

**AN UNDERGRADUATE-THESIS**

**IMPROVING STUDENTS' PRONUNCIATION SKILL BY USING JAZZ  
CHANT TECHNIQUE AT THE SECOND GRADE OF MODERN  
ISLAMIC ELEMENTARY SCHOOL OF AN-NAJAH SAMBIKARTO  
SEKAMPUNG EAST LAMPUNG**

**By:**

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**TARBIYAH AND TEACHER TRAINING FACULTY  
ENGLISH EDUCATION STUDY PROGRAM**

**STATE ISLAMIC INSTITUTE OF METRO**

**1444 H/2023**

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SEKAMPUNG EAST LAMPUNG**

Presented as Partial Fulfillment of the Requirements

For the Degree of Sarjana Pendidikan (S.Pd)

In English Education Study Program

**By:**

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Title : IMPROVING STUDENTS' PRONUNCIATION SKILL BY USING  
JAZZ CHANT TECHNIQUE AT THE SECOND GRADE OF  
MODERN ISLAMIC ELEMENTARY SCHOOL OF AN-NAJAH  
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*Assalamualaikum Wr. Wb.*

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SAMBIKARTO SEKAMPUNG EAST LAMPUNG

Sudah kami dapat setuju dan dapat dimunaqsyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

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**RATIFICATION PAGE**

No. *B-3387/In.28-1/0/PP-00.5/06/2023*

An Undergraduate thesis entitled: IMPROVING STUDENTS' PRONUNCIATION SKILL BY USING JAZZ CHANT TECHNIQUE AT THE SECOND GRADE OF MODERN ISLAMIC ELEMENTARY SCHOOL OF AN-NAJAH SAMBIKARTO SEKAMPUNG EAST LAMPUNG. Written by: Anggun Emgi Wirani, Student Number 1901052002, English Education Study Program, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Wednesday, June 7<sup>th</sup> 2023 at 13.00 – 15.00 p.m.

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**IMPROVING STUDENTS' PRONUNCIATION SKILL BY USING JAZZ  
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SEKAMPUNG EAST LAMPUNG**

**ABSTRACT**

**BY:**

**ANGGUN EMGI WIRANI**

Pronunciation is one aspect of speaking related to the way a person pronounces the sounds of the language. Pronunciation has an important role when communicating using English, especially in the use of talk to native speakers. However in fact, errors in the pronunciation of English vocabulary are still often found, especially in children. This is the background of the researcher to conduct the research to improve students' pronunciation skill at the second grade of Modern Islamic Elementary School An-Najah Sambikarto, Sekampung East Lampung by using Jazz Chant technique.

The method used in this study was Classroom Action Research (CAR) which was carried out in two cycles. Each cycle consists of planning, action, observation and reflection. The researcher collected data using tests, observations and documentation in collaboration with English teachers at the Second Grade of Modern Islamic Elementary School An-Najah Sambikarto, Sekampung East Lampung.

Based on the results of the study, it can be concluded that there is an improvement in students' pronunciation skill. Starting from the pre-test results with a percentage of 12%, then in post-test 1 it increased to 25% and in post-test 2 it increased again to 75%. In addition, the result of student learning activities in cycle I is 57% and in cycle II is 88%. This proves that the Jazz Chant technique can improve students' pronunciation skill and their learning activity. Therefore, it is recommended for English teachers to help students to be more motivated in learning English by activating pronunciation skill by the use of the Jazz Chant technique.

**Keyword:** *Pronunciation Skill, Jazz Chant Technique, Classroom Action Research (CAR)*

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SEKAMPUNG EAST LAMPUNG**

**ABSTRAK**

**OLEH:**

**ANGGUN EMGI WIRANI**

Pelafalan adalah salah satu aspek dalam berbicara yang berhubungan dengan cara seseorang mengucapkan bunyi bahasa. Pelafalan memiliki peran penting dalam berkomunikasi menggunakan bahasa Inggris, khususnya ketika berbicara dengan penutur asli. Namun faktanya pelafalan kosakata bahasa Inggris masih sering kali ditemukan terutama pada anak-anak. Hal inilah yang melatarbelakangi peneliti untuk melakukan penelitian dengan tujuan untuk meningkatkan kemampuan pelafalan pada siswa kelas dua di SD Islam Modern An-Najah Sambikarto Sekampung Lampung Timur dengan menggunakan teknik Jazz Chant.

Adapun metode yang digunakan dalam penelitian ini adalah Penelitian Tindakan Kelas (PTK) yang dilakukan dalam dua siklus. Yang mana disetiap siklusnya terdiri dari perencanaan, tindakan, pengamatan dan refleksi. Peneliti melakukan pengumpulan data dengan menggunakan test, observasi dan dokumentasi yang dalam pelaksanaannya berkolaborasi dengan guru bahasa Inggris kelas dua SD Islam Modern An-Najah Sambikarto Sekampung Lampung Timur.

Berdasarkan hasil penelitian dapat disimpulkan bahwa terdapat peningkatan pada kemampuan pelafalan siswa. Mulai dari hasil pre-test dengan presentase 12%, kemudian pada post-test 1 meningkat menjadi 25% dan pada post-test 2 meningkat lagi menjadi 75%. Disamping itu, hasil aktifitas pembelajaran siswa pada siklus I sebesar 57% dan pada siklus II sebesar 88%. Hal ini menunjukkan bahwa teknik Jazz Chant dapat meningkatkan kemampuan pelafalan siswa dan aktifitas pembelajarannya. Oleh karena itu direkomendasikan pada guru bahasa Inggris untuk membantu siswa agar lebih termotivasi dalam pembelajaran bahasa Inggris dengan lebih mengaktifkan keterampilan pelafalan salah satunya melalui penerapan teknik Jazz Chant.

**Kata Kunci:** *Kemampuan Pelafalan, Teknik Jazz Chant, Penelitian Tindakan Kelas (PTK)*



## STATEMENT OF RESEARCH ORIGINALITY

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Metro, May 2023



the writer.

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Jurusan : Tadris Bahasa Inggris

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Metro, Mei 2022

Penulis,  
  
Anggun Emgi Wirani  
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## MOTTO

مَنْ أَرَادَ الدُّنْيَا فَعَلَيْهِ بِالْعِلْمِ، وَمَنْ أَرَادَ الْآخِرَةَ فَعَلَيْهِ بِالْعِلْمِ، وَمَنْ أَرَادَهُمَا  
فَعَلَيْهِ بِالْعِلْمِ

*“Whoever wants the world should master knowledge. Whoever desires the hereafter should master knowledge, and whoever desires both (the world and the hereafter) should master knowledge.”*

*-H.R. Ahmad-*

## **DEDICATION PAGE**

This an undergraduate-thesis is special dedicated to:

*My beloved parents Mr. Suwarno and Mrs. Dwi Sugianti who always support me  
with their endless love*

*My beloved sisters and brother, Bonny Sugesti, Ardwi Elyawati and Achdil Mula  
Purnama who always give me motivation and support*

*My beloved lecturer of English Education Study Program of State Islamic  
Institute of Metro*

*My beloved almamater*

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Alhamdulillah, praise the researcher for the presence of Allah SWT thanks to His blessing and mercy, so the researcher can complete writing this undergraduate-thesis entitled: “IMPROVING STUDENTS’ PRONUNCIATION SKILL BY USING JAZZ CHANT TECHNIQUE AT THE SECOND GRADE OF MODERN ISLAMIC ELEMENTARY SCHOOL OF AN-NAJAH SAMBIKARTO SEKAMPUNG EAST LAMPUNG”. Solawat and salam always be given to our Prophet Muhammad SAW.

This undergraduate-thesis was prepared to obtain an S-1 degree at the State Islamic Institute of Metro. In the preparation of this undergraduate-thesis, the researcher found many obstacles, but because of guidance and cooperation from various parties, finally this undergraduate-thesis can be completed properly. So the researcher respectfully thanks to:

1. Prof. Dr. Hj. Siti Nurjanah, M.Ag as the Rector of State Islamic Institute of Metro.
2. Dr. Zuhairi, M.Pd, as the Dean of the Tarbiyah and Teacher Training Faculty.
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8. Beloved father and mother for endless prayers and support.
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The researcher realizes that there are still many errors in writing this undergraduate-thesis, therefore the researcher expect constructive criticism and suggestions to perfect this undergraduate-thesis.

Metro, May 2023

The Researcher



Anggun Emgi Wirani  
1901052002

## TABLE OF CONTENTS

<b>COVER .....</b>	<b>i</b>
<b>TITLE PAGE .....</b>	<b>ii</b>
<b>APPROVAL PAGE.....</b>	<b>iii</b>
<b>NOTIFICATION LETTER.....</b>	<b>iv</b>
<b>RATIFICATION PAGE.....</b>	<b>vi</b>
<b>ABSTRACT .....</b>	<b>vii</b>
<b>STATE OF ORIGINALITY PAGE .....</b>	<b>ix</b>
<b>MOTTO PAGE .....</b>	<b>xi</b>
<b>DEDICATION PAGE .....</b>	<b>xii</b>
<b>ACKNOWLEDGE PAGE.....</b>	<b>xiii</b>
<b>TABLE OF CONTENTS.....</b>	<b>xv</b>
<b>LIST OF TABLES .....</b>	<b>xvii</b>
<b>LIST OF FIGURES.....</b>	<b>xx</b>
<b>LIST OF APPENDIXES .....</b>	<b>xxi</b>
<b>CHAPTER I INRODUCTION .....</b>	<b>1</b>
A. Background of Study.....	1
B. Identification of the Problem.....	5
C. The Limitation.....	5
D. Problem Formulation.....	6
E. Objective and Benefits of the Study.....	6
1. Objective of the Study .....	6
2. Benefits of the Study.....	6
a. For the Students .....	6

b. For the Teachers.....	7
c. For the Other Researchers .....	7
F. Prior Research .....	7
<b>CHAPTER II LITERATUR REVIEW.....</b>	<b>12</b>
A. Concept of Pronunciation Skill .....	12
1. Definition of Pronunciation Skill .....	12
2. Factors that Affect Pronunciation Learning.....	13
3. Aspects of Pronunciation .....	15
4. Pronunciation Models.....	17
5. Sound of American English.....	21
6. Phonetic and Phonology .....	22
7. The Sound of Language .....	23
a. The Vowels.....	23
b. The Consonants.....	25
c. Final Sound.....	27
d. Popping Sound .....	30
8. Assessment of Pronunciation.....	31
B. Concept of Jazz Chants Technique.....	32
1. Definition of Jazz Chants .....	32
2. Benefits of Jazz Chants .....	34
3. Teaching Steps Using Jazz Chants .....	35
C. Research Hypothesis .....	36
<b>CHAPTER III RESEARCH METHOD .....</b>	<b>37</b>
A. Variable and Operational Definition of Variable .....	37
1. Variable of Research.....	37
2. Operational Definition of Variable .....	38
B. Research Location .....	39
C. Subject and Object of Study .....	39



1. Subject of Study .....	39
2. Object of Study .....	40
D. Action Plan .....	40
1. Cycle I.....	41
2. Cycle II .....	43
E. Data Collection Technique .....	44
F. Data Collection Instrument.....	46
G. Data Analysis Technique .....	47
H. Indicator of Success.....	48
<b>CHAPTER IV RESEARCH RESULT AND DISCUSSION .....</b>	<b>49</b>
A. Result Research.....	49
1. Description of Research Location.....	49
a. Vision and Mission of SD Islam Modern An-Najah.....	49
b. The Condition of Teacher at SD Islam Modern An-Najah .....	50
c. The Quantity of Students at SD Islam Modern An-Najah .....	51
d. The Building of SD Islam Modern An-Najah.....	51
e. The Organization Structure of SD Islam Modern An-Najah .....	52
2. Description of Research Data .....	54
a. Pre-test Activity .....	54
b. Cycle I.....	56
c. Cycle II.....	66
B. Discussion.....	75
<b>CHAPTER V CONCLUSION AND SUGGESTION .....</b>	<b>78</b>
A. Conclusion .....	78
B. Suggestion.....	79
<b>BIBLIOGRAPHY .....</b>	<b>80</b>
<b>APPENDIXES</b>	
<b>BIOGRAPHY</b>	

## LIST OF TABLES

Table 1.	The Pre-survey Result .....	3
Table 2.	The Criteria of Learning Result.....	3
Table 3.	The Example of British and American Pronunciation Model .....	20
Table 4.	The Table of Short Vowel.....	25
Table 5.	The Table of Long Vowel .....	25
Table 6.	The Consonant of English.....	26
Table 7.	The Examples of the Word Ends in Voiceless Sounds .....	29
Table 8.	The Examples of the Word Ends in Voiced Sounds .....	29
Table 9.	The Examples of the Word Ends in a Sibilant Sound .....	30
Table 10.	The Pronunciation Rubric .....	31
Table 11.	The Condition of Teacher at Modern Islamic Elementary School of An-Najah Sambikarto .....	50
Table 12.	The Quantity of the Students at Modern Islamic Elementary School of An-Najah Sambikarto .....	51
Table 13.	The Building of Modern Islamic Elementary School of An-Najah Sambikarto .....	52
Table 14.	Students' Pre-test Grade.....	55
Table 15.	Frequency of Students' Grade Completeness on Pre-test .....	55
Table 16.	Students' Post-test 1 Grade.....	60
Table 17.	Frequency of Students Grade Completeness on Post-test 1 .....	60
Table 18.	The Students' Learning Activities in the Cycle I .....	62
Table 19.	The Frequency of Students' Activities in Cycle I.....	63
Table 20.	The Comparison between Pre-test and Post-test I Grade in Cycle I .....	64

Table 21.	Comparison of Students' Grade in Pre-Test and Post-Test I in Cycle I .....	65
Table 22.	Students' Post-test 2 Grade .....	69
Table 23.	Frequency of Students Grade Completeness on Post-test 1 .....	70
Table 24.	The Students' Learning Activities in the Cycle II .....	71
Table 25.	The Frequency of Students' Activities in Cycle II .....	72
Table 26.	The Comparison between Post-test I and Post-test II Grade in Cycle II .....	73
Table 27.	The Comparison of Students' Grade in Post-test I and Post-test II .....	74

## LIST OF FIGURES

Figure 1.	The Vowels of English .....	23
Figure 2.	Zina O’leary Model .....	40
Figure 3.	The Organization Structure .....	53
Figure 4.	The Percentage of the Students’ Completeness Grade on Pre-test .....	55
Figure 5.	The Percentage of Students’ Completeness Grade on Post-test 1 .....	60
Figure 6.	The Percentage of the Students’ Activities in Cycle I.....	63
Figure 7.	The Comparison of Percentage of the Students’ Completeness Grade on Pre-test and Post-test I .....	65
Figure 8.	The Percentage of Students’ Completeness Grade on Post-test 2 .....	70
Figure 9.	The Percentage of the Students’ Activities in Cycle II .....	72
Figure 10.	The Comparison of Percentage of the Students’ Completeness Grade on Post-test I and Post-test II .....	74

## **LIST OF APPENDIXES**

- Appendix 1. Syllabus
- Appendix 2. Lesson Plan
- Appendix 3. Pronunciation Assessment Rubric
- Appendix 4. Attendance List
- Appendix 5. Instrument and Answer Sheet on Pre-test
- Appendix 6. Instrument and Answer Sheet on Post-test I
- Appendix 7. Instrument and Answer Sheet on Post-test II
- Appendix 8. Students' Grade on Pre-test
- Appendix 9. Students' Grade on Post-test I
- Appendix 10. Students' Grade on Post-test II
- Appendix 11. Observation Sheet of Students' Activities in Cycle I
- Appendix 12. Observation Sheet of Students' Activities in Cycle II
- Appendix 13. Observation Sheet of Researcher' Activities in Cycle I
- Appendix 14. Observation Sheet of Researcher' Activities in Cycle II
- Appendix 15. Documentation
- Appendix 16. Field Note
- Appendix 17. Biography

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of Study**

English is an international language that is learned at every level of education. There are four main skills in English, namely; listening, speaking, reading and, writing. There is one part of speaking skill that is very important and should not be forgotten, namely Pronunciation. The pronunciation is one aspect of speaking related to the way a person pronounces the sounds of the language.

