

The Effect of Jazz Chants and Students Motivation Toward Students Speaking Ability

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Abstract

The research was aimed to test the effect jazz chants an motivation toward students speaking ability, and it was kind of quasi-experimental research with 2x2 factorial designs. The population of this research was the second grade of SMAN 8 Pekanbaru. The speaking test and questionnaire were used to collect the data of the research. The data analyzed by using Lilefors test for normality testing, Barelett test for homogeneity testing, t-test and ANOVA for hypotheses testing. The result showed that (1) jazz chants give better effect toward students speaking ability than small group discussion (2) Jazz Chants gives better effect toward the speaking ability of the students who have high motivation than Small Group Discussion (3)jazz chants does not give better effect toward students speaking ability (4) There was no interaction between both teaching technique (Jazz Chants and Small Group Discussion). In conclusion, jazz chants technique give better effect speaking ability than small group discussion

Keywords: *jazz chants, motivation, speaking ability*

Introduction

Speaking is way to express feelings, ideas, opinions, and thoughts by producing sounds or utterance. Bygate (2011) states that speaking is physically situated face to face interaction: usually speakers can see each other and they use a number of physical signals to indicate attention to the interaction, their intention to contribute and their attitude toward what is being said

In speaking ability, students must be able to expressing speakers own feelings, ideas, or opinion but also used in constructing the meaning from the speakers to the listeners. Speaking is a process of producing systematic verbals utterances to deliver meaning by Nunan (2003). In line, Brown (2002) states that speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. It is clear that speaking is the process of how the speaker uses utterances in delivering meaning. In addition, speaking is a process done by the speaker in producing information that contains a meaning to be received and processed by the listener.

There are many technique that already have been tried by previous researchers to test whether a technique can develop students speaking ability, such as, information gap (Devrioka, 2016), problem based learning strategy (Mulya, Adnan, Ardi, 2013). One of the techniques that could be used by the teacher is Jazz chants. According to Graham (2006) Jazz Chants is a rhythmic expression of natural The rhythmical attraction of chanting is common to young and old. In addition, Johnson (1995) state that chants provided the learner with the opportunity to practice the pronunciation of problematic words and used to correct the intonation when asking questions, e.g. "where?", "when?", etc

There are some studies that have been conducted related to Jazz Chants technique in English language teaching class. One of them is Fan Wei Kung (2013) who conducted the research entitled "Rhytm and Pronunciation of American English: Jazzing up EFL Teaching Through Jazz Chants. Moreover, G. Romero Martin (2017), conducted the research with the title 'Jazz Chants as a Didactics Technique for Learning Vocabulary in Kindergarteners. The result of this study Jazz Chants give good effect on students vocabulary.

The results of the studies show that the use of Jazz chants can improve students ability in speaking, increase students motivation to study english especially in speaking, improve the quality of learner's speaking production and grammatical accuracy. This technique can be used in classroom action research and experimental research.

The succes in teaching and learning process not only lies in the technique used by the teacher but also psychological factor. The factors can be motivation, interest, intelligent and some others. One of the factors that can affect the students in teaching and learning process especially in speaking is students motivation. Motivation is an important factor in learning something. Motivation can be defined in various way to related to the point of

view of the experts who state the definition. Brown (2002) state that motivation can be defined as having a real purpose in learning English, or really wanting to learn English for a reason.

In many studies, motivation is used to find out its effect and relation toward students academic performance and students speaking ability. For academic performance, all types of subject including English can be used to see the effect and relation toward students speaking ability. Here, students motivation whether high or low low is assumed can help students to achieve the goal in learning especially in speaking ability.

Furthermore, the use of Jazz chants technique is assumed to give an effect on students speaking ability. Moreover, this research conducted to investigate whether jazz chants and high or low level of students motivation are effective in increasing students speaking ability. In addition, small group discussion used in control class. Small group discussion technique is a technique that consist of three to five students discuss a topic by exchange information, opinion, ideas among all member of a group. Thus, Jazz chants applied to investigate whether this technique is more effective than small group discussion technique.

