalam 3 kelompok</p> <p>Guru menginstruksikan kepada peserta didik untuk menyanyikan chant dengan dinyanyikan oleh 3 kelompok yang telah dibagi tapi dengan bagian yang berbeda, kelompok menyanyikan baris pertama dan dilanjutkan dengan kelompok berikutnya menyanyikan baris berikutnya dan begitu seterusnya</p> <p>Guru menyanyikan chant pada baris pertama dan peserta didik akan melanjutkan chant pada baris berikutnya secara bersamaan</p> <p>Guru mengulang beberapa kali kegiatan ini sampai siswa benar-benar paham sudah paham dengan materi yang diberikan</p> <p>Peserta didik akan mempraktekkan chant seperti pada kegiatan sebelumnya</p> <p>Pada kegiatan ini guru tidak akan memberi contoh tetapi hanya akan memandu jalannya kegiatan agar tetap efektif</p>	60 Menit
Kegiatan Penutup	<p>Menanyakan manfaat pembelajaran yang baru diselesaikan</p> <p>Menanyakan kesulitan dalam melakukan aktivitas pembelajaran</p> <p>Menyimpulkan hasil pembelajaran</p> <p>Menutup kelas</p>	10 Menit

H. Penilaian

- a. Strategy Pembelajaran : Jazz Chant Technique
- b. Teknik : Record
- c. Form : Audio

Rubrik Penilaian :

Classification	Score	Accuracy
Excellent	6	Pronunciation is very slightly influenced by the mother tongue. Two or three minor grammatical and lexical errors.
Very Good	5	Pronunciation is slightly influenced by the mother tongue. A few minor grammatical and lexical errors. But most utterances are correct.
Good	4	Pronunciation is still moderately influenced by the mother tongue but not serious phonological errors. A few grammatical and lexical errors but only one or two major errors causing confusion.
Average	3	Pronunciation is influenced by the other tongue but only a few serious phonological errors, some of which cause confusion.
Poor	2	Pronunciation seriously influenced by the mother tongue with errors causing a breakdown in communication. Many basic grammatical and lexical errors.
Very Poor	1	Serious pronunciation errors as well as many basic grammatical and lexical errors. No evidence of having mastered any of the language skill and areas practiced in the course.

$$\text{Score} = \frac{\text{Students correct answer}}{\text{The total number of item}} \times 100$$

No.	Classification	Score
1.	Excellent	86-100
2.	Good	71-85
3.	Fair	56-70
4.	Poor	41-55
5.	Very Poor	≤40

Parepare, 07 Desember 2018

Peneliti

PAREPARE

NUR RAHMAH
NIM. 14.1300.124

RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah : SMP Negeri 4 Model Parepare

Mata Pelajaran : Bahasa Inggris

Kelas : VIII.2

Tema : Teks lisan dan tulis untuk memberikan saran dan menyatakan tentang kebiasaan dan kewajiban

Alokasi Waktu : 12 x 40 menit (6 pertemuan)

I. Kompetensi Inti

- KI. 1 Menghargai dan menghayati ajaran agama yang dianutnya.
- KI.2 Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI. 3 Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI. 4 Mengolah, menyaji dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

J. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

No.	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1.	Mensyukuri kesempatan dapat mempelajari bahasa Inggris	Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi

	sebagai bahasa Internasional yang diwujudkan dalam semangat belajar	sosial dalam memberikan saran dan menyatakan tentang kebiasaan dan kewajiban, sesuai dengan konteks penggunaannya
2.	menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman	Menyusun teks lisan dan tulis untuk memberikan saran dan menyatakan tentang kebiasaan dan kewajiban, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang ebnar dan sesuai konteks

K. Tujuan Pembelajaran

Setelah melaksanakan serangkaian pembelajaran, peserta didik dapat:

3. Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial dalam dalam memberikan saran dan menyatakan tentang kebiasaan dan kewajiban, sesuai dengan konteks penggunaannya
4. Menyusun teks lisan dan tulis untuk memberikan saran dan menyatakan tentang kebiasaan dan kewajiban, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang ebnar dan sesuai konteks