Pronunciation has an important role when communicating using English, especially in the use of talk to native speakers. An error word certainly confuses the interlocutor. It shows that a person's ability to pronounce vocabulary greatly affects the success rate of a communication. Therefore, in addition to increasing the amount of vocabulary, speakers must also master the pronunciation well.

In general, pronunciation skill can minimize the occurrence of misunderstandings in communicating. In addition, there are three main reasons why pronunciation skill is important in English. First, good pronunciation can produce language sounds that are close to the quality of native speakers. Second, good pronunciation can increase the confidence of the speaker in speaking. Finally, pronunciation skill can improve the ability to understand the interlocutor when communicating.

One aspect that affects a person's quality in pronunciation is the application of appropriate teaching technique. This is because teaching techniques are a real form of a teacher or educator to perform treatment as an effort to maximize the achievement of learning goals, especially those related to pronunciation skill. The good teaching techniques are able to support everything students need to achieve better quality pronunciation skill.

One technique in teaching pronunciation is Jazz Chants. Jazz Chants are the rhythmic expression of Standard American English as it occurs in situational context<sup>1</sup>. It is accompanying cassette are designed as a language tool to develop students' appreciation of the rhythm and intonation patterns of spoken American English. Just as the selection of a particular tempo and beat in jazz may convey powerful and varied emotion, the rhythm, stress and intonation patterns of the spoken language are essential elements for the expression of the feelings and intent of the speaker.

In general, the use of Jazz Chants in English teaching can make students more enthusiastic in the classroom. Jazz chants can help students memorize English material easily. Besides of that Jazz Chants considerably improve students' speaking and listening comprehension skill. It also works well in reinforcing specific structures used in situational context.

Jazz Chants are very useful to use in improving pronunciation skill because something about the music energizes the students, and they have to pronounce the word in a rhythm. Chants can also help English Language Learners

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<sup>1</sup>Anete Vasquez, Angela L. Hansen, Philip C. Smith, *Teaching Language Arts to English Language Learners* (Abingdon: Taylor & Francis, 2010), 139.

introduce to chunks of language, practice vocabulary, better understand idiomatic expression, and contextualize specific grammatical structure and situational context. Chants are generally set up as conversational exchanges in order to practice patterns and vocabulary in a context that they may be exposed to outside the classroom.

**Table 1**  
**The Pre-survey Result**

<b>No.</b>	<b>Name</b>	<b>Score</b>	<b>Interpretation</b>
1.	AK	60	Incomplete
2.	AR	60	Incomplete
3.	DA	70	Complete
4.	DW	50	Incomplete
5.	MA	60	Incomplete
6.	MO	60	Incomplete
7.	RH	50	Incomplete
8.	SA	70	Complete
<b>Total</b>		<b>420</b>	
<b>Average</b>		<b>52,5</b>	

Source : Taken on The Pre-survey at September, 6th 2022.

**Table 2**  
**The Criteria of Learning Result**

<b>No.</b>	<b>Grade</b>	<b>Frequency</b>	<b>Percentage</b>	<b>Criteria</b>
1.	<70	6Students	75%	Incomplete
2.	≥ 70	2 Students	25%	Complete
<b>Total</b>		<b>8 Students</b>		

Source : Taken from the students' assignment on the Pre-survey at September, 6th 2022.



Based on the results of the pre-survey at An-Najah Modern Islamic Elementary School, it is known that students' pronunciation skill is classified as unsatisfactory. It is because the largest percentage of students' pronunciation skill is included in the criteria that are not completed. It means that most students are not able to achieve the standard of minimum completeness on their pronunciation skill. From the results of the pre-survey, it can also be known that the value of student pronunciation skill experiences problems that should be followed up.

In the pre-survey process the researcher conducted observations on students' English skill. From these observations, the researcher knows that students have problems in saying English words. For example, when students do spelling the alphabet "w" is still pronounced "we" instead of "double u". It is happens because students get problems in understanding the basic concepts of pronunciation between Indonesian and English. Another problem in pronunciation is due to the lack of intensity of students in practicing saying English words. Beside of that, another problem found is the inability of students to distinguish the way of pronunciation between Indonesian and English words, most words in English are still spoken as the way the word is pronounced in Indonesian.

Based on the entire description above, the researcher intends to address the problems of students in pronunciation skill. To address these problems, the researcher intends to conduct classroom action research. In this case, the researcher performed a teaching treatment with the application of the Jazz Chants strategy. The researcher hopes that through the application of such methods there is improvement in students' pronunciation skill. Therefore, the researcher intends

to compile a undergraduate-thesis entitled "Improving Students' Pronunciation Skill by using Jazz Chats Technique at the Second Grade of Modern Islamic Elementary School An-Najah Sambikarto Sekampung East Lampung.”

## **B. Identification of the Problem**

The researcher has identified four problems in this study, including:

1. The students have difficulty in pronouncing English words.
2. The students are not able to understand the basic concepts of English pronunciation.
3. The students are less practicing to state English words.
4. The students are not able to distinguish the way of pronunciation of Indonesian and English.

## **C. Problem Limitation**

The researcher limits the problems that have been identified previously by focusing only on the low pronunciation skill of students. To address this problem, the researcher intends to conduct class action research through the application of the Jazz Chants Technique method. Therefore, the researcher compiled a undergraduate-thesis entitled "Improving Students' Pronunciation Skill by using Jazz Chats Technique at the Second Grade of Modern Islamic Elementary School of An-Najah Sambikarto Sekampung East Lampung.”

#### **D. Problem Formulation**

The problem formulation of this research is constructed as: “Can Jazz Chants Technique improve the students' pronunciation skill and their learning activity at the Second Grade of Modern Islamic Elementary School of An-Najah Sambikarto Sekampung East Lampung?”

#### **E. Objective and Benefits of the Study**

##### **1. Objective of the Study**

The objective of this research is in order to improve the students' pronunciation skill and their learning activity by using Jazz Chants technique at the Second Grade of Modern Islamic Elementary School of An-Najah Sambikarto Sekampung East Lampung.

##### **2. Benefits of the Study**

###### **a. For the Students**

As the way to involve the student in learning using one of the variations of pronunciation skill learning techniques so that they get new experiences in the pronunciation skill learning process. Through this research, the students are expected to have better pronunciation skill because this method is expected to help students in pronunciation learning.

### **b. For the Teachers**

As the way to provide information related to students' pronunciation skill. In addition, teachers also get information about the application of the Jazz Chants technique so that teachers can develop the learning process using these strategy in the hope that students' pronunciation skill is better.

### **c. For the Other Researchers**

As the way to provide information related to theories about the use of Jazz Chants strategy in pronunciation learning. In addition, this study not only provides information related to these theories but also provides important information related to the procedures for applying pronunciation skill research using Jazz Chants Technique, so it is hoped that this research is one of the references for other researchers who develops this research topic into other forms of research.

## **F. Prior Research**

This study was conducted by reviewing three relevant studies that have been conducted by several the researcher before. The first relevant research is conducted by Nurhayati and Nurhamdah with the research title "The Effectiveness of Teaching Pronunciation Through Jazz Chants Method."<sup>2</sup>The research is conducted in 2019 at MTsN Parepare, the research method used is a quantitative research method by examining eighth grade students of MTsN Parepare. The

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<sup>2</sup>Nurhayati and Nurhamdah, "The Effectiveness of Teaching Pronunciation Through Jazz Chants Method", *Inspiring: English Education Journal*, No. 2 (2019): 83.

relevant research aims to find out the effectiveness of pronunciation teaching through Jazz Chants and how students respond to the application of the Jazz Chants method in pronunciation teaching. The results of the relevant study showed that the use of the Jazz Chants method is very effective to improve students' pronunciation skill. In addition, students' response to the application of jazz chants methods in pronunciation teaching is also very positive, students look very enthusiastic, they are very happy and enjoy the learning process.

The research of the relevant with the researcher's research has similarities and differences that can be taken wisdom. The similarity of this research lies in the similarity of the research topic of Jazz Chants on the skill of pronunciation. While the difference lies in the research method, it is because the research method that the researcher uses is classroom action research while the relevant research method is a quantitative research method. Another difference lies in the purpose of the research, it is due to the purpose of the relevant research to find out the effectiveness of pronunciation teaching through Jazz Chants and students' response to the application of the Jazz Chants method in pronunciation teaching. While the purpose of the researcher's research is to improve pronunciation skill through Jazz Chants.

The second relevant research is conducted by Asep Darajatul Romli with the research title "To Improve English Pronunciation Through Jazz Chants Technique."<sup>3</sup>The research is conducted in 2021 at Telukjambe Islamic Junior High School. The research method used is the classroom action research method

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<sup>3</sup>Asep Darajatul Romli, "To Improve English Pronunciation Through Jazz Chants Technique", *Prosiding Konferensi Nasional Penelitian dan Pengabdian Universitas Buana Perjuangan Karawang*, No. 1 (2021): 888.

by researching eighth grade students of Telukjambe Islamic Junior High School. The research aims to find out how Jazz Chants techniques can help students develop their skill of pronunciation. The results of the relevant research showed that the use of Jazz Chants technique is able to develop pronunciation skill in eighth grade students of Telukjambe Islamic Junior High School, student activity always increased at every meeting from cycle I to cycle II.

The relevant research with the researcher's research has an equation that lies in the similarity of the research topic jazz chants on the skill of pronunciation. Another equation lies in the research method used, namely the classroom action research method. In addition, the purpose of the research conducted is also the same which is to improve students' pronunciation skill through Jazz Chants.

The last relevant research is conducted by Puti Devi Lestari, Mochamad Ndaru Purwaning Laduni and Wahyu Bandjarjni with the research title "Promoting English Learners' Pronunciation of Inflectional Suffixes-*s* and *-es* Through Jazz Chants."<sup>4</sup>The research is conducted in 2017 at PGRI Adi Buana University Surabaya, the research method used is qualitative research method by researching first semester students in the Department of English Education, Faculty of Teacher Training and Education, PGRI Adi Buana University Surabaya. The relevant research aims to share the experience of the researcher in dealing with the problem of English learners in pronouncing inflectional suffixes-*s* and *-es* through the medium of Jazz Chants. The results of the relevant study showed that the use of Jazz Chants media has made it easier for students to find out the differences in

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<sup>4</sup>Puti Devi Lestari, Mochamad Ndaru Purwaning Laduni and Wahyu Bandjarjni, "Promoting English Learners' Pronunciation of Inflectional Suffixes-*s* and *-es* Through Jazz Chants", *Journal of English Teaching Adi Buana*, No. 01 (2017): 13.

the pronunciation of inflection suffixes *-s* and *-es* at the type of the final sound of a different word.

The relevant research with the researcher's research has similarities and differences that can be taken wisdom. The similarity of the research lies in the similarity of the topic of Jazz Chants research on pronunciation skill. While the difference lies in the research method, it is because the research method that the researcher uses is classroom action research while the relevant research method is qualitative research method. Another difference lies in the purpose of the research, it is because the purpose of the relevant research is to share the experience of the researcher in dealing with the problem of English learners in pronouncing inflection suffixes *-s* and *-es* through the medium of Jazz Chants. While the purpose of the researcher's research is to improve pronunciation skill through Jazz Chants.

The novelty of this research is in the effort to apply jazz chant technique in English learning for kids with a combination of children's English songs that are linked to English materials from the syllabus. In addition, the specific novelty is the connection between the media of English songs and the material content of the syllabus that was performed with the jazz chant technique. For example, the researcher teaches number material. The researcher used a number song from the native speaker with the English syllabus of second-grade elementary school students as the source, and then the researcher presented it by using a jazz chant technique.

## CHAPTER II

### LITERATUR REVIEW

#### A. Concept of Pronunciation Skill

##### 1. Definition of Pronunciation

Pronunciation is an important skill that allows the speakers to achieve comfortable intelligibility in English.<sup>1</sup> According to Jose A. Mompean and Jonas Fouz-Gonzales, English pronunciation is considered to be an object of study or a field of practice; the growing interest in English pronunciation is likely to continue to attract a great deal attention<sup>2</sup>. People ability to pronounce is not increased if they only focus on theory, so they must practice it constantly. This is because pronunciation is the act of saying a statement that requires repeated practice.

In addition, pronunciation is another vital sub-skill of language learning that helps the learner to use vocabulary and grammatical rules communicatively.<sup>3</sup> Judy B. Gilbert argues that pronunciation is not the skill of a list of sounds or isolated words but also skill to learning and practice the specifically English way of making a speaker touch easy to follow<sup>4</sup>. In order to have good pronunciation, speaker must pronounce the words clearly or

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<sup>1</sup>Lynda Yates and Beth Zielinski, "Give It a Go: Teaching Pronunciation to Adults", (Australia: Department of Immigration and Citizenship Macquarie University Sydney, 2009), 13.

<sup>2</sup>Jose A. Mompean and Jonas Fouz-Gonzales, "Investigating English Pronunciation: Trends and Directions", (New York: Palgrave Macmillan, 2015), 6.

<sup>3</sup>Rahmatullah Katawazai , Mustafa Haidari and Sandaran SC, "An Evaluation of Sub-Skill (Vocabulary, Grammar and Pronunciation) in the Grade 9 English Textbook of Afghan Secondary Schools", *International Journal of Engineering and Advanced Technology (IJEAT)*, Vol. 8 (2019): 1237.

<sup>4</sup>Judy B. Gilbert, "Teaching Pronunciation: Using the Prosody Pyramid", (New York: Cambridge University Press, 2008), 1.



commonly called articulation. Articulation indicates the process of formation and separation of sounds.

Pronunciation is an element of the linguistic system that is as important as vocabulary and grammar.<sup>5</sup> Pronunciation shows how to pronounce each sound. Incorrect pronunciation can shift the listener's focus from the message to the sound.

## **2. Factors that affect pronunciation learning**

In the learning process, there are several factors that affect students' development. Joanne Kenworthy argues that there are six factors that influence students' development in learning pronunciation, these factors include:<sup>6</sup>

### **a. Native language**

The native language is an important factor in learning to pronounce English; this is clearly demonstrated by the fact that a foreign accent has some of the sound characteristics of the learner's native language. These are often obvious enough to make a person's origins identifiable by untrained as well as trained people.

### **b. Age factor**

People commonly assume that if someone pronounces a second language like a native, they probably started learning it as a child.

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<sup>5</sup>Anna Jarosz, "English Pronunciation in L2 Instruction: The Case of Secondary School Learners", (Poland: Springer Nature Switzerland AG, 2019), 9.

<sup>6</sup>Joanne Kenworthy, "Longman Handbooks for Language Teacher: Teaching English Pronunciation", (New York: Longman Inc, 1988), 4.

Conversely, is a person does not begin to learn a second language until adulthood; they never have a native speakers. These beliefs seem to be supported by the many cases of adult who learn to speak a second language fluently, but still maintain a foreign accent, even when they have lived in the host country for many years.

c. Amount of exposure

Another factor is the amount of exposure to English the learner receives. It is tempting to view this simply as a matter of whether the learner is living in an English-speaking country or not.

d. Phonetic ability

It is common view that some people have a ‘better ear’ for foreign languages than others. This skill has been variously termed ‘aptitude for oral mimicry’, ‘phonetic coding ability’ or ‘auditory discrimination ability’.

e. Attitude and identity

It has been claim that factors such as a person’s ‘sense of identity’ and feelings of ‘group affiliation’ are strong determiners of the acquisition of accurate pronunciation of a foreign language.

f. Motivation and concern for good pronunciation

Some learners seem to be more concerned about their pronunciation than others. This concern is often expressed in statements about how ‘bad’ their pronunciation is and in requests for correction –

both blanket requests and frequent pauses during speech used to solicit comments on the accuracy of pronunciation.