In this study, the hypotheses can be formulated as follows : (1) Jazz Chants give better effect toward speaking ability of the students than Small Group Discussion at eleventh grade of SMAN 8 Pekanbaru, (2) Jazz Chants give better effect toward the speaking ability of the students who have high motivation than Small Group Discussion at eleventh grade of SMAN 8 Pekanbaru (3) Jazz Chants give better toward the speaking ability of the students who have low motivation than Small Group Discussion at eleventh grade of SMAN 8 Pekanbaru, (4) there is any interaction between both technique and students' motivation toward the speaking ability of the students at eleventh grade of SMAN 8 Pekanbaru.

Method

The design of this research was a quasi-experimental research with 2x2 factorial designs. the population of this research was five classes of the garde XI Science at SMAN 8 Pekanbaru enrolled on 2019/2020 academic year. The samples of this research were selected by using cluster random technique. The researcher selected two groups randomly; experimental and control group (67 students).

In this research, speaking test and quationnaire of motivation were the instrument. In collecting the data, the researcher used post-test only for speaking and the quationnaire is given before the treatment. To ensure the validity of the data, quationnaire was tested by using cronbach alpa. Speaking test was tested by using content validity and inter-rater for reability. Both quationnaire scores and speaking scores were analyzed by using Liliefors tes for normality and Variance test for homogenity. Furthermore, hypothesis testing were used t-test formula especially for hypotheses 1,2 and 3. Meanwhile, the fourth hypothesis was computed by using two ways anova to see the interaction between the technique used and students motivation toward students speaking ability.

Results and Discussion

In this study, the hypothesis 1,2 and 3 are tested by using T-test formula and hypothesis 4 analyzed by using two analysis of variance (ANOVA). The statistical from students speaking ability t-test result for hypothesis 1, the result of t-test from students speaking test with high motivation in experimental and control class for hypothesis 2, and the calculation result of t-test analysis from students speaking test with low motivation for hypothesis 3 can be seen in the following figure:

HYPOTHESIS 1			HYPOTHESIS 2			HYP+HS:J220THESIS 3		
t-Test: Two-Sample Assuming Equal Variances			t-Test: Two-Sample Assuming Equal Variances			t-Test: Two-Sample Assuming Equal Variances		
	EXP Speaking Score	CONT Speaking Score	SPK score Exp	SPK score Cont	SPK score Exp	SPK score Cont		
Mean	71,4444444	67,9516129	72,45	69,375	70,15	67,9375		
Variance	14,58253968	18,88924731	14,91388889	9,696428571	9,447222222	13,17410714		
Observations	36	31	10	8	10	8		
Pooled Variance	16,5702509		12,63125		11,07773438			
Hypothesized Mean Difference	0		0		0			
df	65		16		16			
t Stat	3,501932687		1,824024619		1,401414306			
P(T<=t) one-tail	0,000420289		0,043440685		0,090094653			
t Critical one-tail	1,668635976		1,745883676		1,745883676			
P(T<=t) two-tail	0,000840578		0,08688137		0,180189306			
t Critical two-tail	1,997137908		2,119905299		2,119905299			
If Pvalue < 0,05, it means that alternative hypothesis is accepted								

Figure 1. hypothesis testing

From the figure above, it can be read alternative hypothesis H1 for hypothesis 1is accepted because P(T<=t) 0.0004 is <0.05. In other words, Jazz chants give better effect toward speaking ability than small group discussion technique. Furthermore, for hypothesis 2, it can be stated that mean score of students speaking test with high motivation in experimental class is higher than control class. In addition, from the figure of T-test: Two-Sample Assuming Equal Variance, it can be read that the alternative hypothesis H1 is accepted because of

$P(T \leq t) 0.04 < 0.05$. Thus, Jazz chants give better effect toward students speaking ability than small group discussion technique. Moreover, for hypothesis 3, it can be read that the null hypothesis (H_0) is accepted because of $P(T \leq t) 0.09 > 0.05$. In other words, Jazz chants did not give better effect toward students speaking ability with low motivation than small group discussion technique.