L. Materi Pembelajaran

Teks lisan dan tulis untuk memberikan saran dan menyatakan tentang kebiasaan dan kewajiban

Fungsi sosial

- memberikan saran dan menyatakan tentang kebiasaan dan kewajiban
- untuk menjaga hubungan interpersonal dengan guru dan teman

Struktur teks

- c. memberikan saran

we will use more English now. You **should** listen to more English songs, you **should** sing more English song. More importantly, you **should** understand the lyrics. You **should** read more stories from around Indonesia and the word in English. I'm sure you can if you try harder..

d. menyatakan tentang kebiasaan dan kewajiban

we **must** wear a uniform every day. From Monday to Thursday we **must** wear the batik shirt. The girls **must** wear a black skirt, and the boys **must** wear a pair of black pants. On Friday we **must** wear the scout uniform. We must wear proper shoes. We **must** not wear sandals, a T-Shirt, or a casual wear at any place and at any time during the school hours.

Unsur kebahasaan

Kosakata, tata bahasa (should, must), ucapan, tekanan kata, intonasi, ejaan, tanda baca dan tulisan tangan.

Topik

Berbagai hal terkait dengan interaksi antara guru dan siswa selama proses pembelajaran, di dalam maupun di luar kelas.

M. Metode Pembelajaran

Pendekatan : Scientific
Model : Discovery Learning
Metode : Ceramah dan diskusi kelompok

N. Alat dan Sumber Belajar

3. Alat/Bahan : Spidol dan kertas chant: Friends
4. Sumber belajar :
 - Buku teks bahasa Inggris wajib “when English Rings a bell”
 - Keteladan, ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal dengan benar dan akurat.
 - Contoh peragaan dalam bentuk rekaman CD/VCD/DVD/Kaset
 - Google/internet

M. Langkah-langkah Pembelajaran

Pertemuan ke-1 (Cycle 2)

Langkah Pembelajaran	Deskripsi	Alokasi Waktu
Kegiatan Pendahuluan	<p>Salam dan tegur sapa Memeriksa lingkungan belajar Cek kehadiran peserta didik, berdoa, menyiapkan buku pelajaran Menggali pengetahuan peserta didik mengenai materi yang akan diberikan pada pertemuan sebelumnya Menyebutkan kegiatan belajar yang akan dilakukan Menyampaikan tujuan pembelajaran atau Kompetensi Dasar yang akan di capai Memotivasi peserta didik</p>	10 Menit
Kegiatan Inti	<p>Guru menulis chant di papan tulis Guru menginstruksikan kepada peserta didik untuk menul chant di buku masing-masing Peserta didik mendengarkan chant yang dinyanyikan oleh guru baris perbaris dan berhenti untuk membenarkan cara pengucapan dan intonasi dari setiap baris Guru menyanyikan chant dibarengi dengan tepukan atau jentik jari Peserta didik mengikuti instruksi guru untuk mengulang setiap baris dari chant yang dinyanyikan oleh guru Peserta didik harus mengulang setiap bunyi yang mempunyai pengucapan yang sulit Peserta didik dibagi dalam 3 kelompok Guru menginstruksikan kepada peserta didik untuk menyanyikan chant dengan dinyanyikan oleh 3 kelompok yang telah dibagi tapi dengan bagian yang berbeda,</p>	60 Menit

	<p>kelompok menyanyikan baris pertama dan dilanjutkan dengan kelompok berikutnya menyanyikan baris berikutnya dan begitu seterusnya</p> <p>Guru menyanyikan chant pada baris pertama dan peserta didik akan melanjutkan chant pada baris berikutnya secara bersamaan</p> <p>Guru mengulang beberapa kali kegiatan ini sampai siswa benar-benar paham sudah paham dengan materi yang diberikan</p> <p>Peserta didik akan mempraktekkan chant seperti pada kegiatan sebelumnya</p> <p>Pada kegiatan ini guru tidak akan memberi contoh tetapi hanya akan memandu jalannya kegiatan agar tetap efektif</p>	
Kegiatan Penutup	<p>Menanyakan manfaat pembelajaran yang baru diselesaikan</p> <p>Menanyakan kesulitan dalam melakukan aktivitas pembelajaran</p> <p>Menyimpulkan hasil pembelajaran</p> <p>Menutup kelas</p>	10 Menit