There are three ways that teachers can do to improve students' ability to learn pronunciation, including<sup>7</sup>:

- a. Teacher can persuade learners of the importance of good pronunciation for ease of communication.
- b. Teacher can continually emphasize that a 'native-like' accent do not be imposed as a goal.
- c. Teacher can demonstrate concern for learners' pronunciation and their progress in it.

These three main points are important aspects of the teacher's role. The third is especially important. A teacher who clearly demonstrates concern for the pronunciation and speaking skill of learners stand a good chance of instilling a similar concern in the learners themselves.

### **3. Aspect of Pronunciation**

#### **a. Sounds**

These are two types, *vowel* and *consonants*. Vowels and consonants perform different functions in the *syllable*. Each syllable has a vowel at its centre (*salt*, *tab-*, etc.) and the consonants 'surround' the vowel, preceding it and cutting it off.

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<sup>7</sup>*Ibid.*, 9.

**b. Combination of sounds**

Sometimes sounds occur in group. Two consonants occur at the end of the word 'salt'. When this happens within a word it is called a *consonant cluster*.

**c. Linkage of sounds**

When English people speak, they generally do not pause between each word, but move smoothly from one word to the next.

**d. Word stress**

When an English word has more than one syllable (a 'polysyllabic' word) one of these is made to stand out more than the other(s). This is done by saying that syllable slightly louder, holding the vowel a little longer, and pronouncing the consonants very clearly. These features combine to give that syllable prominence or *stress*.

**e. Rhythm**

English speech resembles music in that it has a beat. There are groups of syllables, just like bars of music, and within each group there are strong and lower beats. There is a tendency in English for the strong beats to fall on nouns, verbs, adjectives and adverbs (words that carry a lot of meaning) and for the low beats to fall on preposition, articles and pronouns (word with grammatical function).

**f. Low forms**

When a word with only one syllable is unstressed in a sentence, its pronunciation is often quite different from when it is stressed. The definite

article, 'the', is an example. When said by itself, or stressed, the vowel sound like the one in 'me', but when it is unstressed the vowel is quite short and indistinct.

**g. Sentence stress**

Speakers often decide that they want to give more or less prominence to a particular word. A word may be given less weight because it has been said already, or it may be given more weight because the speaker wants to highlight it.

**h. Intonation**

Speech is also like music in that it uses changes in pitch. Speech has a melody called *intonation*. The two basic melodies are rising and falling. These can be very sudden, or gradual, and can be put together in various combinations (rise-fall-rise, fall-rise-fall, etc).

**4. Pronunciation Models**

**a. The British English (BR) Pronunciation Model**

An obvious model for British English pronunciation is that which is usually termed Received Pronunciation (normally abbreviated to RP), this being 'an accent that will not be the object of comment as regards elevated upbringing or social pretension' and that 'is not associated with any one geographical region in England. A model labelled 'RP' has long been the norm in British-English pronouncing and general dictionaries and in language-teaching classrooms. In this regard transcribers of BR, with

access to a generally agreed model for description, may be considered to be more fortunate than transcribers of AM, for which no nationwide model can readily be identified. Within a range of RP accents two essential trends, which have been termed ‘U-RP’ and ‘mainstream RP’ or ‘marked’ and ‘unmarked’, are to be distinguished. The one variety (‘U’ or ‘marked’) is an accent which, when heard by most native speakers of BR, leads to the user being judged old-fashioned, affected, or pretentious. The other (‘mainstream’ or ‘unmarked’) is an accent which, for native speakers, carries connotations of education and sophistication but no especially narrow regional overtones and no serious negative social judgments.<sup>8</sup>

#### **b. The American English (AM) Pronunciation Model**

English in the United States has no obvious standard spoken model (that is, no identifiable variety widely spoken by well-educated residents), nothing that parallels RP. Use of the term ‘General American’ is thus always a mistake. Education is the prime consideration in the formation of American standards, and different spoken standards have historically existed in different regions of the country. Regional varieties of pronunciation show no sign of giving way before the mobility of the population and the omnipresence of national broadcast media. Many educated speakers from New England and from the Coastal South have

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<sup>8</sup> Clive Upton and William A. Kretzschmar, Jr, “The Routledge Dictionary of Pronunciation for Current English”, (Abingdon: Routledge, 2017), 14.

accents readily identified by speakers from other parts of the country, yet speakers from the Midwest also have their regional pronunciation habits even if these are not often recognized by the public. Broadcasters with network ambitions traditionally have tried to limit the regionalisms of their accents but local reporters and weather forecasters often retain their regional accents. While there are indeed dialect coaches who help actors and some other people tone down their regional accents, many Americans take pride in their regional speech as a marker of cultural identity. On the other hand, Americans also maintain a strong belief in Standard English, even if they do not believe that they speak it themselves, as the language taught in schools.<sup>9</sup>

### **c. Differences Between British and American English**

When a Briton and an American meet, even though they are far from mutually unintelligible, each is soon aware of differences in the speech of the other. These differences can be seen as follows:<sup>10</sup>

- 1) The accent is different: pronunciation, tempo, and intonation are distinctive.
- 2) Differences in vocabulary, idiom and syntax occur. It is estimated that some 4,000 words and expressions in common use in Britain today either do not exist or are used differently in the US. These differences

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<sup>9</sup> Ibid., 17

<sup>10</sup> Gleen Darragh, "A to Zeed, A to Zee : A Guide to the Differences Between British and American English", (Irun: Editorial Stanley, 2000), 5.

are reflected in the way British and American English are written, so that variations in spelling and punctuation also emerge.

- 3) There are immense cultural divergences, ranging from different trademarks for everyday products to different institutions and forms of government.

#### d. The Example of British and American Pronunciation Model

Some example of the pronunciation British and American model can be seen on the following table:<sup>11</sup>

**Table 3**  
**The Example of British and American Pronunciation Model**

No.	Vocabulary	British Model	American Model
1.	airplane	ε:plεɪn	εr,plεɪn
2.	alarm	ə'lɑ:m	ə'lɑrm
3.	alone	ə'ləʊn	ə'ləʊn
4.	animal	animl	ænəm(ə)l
5.	bag	bæg	bæg
6.	ball	bɔ:l	bɑl
7.	bank	bæŋk	bæŋk
8.	blood	blʌd	bləd
9.	cap	kæp	kæp
10.	cat	kæt	kæt
11.	cheese	tʃi:z	tʃiz
12.	coffee	kɒfɪ	kafi
13.	danger	dεɪn(d)ʒə(r)	dεɪndʒər
14.	dirty	də:tɪ	dərɪ

<sup>11</sup> Clive Upton and William A. Kretschmar, Jr, "The Routledge Dictionary of Pronunciation for Current English", (Abingdon: Routledge, 2017), 28.



15.	dog	dɒg	dɑg
16.	eraser	iˈreɪzə(r)	iˈreɪsər
17.	father	fɑːð ə(r)	fɑð ər
18.	flower	flaʊə(r)	fla ʊər
19.	hair	hɛː(r)	hɛ(ə)r
20.	holliday	hɒlɪdeɪ	hɑləˌdeɪ

## 5. Sound of American English

British English and American English are considered the two main native dialects of the English language. The American English family includes the English spoken as a native language in the United States and Canada.<sup>12</sup> The English alphabet has five vowels, *a*, *e*, *i*, *o* and *u*, but it has about 15 main vowel sounds. For some learners this is one of the most difficult aspects of American English to master. Speakers of languages with fewer vowel sounds are likely to speak English using only the same number of sounds that exist in their native language. Sometimes they do not even hear the distinction between certain sounds in English.<sup>13</sup> In the English language there is different between sound and spelling. The influence of English spelling is so strong, however that many speakers find it difficult to think in terms of sound.<sup>14</sup> It is because spelling the word is no have relationship to the way they are pronounced, so it's important for the student to begin to think in terms of

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<sup>12</sup>Ashraf Abu Fares, "British English and American English: History and Differences", *International Journal of Linguistics, Literature and Translation (IJLLT)*, Vol. 2 (2019): 179.

<sup>13</sup>Lisa Mojsin, "Mastering the American Accent", (Hauppauge: Barron's Educational Series, Inc., 2016), 1.

<sup>14</sup>Gertrude F. Orion, "Pronouncing American English: Sound, Stress and Intonation", (Boston: Heinle Cengage Learning, 1997), 3.

sound and not letter. This is one reason for using a phonetic alphabet.<sup>15</sup> A phonetic alphabet has one symbol representing one sound regardless of how many different ways that sound may be spelled. The organs of speech that help to form these sounds are called articulators. They include the lips, teeth, tongue roof of the mouth, nose, jaw and vocal cords.

## 6. Phonetics and Phonology

There are two sub-disciplines in linguistics which deal with sound, namely phonetics and phonology. Phonetics provides objective ways of describing and analyzing the range of sounds humans use in their languages.<sup>16</sup> More specifically, articulatory phonetics identifies precisely which speech organs and muscles are involved in producing the different sounds of the world's languages. Those sounds are then transmitted from the speaker to the hearer, and acoustic and auditory phonetics focus on the physics of speech as it travels through the air in the form of sound waves, and the effect those waves have on a hearer's ears and brain. It follows that phonetics has strong associations with anatomy, physiology, physics and neurology.

Meanwhile, phonology is the language-specific selection and organization of sounds to signal meanings.<sup>17</sup> Phonology can never be completely divorced from phonetics, since sound patterns can never be completely separated from

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<sup>15</sup>Gertrude F. Orion, "Pronouncing American English: Sound, Stress and Intonation. Answer Key and Instructor's Manual", (Boston: Heinle Cengage Learning, 1998), 1.

<sup>16</sup>April McMahon, "An Introduction to English Phonology", (Edinburgh: Edinburgh University Press, 2002), 1.

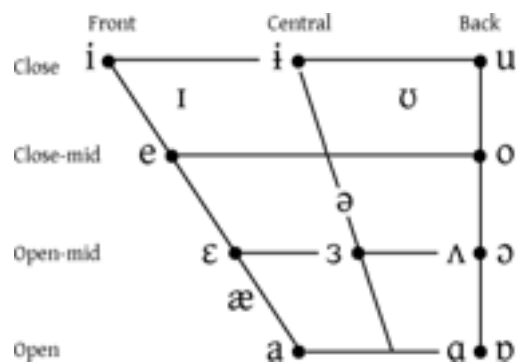
<sup>17</sup>*Ibid.*, 2.

how they are produced and heard, and production and perception are always influenced by the overarching linguistic organization.

## 7. The Sounds of the Language

The sounds of the language are divided into vowels and consonants.<sup>18</sup> When the vocal cords vibrate, the sound is *voiced*. When the vocal cords do not vibrate, the sound is *voiceless*. All vowels are voiced, but consonants may be either voiced or voiceless. In addition, all vowels and some consonants can be held for a shorter or longer period of time, depending on which sound precedes or follows the sound.

**Figure 1**



The Vowels of English<sup>19</sup>

### a. The Vowels

Vowels are made by voiced air passing through different mouth shapes, the differences in the shape of the mouth are caused by different positions of the tongue and of the lips. Vowels must be learned by

<sup>18</sup>Gertrude F. Orion, "Pronouncing American English: Sound, Stress and Intonation", (Boston: Heinle Cengage Learning, 1997), 3.

<sup>19</sup>Ralph W. Fasold, "An Introducing Language and Linguistics", (Cambridge: Cambridge University Press, 2013), 21.

listening and imitating. It is easy to see and to feel the lip differences, and that is very difficult to see and to feel the tongue differences, and that is why a detailed description of the tongue position for a certain vowel does not really help to pronounce it well.<sup>20</sup>

In English there are 20 distinct vowel sounds (12 single vowels and 8 diphthongs that is, two vowel sounds said close together), and as with consonants, each can be represented by a phonemic symbol. Single vowels can be described in terms of how long they are, as well as the position of our tongue and the shape of our lips when we say them.<sup>21</sup>

#### 1) Short Vowels

Short vowels are only relatively short, as we shall see later, vowels can have quite different lengths in different contexts. Each vowel described in relation to the cardinal vowels.<sup>22</sup> The phonemic symbols commonly used in dictionaries and teaching resources that represent the short vowels are:

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<sup>20</sup>J. D. O'Connor, "Better English Pronunciation", (Cambridge: Cambridge University Press, 1980), 79.

<sup>21</sup>Lynda Yates and Beth Zielinski, "Give It a Go: Teaching Pronunciation to Adults", (Australia: Department of Immigration and Citizenship Macquarie University Sydney, 2009), 53.

<sup>22</sup>Peter Roach, "English Phonetic and Phonology: A Practical Course Second Edition", (Cambridge: Cambridge University Press, 1991), 14.

**Table 4**  
**The Table of Short Vowels**

No.	Phonemic	Example
1.	/ ɪ /	b <u>it</u> , p <u>i</u> n, f <u>i</u> sh
2.	/ ɛ /	b <u>e</u> t, m <u>e</u> n, y <u>e</u> s
3.	/ æ /	b <u>a</u> t, m <u>a</u> n, g <u>a</u> s
4.	/ ʌ /	b <u>u</u> t, s <u>o</u> me, r <u>u</u> sh
5.	/ ɒ /	p <u>o</u> t, g <u>o</u> ne, c <u>o</u> ss
6.	/ ʊ /	p <u>u</u> t, p <u>u</u> ll, p <u>u</u> sh
7.	/ ə /	<u>a</u> bout, <u>a</u> bove, disc <u>u</u> ss

## 2) Long Vowels

Long vowels are the vowels which tend to be longer than the short vowels in similar context<sup>23</sup>. The phonemic symbols commonly used in dictionaries and teaching resources that represent the long vowels are:

**Table 5**  
**The Table of Long Vowels**

No.	Phonemic	Example
1.	/ i: /	b <u>ea</u> t, m <u>ea</u> n, p <u>ea</u> ce
2.	/ ɑ: /	c <u>a</u> rd, h <u>a</u> lf, p <u>a</u> ss
3.	/ ɔ: /	b <u>o</u> ard, t <u>o</u> rn, h <u>o</u> rse
4.	/ u: /	f <u>oo</u> d, s <u>oo</u> n, l <u>oo</u> se
5.	/ ɜ: /	b <u>ir</u> d, f <u>er</u> n, h <u>ea</u> rt

## b. The Consonants

The consonants are pronounced in very much way wherever English is spoken. There are two good reasons for beginning with

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<sup>23</sup>*Ibid.*, 18

consonant rather than vowels. First, consonant contribute more to making English understood than vowels do. Second, consonants are generally made by definite interference of the vocal organs with the air stream, and so are easier to describe and understand.<sup>24</sup> In English there are 24 consonant sounds or phonemes. A phoneme is a sound that can make a difference in meaning and can therefore be used to distinguish one word from another. The phonemic symbols that represent the 24 English consonants are:<sup>25</sup>

**Table 6**  
**The Consonants of English**

<b>The Consonant of American English and Their Phonemic Symbol</b>					
<b>No.</b>	<b>Phonemic</b>	<b>Example</b>	<b>No.</b>	<b>Phonemic</b>	<b>Example</b>
1.	/ p /	pie, lip	13.	/ ʃ /	sh <u>o</u> e, sh <u>y</u>
2.	/ b /	b <u>o</u> y, cab	14.	/ ʒ /	u <u>s</u> ually, lei <u>s</u> ure
3.	/ t /	t <u>e</u> a, cat	15.	/ tʃ /	ch <u>a</u> ir, wat <u>ch</u>
4.	/ d /	d <u>o</u> g, d <u>a</u> y	16.	/ dʒ /	j <u>o</u> ke, gi <u>an</u> t
5.	/ k /	c <u>a</u> r, k <u>i</u> t	17.	/ m /	m <u>i</u> lk, se <u>m</u>
6.	/ g /	g <u>o</u> , beg	18.	/ n /	n <u>o</u> se, sun
7.	/ f /	f <u>i</u> re, ph <u>o</u> ne	19.	/ ŋ /	s <u>i</u> ng, th <u>in</u> k
8.	/ v /	l <u>o</u> ve, v <u>ie</u> w	20.	/ ð /	h <u>o</u> use, a <u>h</u> ead
9.	/ θ /	th <u>in</u> g, bath	21.	/ l /	l <u>i</u> ke, full
10.	/ ð /	th <u>i</u> n, th <u>e</u> se	22.	/ r /	r <u>i</u> ce, r <u>u</u> n
11.	/ s /	s <u>a</u> fe, c <u>i</u> ty	23.	/ w /	w <u>i</u> nter, sw <u>i</u> m
12.	/ z /	z <u>o</u> ne, g <u>o</u> es	24.	/ ʒ /	y <u>e</u> s, loy <u>a</u> l

<sup>24</sup>J. D. O'Connor, "Better English Pronunciation", (Cambridge: Cambridge University Press, 1980),24.