In analyzing the interaction between the teaching techniques and motivation with students speaking ability in this research, the researcher use the formula of two ways ANOVA. The result of the analysis can be seen on the following table:

Table 1. The Result of Two Ways ANOVA Analysis

Source of Variation	Sum of Square	Degree of Freedom	Prediction	F _{observed}	F _{table}
Row	30.1	1	30.1	2.55	4.15
Column	62.1	1	62.1	5.26	4.15
Interaction	1.77	1	1.77	0.15	4.15
Within Cell	379.3	32	11.8		

Clearly, table 4.16 describes that $F_{\text{observed}} (0.15)$ is lower than $F_{\text{table}} (4.15)$. It means, the alternative hypothesis (H_1) was rejected, and the null hypothesis (H_0) was accepted. Then, it is said that there was no interaction between both techniques of teaching speaking and motivation on students' speaking ability.

The result of the first hypothesis showed that the mean score of experimental class which applied Jazz chants technique was higher than control class which applied small group discussion technique. Briefly, applying Jazz chants technique give better effect toward students speaking ability. This finding was in line with the finding of research conducted by Katerina Hynkova (2016), From her research found that Jazz Chants give positive effect on students' vocabulary, grammar and pronounciation. The similarity of this research is the use of Jazz Chants technique in the class. Jazz chants encourage students to learn from the rhytm which encourage them to work together in making chants, The students just learn about how pronounce some words. They repeat the words that the teacher have deliver.

The result of the second hypothesis showed that students with high motivation who applied Jazz chants have better speaking ability than students who did not apply Jazz chants. It was cause by high motivation have some prior knowledge about a topic in discuss speaking. Motivation, especially intrinsic motivation, encourage the students to learn something better. According to Schunk (2008) motivation is an energy change within the person characterized by affective arousal and anticipatory goal reactions.

In short by having high motivation, the students can easy collaborate with their friends because they just repeat what the teacher have deliver, it make them easy to share ideas and make a chants. Thus, the students with high motivation who were taught by jazz chants have better effect in speaking ability than who are taught by non Jazz Chants technique.

The result of third hypothesis showed that the students with low motivation who applied jazz chants technique were not better than students who applied small group discussion technique. Based on the teaching and learning process that had been done in both classroom, students with low motivation sometime were not interested to work together with their friends. They tended to be passive in discussion. They just received their friends' suggestion or argument without response it.

In conclusion, the students with low motivation were not interested to work together with their friends; they tended to be passive in the discussion, afraid to speak up their opinion. Thus, it leads the students to did not get higher achievement speaking. In short students with low motivaton who are taught by using Jazz Chants does not have better speaking ability with low prior knowledge than small group discussion technique

Based on this hypothesis testing, it show that there is no interaction between both teaching strategies on students motivation toward students speaking. Statistical analysis show that $F_{\text{observed}} (0.15)$ is lower than $F_{\text{table}} (4.15)$. it means that the null hypothesis (H_0) was accepted and the alternative hypothesis (H_1) is rejected. Thus, it can be conclude that there was no interaction between teaching technique and students motivatiom toward the students speaking ability. It means that the effect of teaching techniques on students speaking ability does not depend on the students motivation.

Conclusion

The result of this research shows that Jazz Chants technique can be selected as an alternative technique that can be used in teaching speaking. This technique gives better effect toward speaking ability than small

group discussion technique. This technique provides more opportunities for students to develop their spoken. Furthermore, Jazz Chants encourages the students to share their ideas and all the students involve in group.

Furthermore, Jazz Chants very useful technique to practice the sound system of English, especially for developing the correct pronunciation, stress, intonation patterns of the spoken language. By having high motivation, they practice stress and rhythm, are highly motivating and encourage role playing and pair activities. So that, Jazz Chants are very useful technique to practice the sound system of English, especially for developing the correct pronunciation, stress, intonation patterns of the spoken language.

The finding of this research also shows that there is no interaction between the two teaching techniques used and motivation on their speaking ability. It can be stated that motivation is not one of the moderator variables that rally influence.

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