Pertemuan ke-2 (Cycle 2)

Langkah Pembelajaran	Deskripsi	Alokasi Waktu
Kegiatan Pendahuluan	<p>Salam dan tegur sapa</p> <p>Memeriksa lingkungan belajar</p> <p>Cek kehadiran peserta didik, berdoa, menyiapkan buku pelajaran</p> <p>Menggali pengetahuan peserta didik mengenai materi yang akan diberikan pada pertemuan sebelumnya</p> <p>Menyebutkan kegiatan belajar yang akan dilakukan</p> <p>Menyampaikan tujuan pembelajaran atau Kompetensi Dasar yang akan di capai</p>	10 Menit

	Memotivasi peserta didik	
Kegiatan Inti	<p>Guru menulis chant di papan tulis</p> <p>Guru menginstruksikan kepada peserta didik untuk menul chant di buku masing-masing</p> <p>Peserta didik mendengarkan chant yang dinyanyikan oleh guru baris perbaris dan berhenti untuk membenarkan cara pengucapan dan intonasi dari setiap baris</p> <p>Guru menyanyikan chant dibarengi dengan tepukan atau jentik jari</p> <p>Peserta didik mengikuti instruksi guru untuk mengulang setiap baris dari chant yang dinyanyikan oleh guru</p> <p>Peserta didik harus mengulang setiap bunyi yang mempunyai pengucapan yang sulit</p> <p>Peserta didik dibagi dalam 3 kelompok</p> <p>Guru menginstruksikan kepada peserta didik untuk menyanyikan chant dengan dinyanyikan oleh 3 kelompok yang telah dibagi tapi dengan bagian yang berbeda, kelompok menyanyikan baris pertama dan dilanjutkan dengan kelompok berikutnya menyanyikan baris berikutnya dan begitu seterusnya</p> <p>Guru menyanyikan chant pada baris pertama dan peserta didik akan melanjutkan chant pada baris berikutnya secara bersamaan</p> <p>Guru mengulang beberapa kali kegiatan ini sampai siswa benar-benar paham sudah paham dengan materi yang diberikan</p> <p>Peserta didik akan mempraktekkan chant seperti pada kegiatan sebelumnya</p> <p>Pada kegiatan ini guru tidak akan memberi contoh tetapi hanya akan memandu jalannya kegiatan agar tetap efektif</p>	60 Menit
	Menayakan manfaat pembelajaran yang baru diselesaikan	

Kegiatan Penutup	Menanyakan kesulitan dalam melakukan aktivitas pembelajaran Menyimpulkan hasil pembelajaran Menutup kelas	10 Menit
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Pertemuan ke-3 (Cycle 2)

Langkah Pembelajaran	Deskripsi	Alokasi Waktu
Kegiatan Pendahuluan	Salam dan tegur sapa Memeriksa lingkungan belajar Cek kehadiran peserta didik, berdoa, menyiapkan buku pelajaran Menggali pengetahuan peserta didik mengenai materi yang akan diberikan pada pertemuan sebelumnya Menyebutkan kegiatan belajar yang akan dilakukan Menyampaikan tujuan pembelajaran atau Kompetensi Dasar yang akan di capai Memotivasi peserta didik	10 Menit
Kegiatan Inti	Guru menulis chant di papan tulis Guru menginstruksikan kepada peserta didik untuk menul chant di buku masing-masing Peserta didik mendengarkan chant yang dinyanyikan oleh guru baris perbaris dan berhenti untuk membenarkan cara pengucapan dan intonasi dari setiap baris Guru menyanyikan chant dibarengi dengan tepukan atau jentik jari Peserta didik mengikuti instruksi guru untuk mengulang setiap baris dari chant yang dinyanyikan oleh guru Peserta didik harus mengulang setiap bunyi yang mempunyai pengucapan yang sulit Peserta didik dibagi dalam 3 kelompok	60 Menit