<sup>25</sup>Lynda Yates and Beth Zielinski, "Give It a Go: Teaching Pronunciation to Adults", (Australia: Department of Immigration and Citizenship Macquarie University Sydney, 2009), 39.

### c. Final Sound

Final sound in English are classified in two types, including final *-ed* and final *-s*.

#### 1) The Final *-ed*

The *-ed* ending is used to make the simple past and past participle of regular verbs in English. Although the use of this suffix is grammatically simple, its correct pronunciation is often difficult for foreign learners because it responds to phonetic rules that are often unknown even by native speakers. However, adequately pronouncing these verb forms is fundamental to effective English speaking. The three rules are detailed below:<sup>26</sup>

- a) If the verb's base form ends in a voiceless sound, the *-ed* ending is pronounced [t]. Some examples are: Worked [wɜːkt], Stopped [stɒpt], Kissed [kɪst], Laughed [læft], Washed [wɔːft].
- b) If the verb base form ends in a voiced sound, the *-ed* ending is pronounced [d]. Some examples are: Enjoyed [ɪn'dʒɔɪd], Lived [lɪvd], Stored [stɔːrd], Manned [mænd], Summed [sʌmd].
- c) If the verb base form ends in [t] or [d], the *-ed* ending is pronounced [ɪd], or alternatively [əd]. Some examples are: Wanted ['wɑːntɪd] or ['wɔːntɪd], Started ['stɑːtɪd], Needed ['niːdɪd], Invaded [ɪn'veɪdɪd], Recorded [rɪ'kɔːrdɪd].

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<sup>26</sup>José Vicente Abad Olaya, "The sounds of english : Theory and Practice for Latin American Speakers", (Colombia: Universidad Católica Luis Amigó, 2020), 56.

2) The Final *-s*

The final *-s* is placed at the end of words to serve four grammatical purposes, as follows:<sup>27</sup>

- a) To make the plural form of most countable nouns. Examples: carss, bootss, wagonss.
- b) To indicate the conjugation of verbs in present tense for the third person singular. Examples: a) Mary often looks for bargains. b) He works 8 hours a day.
- c) To abbreviate *is*, the conjugation of the verb *to be* for the third person singular in the present tense. In this case *-s* is preceded by an apostrophe. Examples: a) She's my best friend. b) It's not a big deal. c) Jack's traveling.
- d) To make the Possessive Saxon. Here the *-s* is also accompanied by an apostrophe. Examples: Joe's car, Mike's truck.

The pronunciation of the final *-s* depends on the qualities of the preceding sounds. The three rules that determine the pronunciation of the final *-s* are described below:

- 1) If the word ends in voiceless sounds such as [p], [k], [f], [t], or [θ], the final *-s* is pronounced [s]. Some examples are:

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<sup>27</sup>*Ibid.*, 66.



**Table 7**  
**The Examples of the Word Ends in Voiceless Sounds**

<b>Plural</b>	marks <u>s</u> [marks]
<b>3<sup>rd</sup> person singular</b>	She laugh <u>s</u> [læfs]
<b>Abbreviation of is</b>	Pat' <u>s</u> out [pætsaʊt]
<b>Possessive Saxon</b>	Beth' <u>s</u> exam [bɛθs]

- 2) If the word ends in voiced sounds such as [b], [g], [v], [d], [l], [r], or [ð], the final *-s* is pronounced [z]. Some examples are:

**Table 8**  
**The Examples of the Word Ends in Voiced Sounds**

<b>Plural</b>	Job <u>s</u> [ʒabz], car <u>s</u> [karz]
<b>3<sup>rd</sup> person singular</b>	She enjoy <u>s</u> music. [ɪn'dʒɔɪz]
<b>Abbreviation of is</b>	He' <u>s</u> nice. [ɪz]
<b>Possessive Saxon</b>	Jim' <u>s</u> work. [dʒɪmz]

- 3) If the word ends in a sibilant sound such as [s], [z], [ʃ], [ʒ], or [dʒ], the final *-s* is pronounced as [ɪz]. Sometimes, as in the case of plurals or verbs in present tense for the third person singular, the pronunciation rule becomes a spelling rule. Therefore, for the words ending in *s*, *z*, *sh*, *ch*, *ge*, or *x* we must add an *e* before the final *-s*. No abbreviation is used for *is* when the preceding words end in sibilant sounds. As for the Possessive Saxon, although no *-e* is added, the pronunciation of [ɪz] still applies.

**Table 9**  
**The Examples of the Word Ends in a Sibilant Sound**

<b>Plural</b>	watches <u>s</u> [ˈwɑtʃɪz]
<b>3<sup>rd</sup> person singular</b>	She miss <u>es</u> you [ˈmɪsɪz]
<b>Abbreviation of is</b>	No abbreviation is used. E.g. Mitch <u>is</u> absent. Jazz <u>is</u> all I want to hear
<b>Possessive Saxon</b>	Rose' <u>s</u> house [rɒʊsɪz], Max' <u>s</u> pet [mæksɪz]

#### d. Popping Sound

Popping sound is the sound produced when the lips come together to constrict the airflow. Then, the mouth rapidly opened to release the accumulated air.<sup>28</sup> The sound of /p/ and /b/ are the sound included in this sound.

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<sup>28</sup>José Vicente Abad Olaya, "The sounds of english : Theory and Practice for Latin American Speakers", (Colombia: Universidad Católica Luis Amigó, 2020), 58.

## 8. Assessment of Pronunciation

The pronunciation rubric used in pronunciation assessment is as follow:

**Table 10**  
**The Pronunciation Rubric<sup>29</sup>**

Grade	Criteria			
	Vowel	Consonant	Final Sound	Popping Sound
5	Produce almost all English vowel accurately and clearly.	Produce all the English consonants perfectly.	Produce all of the final sound perfectly.	Produce all of the popping sound perfectly.
4	Can produce the majority of vowels accurately, but has some difficulty in distinguishing short vowels and long vowels.	Produces consonants with no difficulties, but some occasional mistakes appear.	Produce the final sound with no difficulties but little mistake appear.	Produce the popping sound with no difficulties but little mistake appear.
3	Has difficulties distinguishing short vowels and long vowels.	Finds difficulties to articulate and produce some English	Has difficulties in produces one of the final sound.	Has difficulties in produces one of the popping

<sup>29</sup>Talia Isaacs and Pavel Trofimovich, "Second Language Pronunciation Assessment: Interdisciplinary Perspectives", (Bristol: Multilingual Matters, 2017), 43.

		consonants.		sound.
2	Produces frequent mistakes when producing English vowels.	Produces errors in almost all English Consonants.	Produces errors in some of the final sound.	Produces errors in all of the popping sound.
1	Not produce a difference in all of English vowels.	Produces errors in all of English consonants.	Produces errors in all of the final sound.	Not produce a difference in all of popping sound

Source: Adopted from Talia Isaacs and Pavel Trofimovich on Second Language Pronunciation Assessment: Interdisciplinary Perspectives, 2017.

## B. Concept of Jazz Chant Technique

### 1. Definition of Jazz Chant

Jazz chant is a technique taken from Carolyn Graham<sup>30</sup>, according to Aneta Vasquez, Angela L. Hansen and Philip C. Smith, jazz chants are the rhythmic expression of Standard American English as it occurs in situational context.<sup>31</sup>The point of situational context is the context of use based on the environment and situation. It is undeniable that the types of jazz music from different places certainly have slight differences. Therefore, jazz chants can be modified according to the environment in which they are used.

<sup>30</sup>Jerry Jesness, "Teaching English Language Learners K-12: A Quick-Start Guide for the New Teacher", (New York: Skyhorse Publishing, 2014).

<sup>31</sup>Aneta Vasquez, Angela L. Hansen and Philip C. Smith, "Teaching Language Arts to English Language Learners", (Abingdon: Taylor & Francis, 2010), 139.

In addition, Jazz chant is teaching technique that is used by teacher who has students chant and songs to gain awareness of English rhythm, stress and intonation.<sup>32</sup> Rik Ruiter and Pinky Y. Dang argue that jazz chants are simple melodies with a varying number of syllables that may be intonated with singing notes.<sup>33</sup>The tone of singing in Jazz Chants can be matched by the number of syllables of each word. The teacher should put a thicker emphasis on one of the syllables in each word to be spoken.

Meanwhile, Isora J. Enriquez O’Farrill, Luis Mijares Nunez and Sergio Font Milian argues that a chant is simply vocabulary spoken over a background of music or rhythm.<sup>34</sup>The rhythm or music used must be adjusted to the number of syllables. This must be done so that later the jazz singing to be used has a regular tempo.

Based on the three opinions above, it can be concluded that jazz chants are a rhythm of jazz music that can be used to improve students’ ability to speak. In addition, jazz chants can also help students to master vocabulary and pronunciation.

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<sup>32</sup>Fan-Wei Kung, “Rhythm and Pronunciation of American English: Jazzing up EFL teaching through Jazz Chants”, *Asian EFL Journal Professional Teaching Article*, Vol. 70 (2013): 9.

<sup>33</sup>Rik Ruiter and Pinky Y. Dang, “Highway To E.S.L.: A User-Friendly Guide to Teaching English as A Second Language”, (New York: iUniverse, Inc, 2021), 282.

<sup>34</sup>Isora J. Enriquez O’Farrill, Luis Mijares Nunez and Sergio Font Milian, “A Guide to the Teaching of English for the Cuban Context”, (Cuba: Editorial Pueblo Y Educacion, 2015), 114.

## 2. Benefits of Jazz Chants

Aneta Vasquez, Angela L. Hansen and Philip C. Smith think that jazz chants have several benefits, including:<sup>35</sup>

- a. Jazz chants is a way to help English language learners acquire and practice the timing of the language.
- b. Chants can also help English language learners be introduced to chunks of language, practice vocabulary, better understand idiomatic expressions, and contextualize specific grammatical structures and situational contexts.
- c. Chants can be used effectively to help students learn and remember problematic grammar form.

In addition, according to Isora J. Enriquez O’Farrill, Luis Mijares Nunez and Sergio Font Milian chants have several benefits, including:<sup>36</sup>

- a. Chants use rhythm rhyme in an enjoyable way.
- b. Chants build energy for learning.
- c. Chants provide patterns that make learning easier.
- d. Chants build learners’ confidence in oral language.
- e. Chants provide a change of pace and mood to improve student motivation.
- f. It offers opportunities for repeated readings, which build fluency.
- g. Chants can serve as a writing prompt, offering students the chance to write new verses.

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<sup>35</sup>Aneta Vasquez, Angela L. Hansen and Philip C. Smith, “Teaching Language Arts to English Language Learners”, (Abingdon: Taylor & Francis, 2010), 139.

<sup>36</sup>Isora J. Enriquez O’Farrill, Luis Mijares Nunez and Sergio Font Milian, “A Guide to the Teaching of English for the Cuban Context”, (Cuba: Editorial Pueblo Y Educacion, 2015), 114.

From some of the benefits above, it is concluded that Jazz Chant is one of the simple and fun ways to learn English. The rhythms used in Jazz Chants are very common to everyone, so jazz singing can be used in all circles.

### 3. Teaching Steps Using Jazz Chants

Steps for presenting Jazz Chants are as follows:<sup>37</sup>

- a. Teacher helps the student understand clearly the situational context of the chant. Teacher explains any new vocabulary that is used in the chant.
- b. Teacher models the first line of the chant at a normal rate of delivery and using the natural inflections and asks the students to repeat it. This procedure should be used throughout the chant. The teacher may wish to repeat each line several times, especially lines that may give some pronunciation difficulties.
- c. Teacher then establishes a clear beat by clapping, using rhythm sticks, or snapping his or her fingers and encourages students to catch the rhythm as well. Teacher continues the beat, repeating step *b*.
- d. In order to give the students a sense of the conversational exchange that is taking place, the class is divided into two groups. Step *c* is repeated.
- e. Finally, the chant is conducted as a dialogue between teacher and class. Teacher establishes a clear beat, gives the first line of chant, and students, in unison, respond with the second line of the chant. This should be

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<sup>37</sup>Aneta Vasquez, Angela L. Hansen and Philip C. Smith, "Teaching Language Arts to English Language Learners", (Abingdon: Taylor & Francis, 2010), 139.

repeated until the students are comfortable enough to respond without being dependent on the text.

At the beginning of the learning process, the teacher explains the learning process whose content is taught using Jazz Chants. In this case, the content of the syllabus of English subjects should be explained that it is taught using Jazz Chants. After the teacher has provided an understanding related to the learning objectives and the benefits of Jazz Chants to the delivery of the material, the teacher gives an example of the sound of the word learned and the students repeat as exemplified by the teacher. In the application of Jazz Chants, there is an element of cheerfulness that teachers build to facilitate pronunciation with the presence of kinesthetic bodies by clapping their hands in the use of media that can strengthen the learning process. If the content of the material is directed in the form of a conversation, there should be a process of group division between students. In the process of using jazz chants, there is an emphasis on interaction between teachers and students due to interactive dialogue between teachers and students.

### **C. Research Hypothesis**

Action Hypothesis this research is stated as follow: “If Jazz Chants can improve students’ pronunciation skill and learning activity.”



## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Variable and Operational Definition of Variable**

##### **1. Variable of Research**

This research consists of two variables. They are independent variable and dependent variable. The two variables are explained as follow:

##### **a. Independent Variable (X)**

Independent variable is variable that affects or causes changes in dependent variables. The independent variable in this research is the Jazz Chants. It is an attractive strategy for children in teaching ESL.<sup>1</sup>It is a fun way for both teachers and students in the classroom because the chants are rhythmic and short.

##### **b. Dependent Variable (Y)**

Dependent variable is variable that is influenced or become the result of independent variable. The dependent variable of this research is the students' pronunciation skill.

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<sup>1</sup>G. Quito, and M. Peralta, "The Use of Jazz Chants for Children in the Teaching Learning Process of English", (Cuenca: University of Cuenca, 2010), 41.

## 2. Operational Definition of Variable

The operational definition of variable is the variable that sets the benchmark for the successful implementation of each variable. The operational definition variable of this research are explained as follow:

### a. Independent Variable (X)

The operational definition of independent variable is a variable that reveals the characteristics if this technique is successfully applied. It can be seen from the success of the steps. The indicators of independent variable are stated as follow:<sup>2</sup>

- 1) The students are able to understand clearly the situational context of the chant.
- 2) The students are able to understand and repeat the chant modeled by the teacher.
- 3) The students are able to catch the rhythm of chants pronounced by the teacher.
- 4) The students are able to interact actively with the English teacher by imitating the chant and clapping their hands.

### b. Dependent Variable (Y)

The operational definition of dependent variable is the successes that students of Modern Islamic Elementary School of An-Najah Sambikarto shows after this research. It is can be seen from how students

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<sup>2</sup>Aneta Vasquez, Angela L. Hansen and Philip C. Smith, "Teaching Language Arts to English Language Learners", (Abingdon: Taylor & Francis, 2010), 139.

produce words or sentences in English. The operational definition of dependent variable of this research stated in the following statement: “The students are able to produce the clear speech that requires little or no listener effort.”<sup>3</sup>

## **B. Research Location**

This research was carried out at Modern Islamic Elementary School of An-Najah Sambikaro, Sekampung, East Lampung. Researchers decided to conduct classroom action research in the school based on problems that researchers found from the results of a pre-survey that showed students' needs in English language learning, especially related to pronunciation.