	<p>Guru menginstruksikan kepada peserta didik untuk menyanyikan chant dengan dinyanyikan oleh 3 kelompok yang telah dibagi tapi dengan bagian yang berbeda, kelompok menyanyikan baris pertama dan dilanjutkan dengan kelompok berikutnya menyanyikan baris berikutnya dan begitu seterusnya</p> <p>Guru menyanyikan chant pada baris pertama dan peserta didik akan melanjutkan chant pada baris berikutnya secara bersamaan</p> <p>Guru mengulang beberapa kali kegiatan ini sampai siswa benar-benar paham sudah paham dengan materi yang diberikan</p> <p>Peserta didik akan mempraktekkan chant seperti pada kegiatan sebelumnya</p> <p>Pada kegiatan ini guru tidak akan memberi contoh tetapi hanya akan memandu jalannya kegiatan agar tetap efektif</p>	
<p>Kegiatan Penutup</p>	<p>Menanyakan manfaat pembelajaran yang baru diselesaikan</p> <p>Menanyakan kesulitan dalam melakukan aktivitas pembelajaran</p> <p>Guru memberikan sedikit praktek lagi kepada peserta didik</p> <p>Menyimpulkan hasil pembelajaran</p> <p>Menutup kelas</p>	<p>10 Menit</p>

O. Penilaian

- g. Strategy Pembelajaran : Jazz Chant Technique
- h. Teknik : Record
- i. Form : Audio

Rubrik Penilaian :

Classification	Score	Accuracy
Excellent	6	Pronunciation is very slightly influenced by the mother tongue. Two or three minor grammatical and lexical errors.
Very Good	5	Pronunciation is slightly influenced by the mother tongue. A few minor grammatical and lexical errors. But most utterances are correct.
Good	4	Pronunciation is still moderately influenced by the mother tongue but no serious phonological errors. A few grammatical and lexical errors but only one or two major errors causing confusion.
Average	3	Pronunciation is influenced by the mother tongue but only a few serious phonological errors, some of which cause confusion.
Poor	2	Pronunciation seriously influenced by the mother tongue with errors causing a breakdown in communication. Many basic grammatical and lexical errors.
Very Poor	1	Serious pronunciation errors as well as many basic grammatical and lexical errors. No evidence of having mastered any of the language skill and areas practiced in the course.

$$\text{Score} = \frac{\text{Students correct answer}}{\text{The total number of item}} \times 100$$

No.	Classification	Score
1.	Excellent	86-100
2.	Good	71-85
3.	Fair	56-70
4.	Poor	41-55
5.	Very Poor	≤40

P. Penilaian

- j. Strategy Pembelajaran : Jazz Chant Technique
- k. Teknik : Record
- l. Form : Audio

Rubrik Penilaian :

Classification	Score	Accuracy
Excellent	6	Pronunciation is very slightly influenced by the mother tongue. Two or three mirror grammatical and lexical errors.
Very Good	5	Pronunciation is slightly influenced by the mother tongue. A view mirror grammatical and lexical errors. But most utterances are correct.

Good	4	Pronunciation is still moderately influenced by the mother tongue but not serious phonological errors. A few grammatical and lexical errors but only one or two major errors causing confusion.
Average	3	Pronunciation is influenced by the other tongue but only a few serious phonological errors, some of which cause confusion.
Poor	2	Pronunciation seriously influenced by the mother tongue with errors causing a breakdown in communication. Many basic grammatical and lexical errors.
Very Poor	1	Serious pronunciation errors as well as many basic grammatical and lexical errors. No evidence of having mastered any of the language skill and areas practiced in the course.

$$\text{Score} = \frac{\text{Students correct answer}}{\text{The total number of item}} \times 100$$

No.	Classification	Score
1.	Excellent	86-100
2.	Good	71-85

3.	Fair	56-70
4.	Poor	41-55
5.	Very Poor	≤40

Parepare, 20 Desember 2018

Peneliti

NUR RAHMAH
NIM. 14.1300.124













**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE PAREPARE**

Alamat : Jl. Amal Bakii No. 8 Soreang Kota Parepare 91132 ☎ (0421)21307
Po Box : Website : www.iainparepare.ac.id Email: info.iainparepare.ac.id

Nomor : B 3317 /In.39/PP.00.9/12/2018
Lampiran : -
Hal : Izin Melaksanakan Penelitian

Kepada Yth.
Kepala Daerah KOTA PAREPARE
Cq. Badan Perencanaan Pembangunan Daerah
di
KOTA PAREPARE

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE :

Nama : NUR RAHMAH
Tempat/Tgl. Lahir : PAREPARE, 12 Mei 1997
NIM : 14.1300.124
Jurusan / Program Studi : Tarbiyah dan Adab / Pendidikan Bahasa Inggris
Semester : IX (Sembilan)
Alamat : JL. INDUSTRI KECIL, KEL. BUKIT INDAH, KEC. SOREANG,
KOTA PAREPARE

Bermaksud akan mengadakan penelitian di wilayah **KOTA PAREPARE** dalam rangka penyusunan skripsi yang berjudul :

" THE USE OF JAZZ CHANT TECHNIQUE FOR TEACHING PRONUNCIATION AT THE SECOND YEAR STUDENTS OF SMPN 4 MODEL PAREPARE (Classroom Action Research) "

Pelaksanaan penelitian ini direncanakan pada bulan **Desember** sampai selesai.

Sehubungan dengan hal tersebut diharapkan kiranya yang bersangkutan diberi izin dan dukungan seperlunya.

Terima kasih,

3 Desember 2018

A.n Rektor

Plt. Wakil Rektor-Bidang Akademik dan
Pengembangan Lembaga (APL)



Muh. Djunaidi



PEMERINTAH KOTA PAREPARE
BADAN PERENCANAAN PEMBANGUNAN DAERAH

Jln. Jend. Sudirman Nomor 76, Telp. (0421) 25250, Fax (0421)26111, Kode Pos 91122
 Email : bappeda@pareparekota.go.id; Website : www.bappeda.pareparekota.go.id

PAREPARE

Parepare, 4 Desember 2018
 Yth. Kepala Dinas Pendidikan dan Kebudayaan Kota Parepare

Nomor : 050/1021/Bappeda
 Lampiran : -
 Perihal : Izin Penelitian

Di - Parepare

DASAR :

1. Undang-Undang Republik Indonesia Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan dan Penerapan Ilmu Pengetahuan dan Teknologi.
2. Peraturan Menteri Dalam Negeri Nomor 20 Tahun 2011 tentang Pedoman Penelitian dan Pengembangan di Lingkungan Kementerian Dalam Negeri dan Pemerintah Daerah.
3. Peraturan Menteri Dalam Negeri Nomor 17 Tahun 2016 tentang Pedoman Penelitian dan Pengembangan di Kementerian Dalam Negeri dan Pemerintah Daerah.
4. Peraturan Daerah Kota Parepare No. 8 Tahun 2016 tentang Pembentukan dan Susunan Perangkat Daerah.
5. Surat Rektor Institut Agama Islam Negeri (IAIN) Parepare, Nomor : B 3317/In.39/PP.06.9/12/2018 tanggal 3 Desember 2018 Perihal Izin Melaksanakan Penelitian.

Setelah memperhatikan hal tersebut, maka pada prinsipnya Pemerintah Kota Parepare (Cq. Kepala Badan Perencanaan Pembangunan Daerah Kota Parepare) dapat memberikan Izin Penelitian kepada :

N a m a : NUR RAHMAH
Tempat/Tgl. Lahir : PAREPARE / 05-12-1997
Jenis Kelamin : WANITA
Pekerjaan : MAHASISWA
A l a m a t : Jl. Industri Kecil, Kec. Soreang, Kota Parepare

Bermaksud untuk melakukan **Penelitian/Wawancara** di Kota Parepare dengan judul :
THE USE OF JAZZ CHANT TECHNIQUE FOR TEACHING PRONUNCIATION AT THE SECOND YEAR STUDENTS OF SMPN 4 MODEL PAREPARE (A CLASSROOM ACTION RESEARCH)