## **C. Subject and Object of Study**

### **1. Subject of Study**

The subjects of this study are the second grade students of Modern Islamic Elementary School of An-Najah which consist of 8 students. This research was conducted on the second graders because most students have low English skill, especially in pronunciation skill.

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<sup>3</sup>Talia Isaacs and Pavel Trofimovich, “Second Language Pronunciation Assessment: Interdisciplinary Perspectives”, (Bristol: Multilingual Matters, 2017), 43.

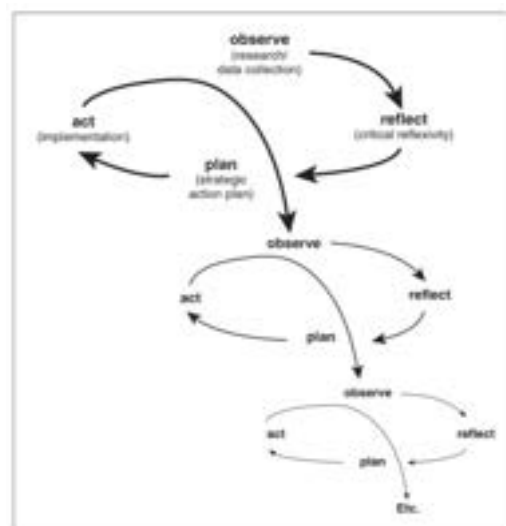
## 2. Object of Study

The object studied in this study is the pronunciation skill of the second grade students at Modern Islamic Elementary School of An-Najah, especially in pronouncing English vocabulary.

### D. Action Plan

According to Bridget Somekh, action research is conducted by a collaborative partnership of participants and the researcher, whose roles and relationships are sufficiently fluid to maximize mutual support and sufficiently differentiated to allow individuals to make appropriate contribution given existing constraints.<sup>4</sup>

Figure 2



Zina O'leary Model<sup>5</sup>

<sup>4</sup>Bridget Somekh, "Action Research: A Methodology for Change and Development", (New York: Open University Press, 2006), 7.

<sup>5</sup>Zina O'leary, "The Essential Guide to Doing Research", (London: SAGE Publications, Ltd, 2004), 141.

From the picture above, the explanation of four steps in each circle is as follows:

### **1. Cycle 1**

#### **a. Planning**

At this stage, a strategy or plan was prepared before the research. The arrangement of the plan is made in detail about the actions carried out on class action research such as material, teaching steps and even predictions of problems that occur when the research is carried out. At this stage, the researcher performs the following steps:

- 1) The researcher discusses with the class teacher to identify problems that occurred in student pronunciation.
- 2) The researcher proposes problem solving with the application of jazz chants strategies.
- 3) The researcher prepares syllabuses and lesson plans.
- 4) The researcher determines the object of matter. The material is school uniform.
- 5) The researcher prepares learning resources.
- 6) The researcher prepares research instruments such as test sheets, observation sheets, field notes and documentation tools.
- 7) The researcher evaluates student test results to determine indicators of success.

b. Acting

This stage is the implementation of any strategy or plan that has been made before. This acting is carried out in the classroom. Some of the stages that the researcher carries out at this stage include the following:

- 1) The researcher motivates the students and stimulates their background knowledge.
- 2) The researcher gives a simple explanation about the material of school uniform.
- 3) The researcher applies the technique of jazz chants in the learning process.
- 4) The researcher asks the students one by one to come to the front of the classroom.
- 5) The researcher asks students to mention the vocabulary of school uniform on the white board in English.
- 6) The researcher assesses the pronunciation performance of each student and observed problems in the classroom. This is done as a reference to improve the action at the next meeting.

c. Observing

Observation is the activity of recording everything that happens during the process of action. The results obtained in this observation are the impact of the actions already carried out. The success of the process can be judged by changes in students' attitudes towards learning pronunciation using jazz chants. The result of observation is used to perform actions in the next cycle.

d. Reflecting

Reflection is an attempt to examine what has happened during the process of action. At this stage, the researcher and the English teacher analyzes the results of observations in cycle I. In the process of reflection can be find several components such as analysis, meaning, explanation, preparation, conclusion and follow-up identification. This stage is carried out in order to plan the actions of cycle II.

**2. Cycle 2**

a. Planning

- 1) The researcher identifies problems from cycle I.
- 2) The researcher prepares lesson plans.
- 3) The researcher determines the object of matter. In cycle II, the material presented is Animal.
- 4) The researcher prepares learning resources.
- 5) The researcher evaluates students' learning activity after the learning process.

b. Acting

The researcher applies the action plan II.

c. Observing

In this stage, the researcher observes the teaching and learning process to collect data on action plan II.

d. Reflecting

In this stage, the researcher compares the results of the pre-test and post-test grade. This is done to find out whether the next cycle is carried out or not.

## **E. Data Collection Technique**

The data are collected in three ways, namely:

### **1. Test**

Tests are procedures used in measurement and assessment activities. The type of test that is used in this study was an oral test to determine the students' ability to recite English pronunciation skill. The test takers in this study are the second grade students of Modern Islamic Elementary School of An-Najah Sambikarto. There are two types of tests in this study, namely Pre-test and Post-test. The meaning of the two tests is:

a. Pre-test

Pre-test is an initial test that is carried out to determine students' abilities before taking part in learning. This is one way to diagnose students' strengths and low nesses in pronunciation skill.



b. Post-test

Post-test or evaluation test is a test that is carried out after the learning process is complete. Post-test is the final series of learning that is carried out to find out whether the method used is effective to improve students' pronunciation skill.

## **2. Observation**

In Classroom Action Research, observation is the basic method used to obtain data. Observation is the activity of recording all events that occurred during the course of the action. In this study, the researcher recorded things that happen during actions and describe students' performance during the process by observing students' ability to pronounce English vocabulary and the researcher collected data on the second grade students of Modern Islamic Elementary School of An-Najah.

## **3. Documentation**

Documentation is particularly useful when reporting an action research study involving organizational change. It can provide evidence that the account of the researcher is an accurate report.<sup>6</sup> Documentation can be the state of the school, teachers, students, teaching and learning activities or pictures when conducting research. In this study, the researcher documented

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<sup>6</sup>David Kember, "Action Learning and Action Research: Improving the Quality of Teaching & Learning", (London: Taylor & Francis e-Library, 2005), 45.

data in the form of the state of the school environment, teachers, learning activities and student activity results.

#### **4. Field Note**

Field note is the data collection technique used to find out the actual conditions that occur in the classroom and to collect research data. By using field notes, the researcher cooperated with the collaborator to note English learning activities related to pronunciation skill by using field note sheets.

### **F. Data Collection Instrument**

Data collection instrument is a tool used by the researcher to collect data.

In this study, the instruments used are as follows:

#### **1. Test**

The test is a test instrument given to students to assess their level of understanding. In this research, the question item used pictures related with the material. The students must mention each picture in English to assess their pronunciation skill.

#### **2. Observation Sheet**

Observation sheets are records of observations in the field. This observation sheet contains records of the learning process including teacher activities, student activities and environmental conditions in the learning process.

### 3. Field Note Sheet

Field note sheet is used to record or describe the behavior and activities of teachers and students during the learning process.

### 4. Documentation Sheet

Documentation sheet is a tool used to collect data and documentation archives. In this study, the documentation attached is in the form of photos in each cycle.

## G. Data Analysis Technique

### 1. Formula

Data analysis was taken by determining the average scores of pre-test and post-test students in each cycle. The formula for determining such an average value is as follows:

$$\bar{X} = \frac{\sum xi}{N}$$

The Formula of Average Score<sup>7</sup>

Note

$\bar{X}$  = Average Score

$\sum xi$  = Total Score of the Students

$N$  = Total of the Students

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<sup>7</sup>James N Miller and Jane C Miller, "Statistics and Chemometris for Analytical Chemistry", (Harlow: Ashford Colour Press Ltd, 2010), 18.

In addition, to determine the percentage of increase in student learning activities, the following formula is allowed to use:

$$P = \frac{F}{N} \times 100\%$$

The Formula of Class Percentage

Note

$P$  = The Class Percentage

$F$  = Total Percentage Score

$N$  = Total of the Students

#### **H. Indicators of Success**

This research can be said to be successful if 75% of students get passing grade score above 70. This means that Jazz Chant can improve the students' pronunciation skill and their learning activity in the second grade of Modern Islamic Elementary School of An-Najah Sambikarto Sekampung East Lampung.

**CHAPTER IV**  
**RESEARCH RESULT AND DISCUSSION**

**A. Research Result**

**1. Description of Research Location**

**a. Vision and Mission of Modern Islamic Elementary School of An-Najah Sambikarto Sekampung East Lampung**

**1) Vision of School**

The formation of a generation of Muslims who are educated, charitable, skilled, creative, cultured, and proficient in English and Arabic.

**2) Mission of School**

- a) Organizing general and religious education that prioritizes improving the quality of teachers in the fields of science and technology and IMTAQ
- b) Developing and applying religious attitude values in accordance with Islamic teachings in everyday life
- c) Fostering and developing students' potential so that they are able to be skilled and creative in facing the demands of the times, innovative and creative in the socio-religious, cultural, national and state fields

- d) Improving the habit of disciplined and responsible behavior in community life both in the family, school and community environment
- e) Implementing madrasah-based management

**b. The Condition of Teacher at Modern Islamic Elementary School of An-Najah Sambikarto Sekampung East Lampung**

Condition of teachers in Modern Islamic Elementary School of An-Najah Sekampung East Lampung deals with the numbers of teachers and official employers in Modern Islamic Elementary School of An-Najah Sekampung Lampung that could be identified as follows:

**Table 11**

**The Condition of Teacher at Modern Islamic Elementary School of An-Najah Sambikarto Sekampung East Lampung**

No.	The Subjects' Teacher	Graduated		PNS	Honor	Total
		S1	S2			
1.	Religion	1	-	-	-	1
2.	Indonesian	-	-	-	1	1
3.	English	-	-	-	2	2
4.	Arabic	1	-	-	-	1
5.	Natural Sciences	1	-	-	-	1
6.	Social Sciences	-	-	-	1	1
7.	Mathematics	1	-	-	-	1
8.	Civic Education	1	-	-	-	1
9.	Sports Education	1	-	-	-	1
10.	Art Education	-	-	-	2	2
11.	Tahfidz	-	-	-	1	1
<b>Total</b>		<b>6</b>	<b>-</b>	<b>-</b>	<b>7</b>	<b>13</b>

Sources: Documentation of condition teacher at Modern Islamic Elementary School of An-Najah East Lampung in the Academic Year 2022/2023

**c. The Quantity of the Students at Modern Islamic Elementary School of An-Najah Sambikarto Sekampung East Lampung**

There are 14 students at Modern Islamic Elementary School of An-Najah Sambikarto Sekampung East Lampung, which are divided into two classes, namely the first grade and the second grade. The first grade consists of 6 students and the second grade consists of 8 students. The quantities of the students at Modern Islamic Elementary School of An-Najah Sambikarto Sekampung East Lampung that could be identified as follows:

**Table 12**  
**The Quantity of the Students at Modern Islamic Elementary School of An-Najah Sambikarto Sekampung East Lampung**

No.	Class	Male	Female	Total
1.	The First Grade	5	1	6
2.	The Second Grade	3	5	8
<b>Total</b>				<b>14</b>

Sources: Documentation of students' quantity at Modern Islamic Elementary School of An-Najah East Lampung in the Academic Year 2022/2023

**d. The Building of Modern Islamic Elementary School of An-Najah Sambikarto Sekampung East Lampung**

The building at Modern Islamic Elementary School of An-Najah Sekampung East Lampung could be shown in the table as follows:

**Table 13**  
**The Building of Modern Islamic Elementary School of An-Najah**  
**Sambikarto Sekampung East Lampung**

<b>No.</b>	<b>Kinds of Room</b>	<b>Total</b>
1.	Teacher's Office	1
2.	Classroom	2
3.	Mosque	1
4.	Canteen	1
5.	Students' Toilet	2
6.	Teachers' Toilet	1

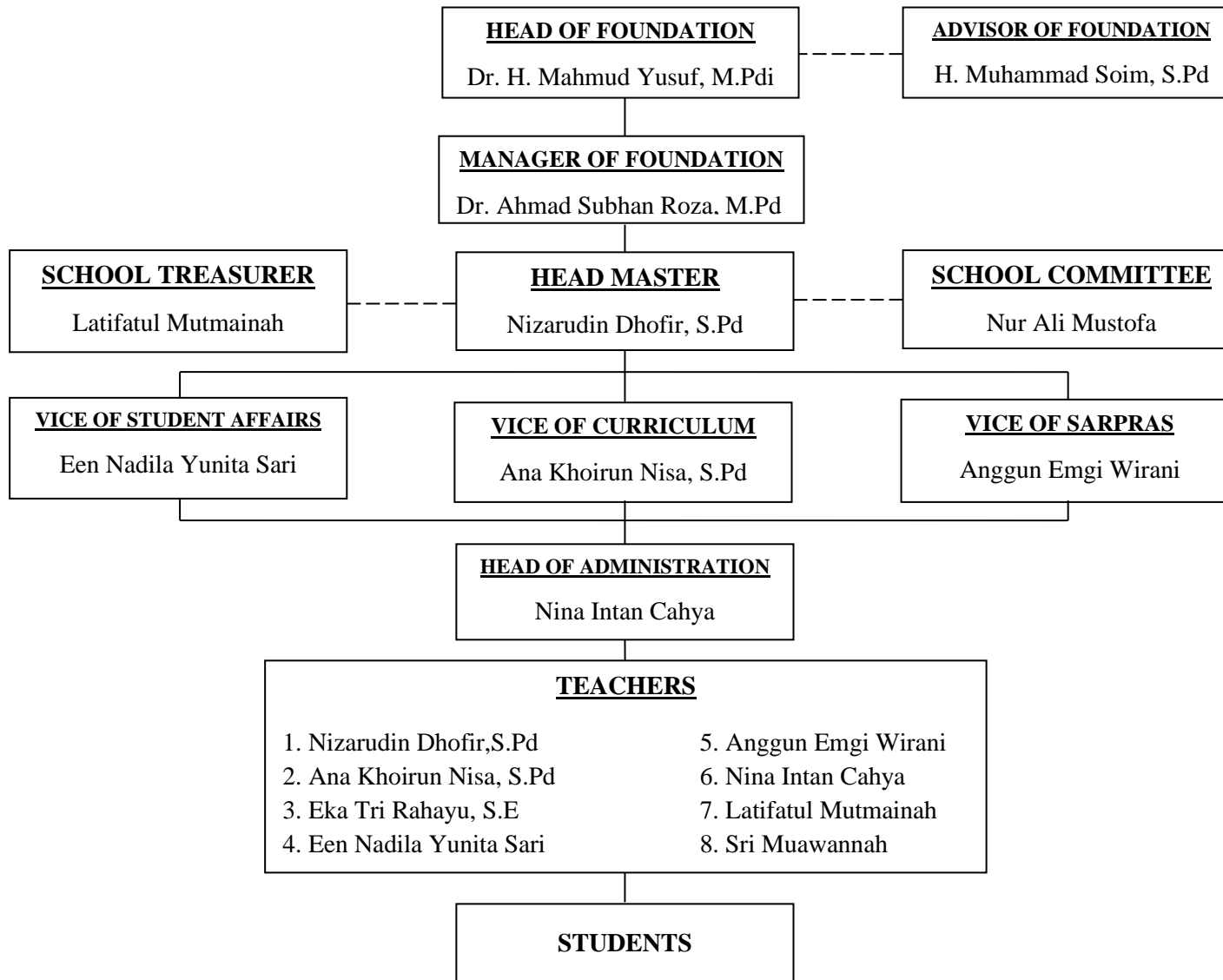
Sources: Documentation of the Building at Modern Islamic Elementary School of An-Najah East Lampung in the Academic Year 2022/2023

**e. The Organization Structure of Modern Islamic Elementary School of An-Najah Sambikarto Sekampung East Lampung**

The organizational structure at the Modern Islamic Elementary School An-Najah Sambikarto is as follows:



**Figure 3**  
**The Organization Structure of Modern Islamic Elementary School of An-Najah Sambikarto**



### **3) Description of Research Data**

This research used the classroom action research method which has been carried out in two cycles consisting of cycle I and cycle II. Each cycle consists of two meetings that take 1 X 60 minutes. Each cycle includes of planning, action, observation and reflection. In this research, the researcher made a lesson plan to manage the classroom based on the syllabus used by the class teacher. The action of this research uses Jazz Chants technique to improve students' pronunciation skill.

#### **a. Pre-test Activity**

The researcher conducted the pre-test on Monday, April 10<sup>th</sup> 2023 at 08:00 to 09:00. When the researcher entered the classroom, the students were already in the classroom after performing Dhuha prayers. The researcher greeted the students and then informs them that the researcher would like to conduct a pre-test in their class to investigate their pronunciation skill. Students must complete the pre-test individually, where the type of test used is an oral test. In this pre-test, the researcher showed pictures of objects in the classroom, and then students mentioned the name and the number of objects in the pictures using their best pronunciation. Moreover, the students' pre-test results are presented on the following table:

**Table 14**  
**Students' Pre-test Grade**

No.	Name	Grade	Category
1.	AK	40	incomplete
2.	AR	40	incomplete
3.	DA	70	complete
4.	DW	40	incomplete
5.	MA	45	incomplete
6.	MO	45	incomplete
7.	RH	30	incomplete
8.	SA	40	incomplete
<b>Total</b>		<b>350</b>	
<b>Average</b>		<b>43.75</b>	

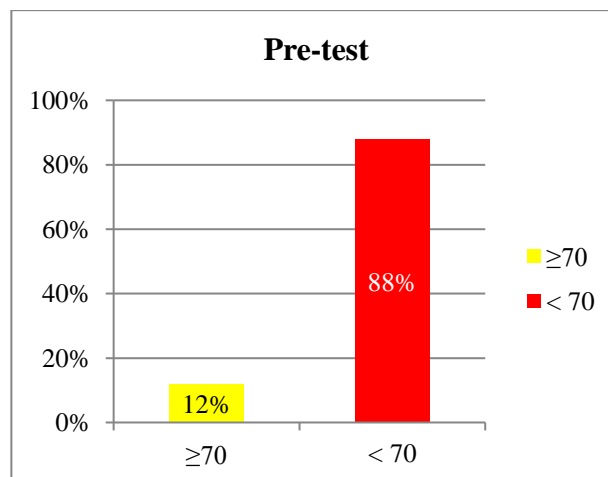
Source: The grade result of pronunciation pre-test on April 10<sup>th</sup>, 2023.

**Table 15**  
**Frequency of Students' Grade Completeness on Pre-test**

No.	Grade	Frequency	Percentage	Criteria
1.	<70	7 Students	88%	Incomplete
2.	≥70	1 Student	12%	Complete
<b>Total</b>		<b>8 Students</b>	<b>100%</b>	

Source: The grade result of pronunciation pre-test on April 10<sup>th</sup>, 2023.

**Figure 4**  
**The Percentage of the Students' Completeness Grade on Pre-test**



Based on the data of pre-test above, it was known that 88% of students are not successful and 12% of students are successful. The successful students were those who got the Passing grade of English Subject at Modern Islamic Elementary School of An-Najah Sambikarto at least 70. The successful students are fewer than those unsuccessful students, so the result was unsatisfied. Therefore, the researcher used Jazz Chants technique to improve the students' pronunciation skill.

## **b. Cycle I**

### **1) Planning**

In this stage, the researcher and the collaborator prepared several things related to the teaching and learning process. The things are prepared such as lesson plan, instrument for the post-test in the cycle I, the material, the observation sheet of the students' activity, identified the problem and found the causes of problem at the beginning and the end of learning activities. The researcher also planned to give an evaluation to measure the students' mastery of the given materials.

### **2) Acting**

#### **a) First Meeting**

The first meeting was conducted on Thursday, April 13<sup>th</sup> 2023 at 10:25 to 11:30 and followed by eight students. The meeting was started by praying, greeting and checking the attendance list. At this stage, the classroom conditions are less

effective because the children feel tired after playing at the break time. However, after paying attention by listening to their stories while playing during the break time, classroom conditions became effective and students were ready to start learning.

For the beginning, the researcher played a video song about the material to be studied at this meeting, which is about school uniforms. The students were very enthusiastic when watching and listening to the video played. The researcher played the video in three times to make students feel addicted to the song. After that, the researcher asked the students "What is the song about?". Then the students gave various answers, some answered "clothes for children", some answered "school clothes", some answered "children's uniforms", and some just kept silent. The researcher said, "Good, your answers are all correct but not quite right. So today we discuss about school uniforms, can you give me some example of school uniform?". The students mentioned some objects related to school uniforms using Indonesian.

Next, the researcher provided material about school uniforms. The researcher also gave a brief explanation and gave examples of the right pronunciation of the vocabulary. Then the researcher invited the students to pronounce the vocabulary about school uniforms together. After that, the researcher began to apply the Jazz Chant technique with the following steps: first, the

researcher explained what the Jazz Chant technique to the students. Second, the researcher invited students to make a circle in front of class. Third, the researcher practiced the application of Jazz Chant techniques. Fourth, the researcher invited students to try practicing Jazz Chant techniques together. Finally, the researcher and the students apply Jazz Chant techniques repeatedly.

In this stage, students at the beginning feel confused in the application of the steps of the jazz chant technique because this is a new way of learning English for them. However, after the researcher gave the example several times and invited the students to apply the steps together, finally, the students were able to enjoy the learning process and they were very excited during the learning process.

#### b) Second Meeting

The second meeting was conducted on Friday, April 14<sup>th</sup> 2023 at 08:00 to 09:00. In this stage, the researcher began the class by praying, greeting, and checking students' attendance list. Then the researcher asked several questions related to the material in the previous meeting and explained the material to be discussed in the second meeting.

The researcher continued the activity by providing material about simple phrases that connected the first meeting material, namely about school uniforms with colors material. The researcher provided this material by adjusting the syllabus used by English teachers. After giving the material, the researcher invited the students to practicing Jazz Chant Technique together.

In this stage, the students seem more excited than in previous meetings because English classes start in the morning. In addition, they also understand the steps of applying the Jazz Chants technique so that students are more focus and the learning process is more conducive.

c) Post-test 1 Activity

On Monday, April 17<sup>th</sup> 2023 at 8:00 to 9:00, the researcher conducted post-test 1 on the students. The type of test used is an oral test, this test must be completed by students individually. The researcher showed fifteen images related to school uniform material. Then students have to mention the vocabularies with their colors from the pictures using their best pronunciation. In addition, the researcher also asked five short questions related to school uniform material. The result of the students' test in post-test 1 was better than test in pre-test before.

**Table 16**  
**Students' Post-test 1 Grade**

No.	Name	Grade	Category
1.	AK	50	incomplete
2.	AR	60	incomplete
3.	DA	75	complete
4.	DW	50	incomplete
5.	MA	50	incomplete
6.	MO	50	incomplete
7.	RH	45	incomplete
8.	SA	70	complete
<b>Total</b>		<b>450</b>	
<b>Average</b>		<b>56</b>	
<b>High Grade</b>		<b>75</b>	
<b>Low Grade</b>		<b>45</b>	

Source: The grade result of pronunciation post-test 1 on April 17<sup>th</sup>, 2023.

Based on the data above, it could be seen that the grade of the students in post-test 1 was various. The highest grade was 75 and the lowest grade was 45. The average grade of post-test 1 was 56.

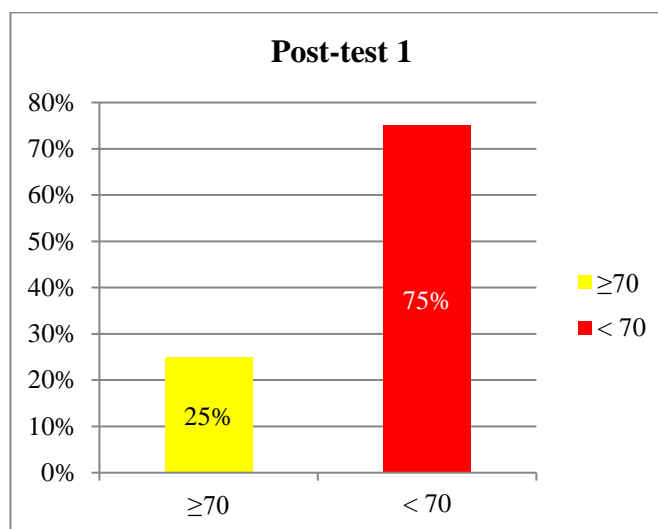
**Table 17**  
**Frequency of Students Grade Completeness on Post-test 1**

No.	Grade	Frequency	Percentage	Criteria
1.	<70	6 Students	75 %	Incomplete
2.	≥ 70	2 Students	25 %	Complete
<b>Total</b>		<b>8 Students</b>	<b>100%</b>	

Source: The grade result of pronunciation post-test 1 on April 17<sup>th</sup>, 2023.



**Figure 5**  
**The Percentage of Students' Completeness Grade on Post-test 1**



Based on the result of pos-test 1 above, it could be seen that 2 students (25%) got grade up to the standard and 6 students (75%) got grade less than the standard. It was higher than the result of pre-test. The criterion of students who were successful in mastering the material should get passing grade, at least 70. Learning process was said successful when 75% students got grade  $\geq 70$ . The fact showed that the result was unsatisfied.

### 3) Observing

In observation stage, the researcher with collaborator observed students' activities during learning process. This observation activity was carried out from the opening of the class to the closing. The students who were active in discussion would get the point by ticking it on the observation sheet for the first and second meeting.

Meanwhile, the indicators of students' learning activities are as follow:

- a) Student's attention
- b) Student's activeness in learning process
- c) Student's activeness in the application of the technique
- d) Student's ability to pronounce vocabulary

The result of the students' learning activities could be seen as follow:

**Table 18**  
**The Students' Learning Activities in the Cycle I**

No.	Name	Aspects			
		Student's Attention	Student's Activeness in Learning Process	Student Activeness in The Application of Techniques	Student's Ability to Pronounce Vocabulary
1.	AK	✓	-	-	✓
2.	AR	✓	-	✓	-
3.	DA	✓	-	✓	✓
4.	DW	-	-	✓	-
5.	MA	-	✓	✓	✓
6.	MO	✓	✓	✓	-
7.	RH	-	-	-	-
8.	SA	✓	✓	✓	✓
<b>Total</b>		5	3	6	4

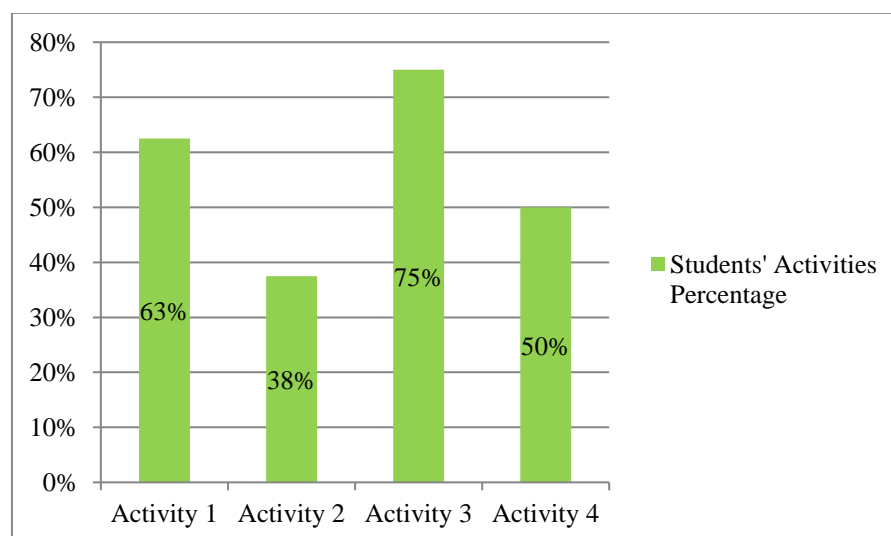
Source: The result grade of students' activities observation in cycle I on April 13<sup>th</sup> 2023

**Table 19**  
**The Frequency of Students' Activities in Cycle I**

No.	Aspects	Frequency	Percentage
1.	Student's attention	5 students	63%
2.	Student's activeness in learning process	3 students	38%
3.	Student's activeness in the application of the techniques	6 students	75%
4.	Student's ability to pronounce vocabulary	4 students	50%
<b>Number of Students</b>		<b>8 students</b>	
<b>Average Percentage</b>		<b>56 %</b>	

Source: The result grade of students' activities observation in cycle I on April 13<sup>th</sup> 2023

**Figure 6**  
**The Percentage of the Students' Activities in Cycle I**



The data above showed that not all the students' active in learning process. There were 5 students (63%) who gave attention to the teacher explanation, 3 students (38%) who active in the learning process, 6 students (75%) who active in the application of the technique and 4 students (50%) were able to pronounce vocabulary.

#### 4) Reflecting

Based on the results of observations in the learning process in the cycle I, it can be concluded that the learning process in this research has not achieve the passing grade. At the end of this cycle, the researcher analyzed and calculated all the processes like students' pre-test grade and the result of students' post-test I grade. The comparison between pre-test grade and post-test I grade was as follow:

**Table 20**  
**The Comparison between Pre-test and Post-test 1 Grade in Cycle I**

No.	Name	Pre-test	Post-test 1	Improving	Explanation
1.	AK	40	50	10	improved
2.	AR	40	60	20	improved
3.	DA	70	75	5	improved
4.	DW	40	50	10	improved
5.	MA	45	50	5	improved
6.	MO	45	50	5	improved
7.	RH	30	45	15	improved
8.	SA	40	70	30	improved
<b>Total</b>		<b>350</b>	<b>450</b>		
<b>Average</b>		<b>44</b>	<b>56</b>		
<b>High Grade</b>		<b>70</b>	<b>75</b>		
<b>Low Grade</b>		<b>30</b>	<b>45</b>		

Source: The result of pronunciation comparison between pre-test and post-test I grade

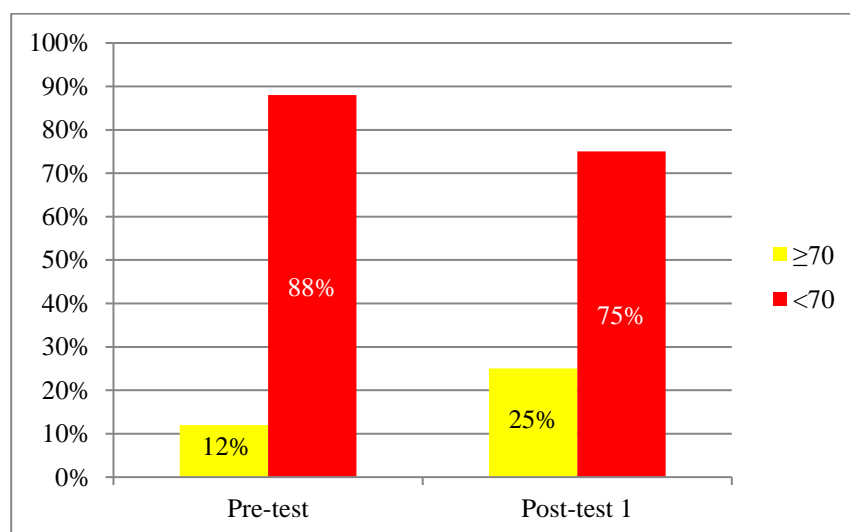
Based on the data above, it could be seen that the grade of the students in post-test 1 was various. The highest grade was 75 and the lowest grade was 45. The average grade of post-test 1 was 56.