Selama : TMT 12-04-2018 s/d 01-04-2019
Pengikut/Peserta : Tidak Ada

Sehubungan dengan hal tersebut pada prinsipnya kami menyetujui kegiatan dimaksud dengan ketentuan :

1. Sebelum dan sesudah melaksanakan kegiatan harus melaporkan diri kepada Instansi / Perangkat Daerah yang bersangkutan.
2. Pengambilan Data/ Penelitian tidak menyimpang dari masalah yang telah diizinkan dan semata-mata untuk kepentingan ilmiah.
3. Mentaati ketentuan Peraturan Perundang-undangan yang berlaku dengan mengutamakan sikap sopan santun dan mengindahkan Adat Istiadat setempat.
4. Setelah melaksanakan kegiatan Penelitian agar melaporkan hasilnya kepada Walikota Parepare (Cq. Kepala Badan Perencanaan Pembangunan Daerah Kota Parepare)
5. Menyerahkan 1 (satu) borkas Foto Copy hasil "Penelitian" kepada Pemerintah Kota Parepare (Cq. Kepala Badan Perencanaan Pembangunan Daerah Kota Parepare).
6. Kepada Instansi yang dihubungi mohon memberikan bantuan.
7. Surat Izin akan dicabut kembali dan dinyatakan tidak berlaku, apabila ternyata pemegang Surat Izin tidak mentaati ketentuan-ketentuan tersebut di atas.

Demikian izin penelitian ini diberikan untuk dilaksanakan sesuai ketentuan berlaku.



KEPALA BAPPEDA
 SEKOTAPAREPARE

BAPPEDA

E. W. ABRIYOLIS, ST., MT
 Kepala Bappeda Parepare
 Nip. 19691204 190703 1 002

TEMBUSAN : Kepada Yth.



**PEMERINTAH KOTA PAREPARE
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 4 PAREPARE**

Jl.Handayani No 3. TLP.(0421) 22087. Parepare. 91112

SURAT KETERANGAN PENELITIAN

Nomor: 421.6 / 154 / SMP.04 / I / 2019

Yang bertanda tangan dibawah ini, Kepala SMP Negeri 4 Parepare menerangkan bahwa:

N a m a : **NUR RAHMAH**
Tempat dan Tanggal Lahir : Parepare, 12 Mei 1997
NIM : 14.1300.124
Fakultas : IAIN
Jurusan / Prodi : Bahasa Inggris

Benar telah melaksanakan penelitian pada SMP Negeri 4 Parepare mulai bulan, 04 Desember 2018 s/d 04 Januari 2019 guna menyusun skripsi dengan judul:

**“ THE USE OF JAZZ CHANT TECHNIQUE FOR TEACHING
PRONUNCIATION AT THE SECOND YEAR STUDENTS OF SMP 4 MODEL
PAREPARE (A CLASSROOM ACTION RESEARCH)**

Demikian surat keterangan ini dibuat dan diberikan kepadanya untuk dipergunakan sebagaimana mestinya.

Parepare, 14 Januari 2019
Kepala Sekolah,



M. MUR, S.Pd. MM

Pangkat : Pembina Tk.I

NIP : 19710913 199702 1 005

CURRICULUM VITAE



NUR RAHMAH, the researcher was born in Parepare, Jl. Industri Kecil of South Sulawesi province, on May 12th 1997. She is single daughter of an endless love couple, Sukardi Hasan and St. Rahmatia. In 2002, She completed her kindergarten from RA-UMDI TAQWA Parepare. In 2008 She completed her elementary school from SDN 70 Parepare. In 2011 she completed her junior high school from SMPN 4 Parepare. In 2014, she started pursuing her vocational high school from SMKN 3 Parepare, Fashion Designer development. After graduating, she continued her study in IAIN Parepare by taking English study program. Since November 16th 2014, she was also active in student organizations, Student Regiment. Finally she graduated from IAIN Parepare in 2019 by undergraduate skripsi entitled “The Use of Jazz Chant Technique for Teaching Pronunciation at The Second Year Students of SMPN 4 Model Parepare”