**Table 21**  
**The Comparison of Students' Grade in Pre-Test and Post-Test 1**  
**in Cycle I**

Interval	Pre-test	Post-test I	Explanation
$\geq 70$	12 %	25%	Complete
$<70$	88 %	75%	Incomplete
<b>Total</b>	<b>100%</b>	<b>100%</b>	

Then, the graph of comparison students' pronunciation skill in pre-test and post-test I grade in cycle I could be seen as follow:

**Figure 7**  
**The Comparison of Percentage of the Students' Completeness**  
**Grade on Pre-test and Post-test 1**



From the data above, in the pre-test it could be seen that 12% of student are achieved the passing grade and 88% of students are not achieved the passing grade. Meanwhile in the post-test 1, it could be seen that 25% of students are achieved the passing grade and 75% of students are not achieved the passing grade. It means that there was

improvement between pre-test and post-test 1, but did not fulfill the indicator of success. It could be concluded that the result was unsuccessful, because of the indicator of success could not be achieved yet that was 75% of the total students must be passed the criteria.

Regarding the results of post-test 1 and observation of student activities in cycle I, it is related to the learning process that is not running optimally. There are still many students in the incomplete criteria because of lack of focus when the researcher deliver the material, students seem to enjoy and enthusiasm when the application of the Jazz Chant technique is carried out. So that students have difficulty in pronouncing vocabulary in post-test 1. Therefore, the researcher must continue the implementation of cycle II, which consists of planning, acting, observing and reflecting.

### **c. Cycle II**

The action in cycle I has not been successful so the researcher must continue the application of cycle II. Cycle II is done to correct deficiencies in cycle I, while the steps in cycle II are as follows:

#### **1) Planning**

Based on the activities in cycle I, the process in cycle II focuses on solving problems that occur in cycle I, which is related to the delivery of learning material. Then the researcher prepared the lesson plan, observation sheet of the students' activities, identified the

problem, and found the causes of problem at the first and the last of learning activities. The researcher also planned to give evaluation to measure the students' mastery on the given materials.

## **2) Acting**

### **a) First Meeting**

The first meeting was conducted on Wednesday, May 03<sup>rd</sup> 2023 at 11:00 to 12:00 that followed by eight students. The researcher started the lesson by greeting, praying and checking students' attendance list. Then the researcher asked the students about the material in the last meeting. The researcher continued the activity by inviting students to watch a video song about the material to be learned at this meeting, the material was about wild animals.

Then, the researcher gave the material about wild animals to the student. The researcher also gives the explanation and teaches the students about how to pronounce the vocabulary. After that, the researcher invited students to practice the steps of the Jazz Chant technique repeatedly.

In this stage, the conditions in the classroom were quite effective, the students seem interested in the video being played so they listen carefully. In addition, the students also followed the

researcher' instructions in the application of the Jazz Chant technique actively.

b) Second Meeting

The second meeting of the cycle II conducted on Wednesday, 04<sup>th</sup> May 2023 at 10:25 to 11:30. The researcher started the lesson by greeting, praying and checking students' attendance list. Then, the researcher gave a small quiz about the material in the last meeting. The students were very excited to answer the questions the researcher gave.

After that, the researcher continued the lesson by gave a video song about tame animal to the students. Then, the researcher gave the material and explanation about the material in this meeting, the researcher also related the material in this meeting to the material in previous meetings and related in to color. Then the researcher invited students to apply the Jazz Chant technique with tame animal material.

In this stage, the students actively followed the learning process. It is because students have mastered the application of the Jazz Chant technique. Beside of that the material learned is also easy so they were very excited to follow the learning process.



## c) Post-test 2 Activity

On Monday, May 09<sup>th</sup>2023 at 08:00 to 09:00 the researcher conducted post-test 2. As in post-test 1, the kinds of test that the researcher used in post-test 2 is oral test. The students must be completed the test by individually. The researcher showed eighteen images related to animals material. Then students have to mention the vocabularies with their colors from the pictures using their best pronunciation. In addition, the researcher also asked two short questions related to animals. In this test, almost all of the students could answer well. It could be seen from the result of post-test 2. The results of post-test 2 is in the following table:

**Table 22**  
**Students' Post-test 2 Grade**

No.	Name	Grade	Category
1.	AK	70	complete
2.	AR	70	complete
3.	DA	80	complete
4.	DW	60	incomplete
5.	MA	70	complete
6.	MO	75	complete
7.	RH	60	incomplete
8.	SA	80	complete
<b>Total</b>		<b>565</b>	
<b>Average</b>		<b>71</b>	
<b>High Grade</b>		<b>80</b>	
<b>Low Grade</b>		<b>60</b>	

Source: The grade result of pronunciation post-test 2 on May 09<sup>th</sup>, 2023.

Based on the data above, it could be seen that the grade of the students in post-test 2 was various. The highest grade was 80

and the lowest grade was 60. The average grade of post-test II was 71.

**Table 23**

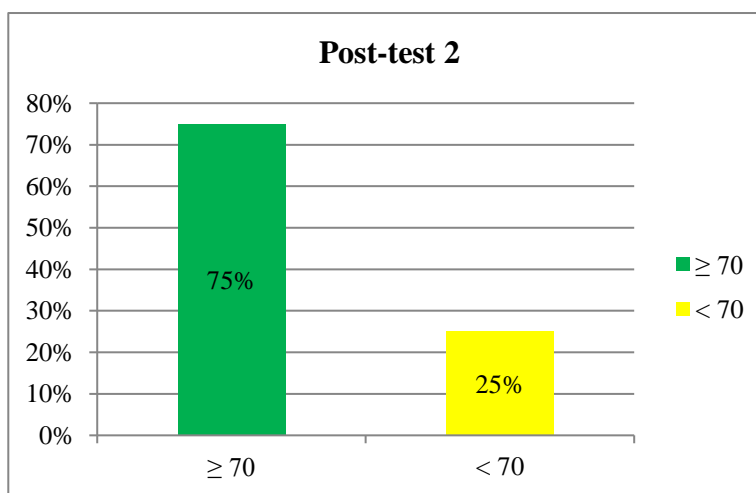
**Frequency of Students Grade Completeness on Post-test 1**

No.	Grade	Frequency	Percentage	Criteria
1.	<70	2 Students	25 %	Incomplete
2.	≥ 70	6 Students	75 %	Complete
<b>Total</b>		<b>8 Students</b>	<b>100%</b>	

Source: The grade result of pronunciation post-test 2 on May 09<sup>th</sup>, 2023.

**Figure 8**

**The Percentage of Students' Completeness Grade on Post-test 2**



Based on the result above, it could be seen that 6 students (75%) are successful and 2 other students (25%) are not successful. This result was higher than the result of post test 1 in cycle I.

### 3) Observing

In observing stage, the researcher used Jazz Chant technique to presented the material. During the learning process, there are four indicators used in assessing student activity. From the results of student activity, the researcher can assess that the learning process in cycle 2 was successful. The results of the student activities result are as follows:

**Table 24**  
**The Students' Learning Activities in the Cycle II**

No.	Name	Aspects			
		Student's Attention	Student's Activeness in Learning Process	Student Activeness in The Application of Techniques	Student's Ability to Pronounce Vocabulary
1.	AK	✓	-	✓	✓
2.	AR	✓	✓	✓	✓
3.	DA	✓	✓	✓	✓
4.	DW	-	-	✓	✓
5.	MA	✓	✓	✓	✓
6.	MO	✓	✓	✓	✓
7.	RH	✓	✓	✓	-
8.	SA	✓	✓	✓	✓
<b>Total</b>		7	6	8	7

Source: The result grade of students' activities observation in cycle II on May 04<sup>th</sup>  
2023

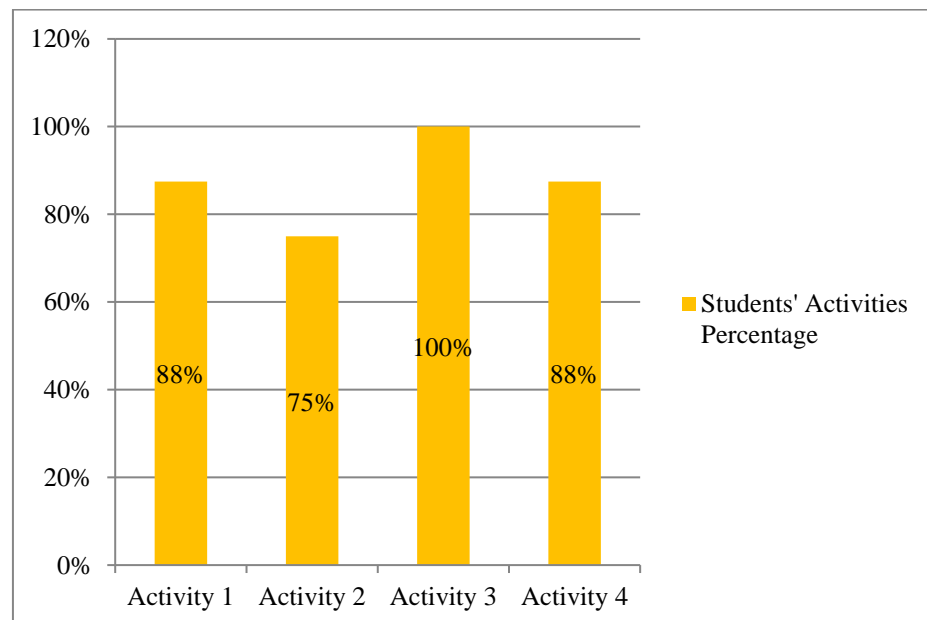
**Table 25**  
**The Frequency of Students' Activities in Cycle II**

No.	Aspects	Frequency	Percentage
1.	Student's attention	7	88%
2.	Student's activeness in learning process	6	75%
3.	Student's activeness in the application of the techniques	8	100%
4.	Student's ability to pronounce vocabulary	7	88%
<b>Number of Students</b>		<b>8</b>	
<b>Average Percentage</b>		<b>88%</b>	

Source: The result grade of students' activities observation in cycle II on May 13<sup>th</sup> 2023

**Figure 9**

**The Percentage of the Students' Activities in Cycle II**



From the table above, it can be seen that students learning activities have increased. There were 7 students (88%) who gave attention to the teacher explanation, 6 students (75%) who active in the learning

process, 8 students (100%) who active in the application of the technique and 7 students (88%) were able to pronounce vocabulary. Based on the result above, the researcher indicated that learning process in cycle II was successful because the students' activity got percentage  $\geq 88\%$ .

#### 4) Reflecting

Based on the results of the learning process in cycle II, the researcher can conclude that Jazz Chant techniques can improve students' pronunciation skill and their learning activities. At the end of the implementation of cycle II, the researcher with collaborator calculated the results of post-test 2 and analyzed student learning activities. The comparison between students' post-test 1 and post-test 2 results can be seen in the following table:

**Table 26**  
**The Comparison between Post-test 1 and Post-test 2 Grade in**  
**Cycle II**

No.	Name	Post-test 1	Post-test 2	Improving	Explanation
1.	AK	50	70	20	improved
2.	AR	60	70	10	improved
3.	DA	75	80	5	improved
4.	DW	50	60	10	improved
5.	MA	50	70	20	improved
6.	MO	50	70	20	improved
7.	RH	45	60	15	improved
8.	SA	70	80	10	improved
<b>Total</b>		<b>450</b>	<b>565</b>		
<b>Average</b>		<b>56</b>	<b>71</b>		
<b>High Grade</b>		<b>75</b>	<b>80</b>		
<b>Low Grade</b>		<b>45</b>	<b>60</b>		

Source: The result of pronunciation comparison between post-test I and post-test II grade

Based on the data above, it could be seen that the grade of the students in post-test 2 was improved. It shown that the result on post-test 2 was higher than the result on post-test 1.

**Table 27**

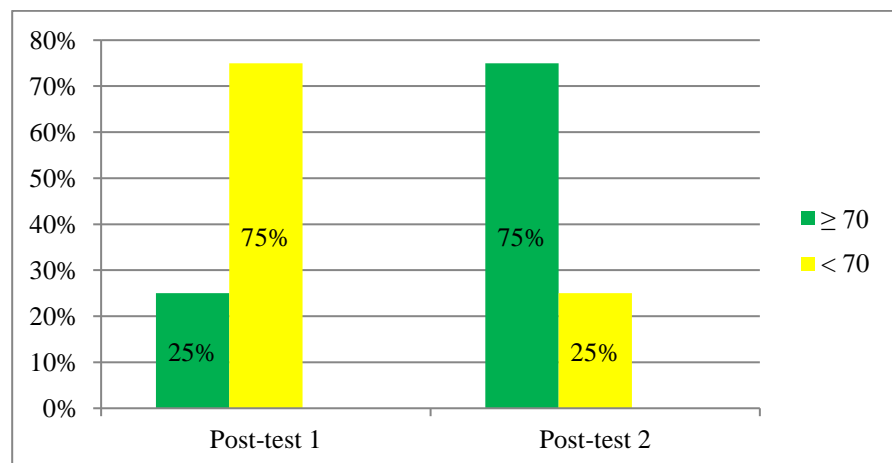
**The Comparison of Students' Grade in Post-test I and Post-test II**

<b>Interval</b>	<b>Post-test I</b>	<b>Post-test II</b>	<b>Explanation</b>
<70	75%	25%	Incomplete
≥ 70	25%	75%	Complete
<b>Total</b>	<b>100%</b>	<b>100%</b>	

Then, the graph of comparison students' pronunciation skill in post-test I and post-test II grade could be seen as follow:

**Figure 10**

**The Comparison of Percentage of the Students' Completeness Grade on Post-test 1 and Post-test 2**



From the graph above, it could be seen that the percentages of students' successfulness of post-test 2 grade was 75% or 6 students of the total students passed the passing grade and 25% or 2 students did not pass the passing grade at least 70. It shown that the result on post-

test 2 was higher than the result on post-test 1. It means that the indicator of success of this research had been achieved that was >75% students got grade 70. It indicated that the students' pronunciation skill was improved. From the results above, it can be concluded that Classroom Action Research (CAR) has been successful and does not need to be continued to the next cycle because the students learning process and their learning outcomes have reached the indicator of success. It means that Jazz Chant techniques improve students' pronunciation skill and their learning activity.

## **B. Discussion**

Based on the results of this research, the researcher found that there was an improvement in students' pronunciation skill. From the results of the cycle I and cycle II, it can be seen that Jazz Chant technique can improve students' pronunciation skill and their learning activity. There was progress from the student's in getting grade  $\geq 70$ , starting from the pre-test with a total 12% or 1 student, then in the post-test I with total 25% or 2 students, and then in the post-test II become 75% or 6 students.

Moreover, the passing grade in this research was 70. In the post-test 1 there are 2 students or 25% passed the test with the average 56 and the post-test 2 is 6 students or 75% who passed the test with average 71. Based on the explanation above, the researcher concludes that the research is successful and it

can be stopped in the cycle II because the indicator of success 75% of students got grade >70 are reached.

In addition, the results of student learning activities in cycle I and cycle II also increased. Student's attention in the learning process from 63% becomes 88%. Student's activeness in learning process from 38% becomes 75%. Student's activeness in the application of the technique from 75% becomes 100%. And student's ability to pronounce vocabulary from 50% become 88%. It is shown that students learning activity was improved.

The researcher used the Jazz Chant technique to improve students' pronunciation skill and their learning activity. This technique applied by inviting students to be active in the learning process through the medium of songs and rhythmic chants. In the learning process with the application of Jazz Chant technique, there was improvement in student learning activities. It proves that the Jazz Chant technique is very useful used in learning activities, especially when applied to young learners.

It happened because the application of Jazz Chant Technique in this research was in accordance with the theory by Aneta Vasquez, Angela L. Hansen and Philip C. Smith, who showed that jazz chants can be used to practice pronouncing vocabulary.<sup>1</sup> Besides of that, chants can also help English language learners to be introduced to chunks of language, better understand idiomatic expressions, and contextualize specific grammatical structures and situational contexts.

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<sup>1</sup>Isora J. Enriquez O'Farrill, Luis Mijares Nunez and Sergio Font Milian, "A Guide to the Teaching of English for the Cuban Context", (Cuba: Editorial Pueblo Y Educacion, 2015), 114.



In addition, Isora J. Enriquez O'Farrill, Luis Mijares Nunez and Sergio Font Milian also argue that chants use rhythm in an enjoyable way so chants can build energy for learning, build learners' confidence in oral language and chant can provide a change of pace and mood to improve student motivation.<sup>2</sup> It is also relevant to prior research that shows that the Jazz Chant technique is useful for improving students' pronunciation skill and their learning activities.

The improvement and benefits of Jazz Chant were realized because during the research process, the researcher applied this technique in stages according to guidelines by giving effort by the use of media that adjusted the researcher's condition. During the research process, the researcher saw that the enthusiasm and motivation of students in the pronunciation learning process was very high, so that their pronunciation ability could improve.

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<sup>2</sup>Aneta Vasquez, Angela L. Hansen and Philip C. Smith, "Teaching Language Arts to English Language Learners", (Abingdon: Taylor & Francis, 2010), 139.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

Based on the results of the learning process in two cycles, the researcher can conclude that Jazz Chant techniques can improve students' pronunciation skill and their learning activities at the second grade of Modern Islamic Elementary School of An-Najah Sambikarto Sekampung East Lampung. Some conclusions are outline as follow:

1. Jazz Chant technique can improve students' pronunciation skill at the second grade of Modern Islamic Elementary School of An-Najah Sambikarto Sekampung East Lampung. It can be seen from the progress of students' pronunciation grade, starting from pre-test, post-test 1 to post-test 2. The percentage of students' grade on the pre-test is 12%, then on post-test 1 it is 25% and on post-test 2 is 75%. It means that the results of post-test II have achieved the indicator of success that was 75% of students fulfill the passing grade.
2. Jazz Chant technique can improve the students' learning activity at the second grade of Modern Islamic Elementary School of An-Najah Sambikarto Sekampung East Lampung. The result of students' learning activity in cycle I is 56 % and cycle II is 84 %. It means that there is improvement in students' learning activity because the research result had achieved the indicator of success.

## **B. Suggestion**

From the conclusions above, the researcher provides several conclusions, which are as follows:

### **1. For the Students**

The researcher suggests the students to be more active in learning activities in class. Students must also continue to improve their pronunciation skill so that their learning outcomes progress significantly.

### **2. For the Teacher**

Teachers are advised to carry out learning activities in class that are more relaxed so that students can enjoy the process of learning English in class. The researcher suggests the teacher to use Jazz Chant technique in English learning especially to improve students' pronunciation skill. Teachers are advised to approach students emotionally, so that students are more motivated and become active in learning activities.

### **3. For the Headmaster**

The researcher suggests the headmaster to support the English teacher to apply the meaningful media and teaching strategies in learning process. In this case, the headmaster advise to support the implementation of conducive learning by conducting teaching training that educates teachers to implement various alternative learning strategies that can motivate students in the English learning process.

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# **APPENDIXES**

## SILABUS

Satuan Pendidikan : SD Islam Modern An-Najah  
Muatan Terpadu : Bahasa Inggris

Kelas : II  
Semester : 2 (Dua)

### KOMPETENSI INTI

1. Menerima dan menjalankan perbedaan sesama teman.
2. Menunjukkan perilaku jujur, disiplin, tanggung jawab, santun, peduli, dan percaya diri dalam berinteraksi dengan keluarga, teman, guru dan tetangga.
3. Memahami pengetahuan faktual dengan cara mengamati (mendengar, melihat, membaca) dan menanya berdasarkan rasa ingin tahu tentang dirinya, makhluk ciptaan Tuhan dan kegiatannya, dan benda-benda yang dijumpainya di rumah dan di sekolah.
4. Menyajikan pengetahuan faktual dalam bahasa yang jelas, sistematis dan logis, dalam karya yang estetis, dalam gerakan yang mencerminkan anak sehat, dan dalam tindakan yang mencerminkan perilaku anak beriman dan berakhlak mulia.

Mata Pelajaran	Kompetensi Dasar	Indikator	Materi Pembelajaran	Kegiatan Pembelajaran	Pendidikan Karakter	Penilaian	Alokasi Waktu	Sumber Belajar
This is My Uniform	3.7 Memahami kata dan frasa yang berkaitan dengan <i>Uniform</i> . 4.7 Menghafalkan kosakata yang berkaitan dengan <i>Uniform</i> .	3.7.1 Mengetahui kosakata bahasa Inggris yang berkaitan dengan <i>Uniform</i> . 3.7.2 Mengidentifikasi arti kosakata yang berkaitan dengan <i>Uniform</i> . 3.7.3 Memahami kalimat yang berkaitan dengan <i>Uniform</i> . 4.7.1 Menghafalkan kosakata tentang <i>Uniform</i> dengan	<ul style="list-style-type: none"> <li>• Things about school <i>Uniform</i>.</li> <li>• Dialogues about school <i>Uniform</i>.</li> <li>• Task</li> </ul>	<ul style="list-style-type: none"> <li>• Membaca teks dan dialog bahasa Inggris dengan tema <i>school Uniform</i>.</li> <li>• Mengenal kosakata tentang <i>school Uniform</i>.</li> <li>• Menghafalkan kosakata bahasa Inggris yang berkaitan dengan <i>school Uniform</i>.</li> <li>• Mencocokkan kalimat bahasa Inggris.</li> </ul>	<ul style="list-style-type: none"> <li>• Religius</li> <li>• Nasionalis</li> <li>• Mandiri</li> <li>• Gotong Royong</li> <li>• Integritas</li> </ul>	Pengetahuan : <ul style="list-style-type: none"> <li>• Mengetahui teks bacaan dengan tema <i>school Uniform</i>.</li> </ul> Keterampilan : <ul style="list-style-type: none"> <li>• Membaca teks atau dialog dengan tema <i>school Uniform</i>.</li> </ul> Keterampilan Praktik/Kinerja	12 JP	<ul style="list-style-type: none"> <li>• Buku Guru dan Buku Siswa Kelas 2 (Modul Bahan Ajar Bahasa Inggris Kelas II Semester 2, Sukoharjo: CV. Kesowo)</li> <li>• Internet</li> </ul>



		<p>tepat.</p> <p>4.7.2 Mempraktikkan membaca teks tentang <i>Uniform</i> dengan tepat.</p> <p>4.7.3 Menyelesaikan soal- soal yang berkaitan dengan <i>Uniform</i>.</p>		<ul style="list-style-type: none"> <li>Menyelesaikan soal- soal yang berkaitan dengan <i>school Uniform</i>.</li> </ul>		<ul style="list-style-type: none"> <li>Mempraktekkan percakapan dengan tema <i>school Uniform</i>.</li> </ul>		
I Have Pets	<p>3.8 Memahami kata dan frasa yang berkaitan dengan <i>Animals</i>.</p> <p>4.8 Menghafalkan kosakata yang berkaitan dengan <i>Animals</i>.</p>	<p>3.8.1 Mengetahui kosakata bahasa inggris yang berkaitan dengan <i>Animals</i>.</p> <p>3.8.2 Mengidentifikasi arti kosakata yang berkaitan dengan <i>Animals</i>.</p> <p>3.8.3 Memahami kalimat yang berkaitan dengan <i>Animals</i>.</p> <p>4.8.1 Menghafalkan kosakata tentang <i>Animals</i> dengan tepat.</p> <p>4.8.2 Mempraktikkan membaca teks tentang <i>Animals</i></p>	<ul style="list-style-type: none"> <li>Tame Animals</li> <li>Wild Animals</li> <li>Animal's Food</li> <li>Task</li> </ul>	<ul style="list-style-type: none"> <li>Membaca teks dan dialog bahasa inggris dengan tema <i>Animals</i>.</li> <li>Mengenal kosakata tentang <i>Animals</i>.</li> <li>Menghafalkan kosakata bahasa inggris yang berkaitan dengan <i>Animals</i>.</li> <li>Mencocokkan kalimat bahasa inggris.</li> <li>Menyelesaikan soal- soal yang berkaitan dengan <i>Animals</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Religius</li> <li>Nasionalis</li> <li>Mandiri</li> <li>Gotong Royong</li> <li>Integritas</li> </ul>	<p>Pengetahuan :</p> <ul style="list-style-type: none"> <li>Mengetahui teks bacaan dengan tema <i>Animals</i>.</li> </ul> <p>Keterampilan :</p> <ul style="list-style-type: none"> <li>Membaca teks atau dialog dengan tema <i>Animals</i>.</li> </ul> <p>Keterampilan Praktik/Kinerja</p> <ul style="list-style-type: none"> <li>Mempraktekkan percakapan dengan tema <i>Animals</i>.</li> </ul>	12 JP	<ul style="list-style-type: none"> <li>Buku Guru dan Buku Siswa Kelas 2 (Modul Bahan Ajar Bahasa Inggris Kelas II Semester 2, Sukoharjo: CV. Kesowo)</li> <li>Internet</li> </ul>

		dengan tepat. 4.8.3 Menyelesaikan soal- soal yang berkaitan dengan <i>Animals</i> .						
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Sambikarto, Desember 2022

Guru Mata Pelajaran

  
**EEN NADILA YUNITA SARI**

## RENCANA PELAKSANAAN PEMBELAJARAN

Mata Pelajaran	: Bahasa Inggris	Alokasi Waktu	: 1 x 60 Menit
Kelas/Semester	: II/Genap	Pertemuan ke	: 1
Materi Pokok	: This is My Uniform		

### A. Kompetensi Inti

KI 3 : Memahami pengetahuan faktual dengan cara mengamati (mendengar, melihat, membaca) dan menanya berdasarkan rasa ingin tahu tentang dirinya, makhluk ciptaan Tuhan dan kegiatannya, dan benda-benda yang dijumpainya di rumah dan di sekolah.

KI 4 : Menyajikan pengetahuan faktual dalam bahasa yang jelas, sistematis dan logis, dalam karya yang estetis, dalam gerakan yang mencerminkan anak sehat, dan dalam tindakan yang mencerminkan perilaku anak beriman dan berakhlak mulia.

### B. Kompetensi Dasar

KD 3.7 : Memahami kata dan frasa yang berkaitan dengan *This is My Uniform*.

KD 4.7 : Menghafalkan kosakata yang berkaitan dengan *This is My Uniform*.

### C. Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan diharapkan peserta didik dapat berinteraksi secara lisan dan tertulis dengan guru dan teman dalam bahasa Inggris sederhana mengenai *This is My Uniform*.

### D. Media Pembelajaran, Alat dan Sumber Belajar

Media : Lembar Kerja dan Lembar Penilaian.

Alat/Bahan : Kamus, Spidol dan Papan Tulis.

Sumber Belajar : Buku Guru dan Buku Siswa Kelas 2 (Modul Bahan Ajar Bahasa Inggris Kelas II Semester 2, Sukoharjo: CV. Kesowo), Internet

### E. Materi Pembelajaran

Materi Ajar : This is My Uniform.

Tema : School Uniform

### F. Langkah-langkah Pembelajaran

Kegiatan Pendahuluan (10 Menit)	
<b>Orientasi</b>	<p>Peserta didik mempersiapkan diri ditempat duduk masing-masing, berdoa dan mengucapkan salam.</p> <p>Peserta didik dan guru <i>greet each other</i> menggunakan Bahasa Inggris agar tercipta <i>English environment</i>.</p> <p>Guru mengecek kehadiran siswa.</p>
<b>Apersepsi</b>	<p>Peserta didik mendapatkan arahan materi ( <i>brainstorming</i> ) yang mengarah pada kompetensi dasar yang akan dicapai.</p>
<b>Motivasi</b>	<p>Guru menjelaskan tujuan pembelajaran yang ingin dicapai dalam proses pembelajaran agar siswa dapat termotivasi dalam mempelajari <i>This is My Uniform</i>.</p>
<b>Pemberian Acuan</b>	<p>Guru menjelaskan ruang lingkup pembelajaran serta teknik pembelajaran yang akan digunakan yaitu menggunakan Jazz Chant.</p>
Kegiatan Inti (40 Menit)	
<b>Kegiatan Literasi</b>	<p>Guru memutar lagu dari native speaker terkait kosa kata tentang <i>This is My Uniform</i> kepada peserta didik.</p> <p>Guru memberikan intruksi kepada peserta didik dengan menyanyikan sebuah klue.</p> <p>Peserta didik harus menyebutkan kosakata yang ada pada lagu dengan menyesuaikan jentikan jari dan fokus pada jumlah suku kata.</p> <p>Langkah ini terus diulang dengan tempo yang semakin cepat.</p>
<b>Critical Thinking</b>	<p>Guru menunjukkan gambar yang berkaitan dengan <i>This is My Uniform</i> kepada peserta didik, kemudian guru mempersilahkan peserta didik untuk menebak kosakata bahasa inggris dari gambar tersebut.</p>
<b>Collaboration</b>	<p>Guru mengenalkan serta menjelaskan langkah-langkah penerapan</p>

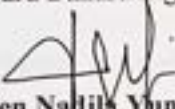
	teknik Jazz Chants pada Peserta Didik. Guru bersama Peserta Didik menerapkan teknik Jazz Chant.
<b>Communication</b>	Peserta didik mempraktikkan di depan kelas teknik Jazz Chant tanpa bantuan guru.
<b>Creativity</b>	Guru dan peserta didik memberikan kesimpulan terkait materi yang telah dipelajari dalam <i>This is My Uniform</i> .
<b>Penutup (10 Menit)</b>	
Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.	
Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.	
Peserta didik dan guru mengucapkan salam perpisahan.	

### G. Penilaian

- Sikap
- Pengetahuan
  - Listening/Speaking : Pelafalan (vowel, consonant, diphthong, final sound, popping sound)
  - Reading : Kelancaran
  - Writing : Ejaan, Kerapian tulisan tangan
- Keterampilan berdialog secara berpasangan di depan kelas terkait materi yang sedang dipelajari.

Sekampung, Maret 2023

Guru Bahasa Inggris Kelas II

  
Een Nadila Yunita Sari

Mahasiswa Peneliti

  
Anggun Emel Wirani

Mengetahui,  
Kepala Sekolah Islam Modern An-Najah Sambikarto



Nizarudin Dhofir, S.Pd

## RENCANA PELAKSANAAN PEMBELAJARAN

<b>Mata Pelajaran</b>	<b>: Bahasa Inggris</b>	<b>Alokasi Waktu</b>	<b>: 1 x 60 Menit</b>
<b>Kelas/Semester</b>	<b>: II/Genap</b>	<b>Pertemuan ke</b>	<b>: 2</b>
<b>Materi Pokok</b>	<b>: This is My Uniform</b>		

### A. Kompetensi Inti

KI 3 : Memahami pengetahuan faktual dengan cara mengamati (mendengar, melihat, membaca) dan menanya berdasarkan rasa ingin tahu tentang dirinya, makhluk ciptaan Tuhan dan kegiatannya, dan benda-benda yang dijumpainya di rumah dan di sekolah.

KI 4 : Menyajikan pengetahuan faktual dalam bahasa yang jelas, sistematis dan logis, dalam karya yang estetis, dalam gerakan yang mencerminkan anak sehat, dan dalam tindakan yang mencerminkan perilaku anak beriman dan berakhlak mulia.

### B. Kompetensi Dasar

KD 3.7 : Memahami kalimat sederhana yang berkaitan dengan *This is My Uniform*.

KD 4.7 : Menghafalkan kosakata yang berkaitan dengan *This is My Uniform*.

### C. Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan diharapkan peserta didik dapat berinteraksi secara lisan dan tertulis dengan guru dan teman dalam bahasa Inggris sederhana mengenai *This is My Uniform*.

### D. Media Pembelajaran, Alat dan Sumber Belajar

**Media** : Lembar Kerja dan Lembar Penilaian.

**Alat/Bahan** : Kamus, Spidol dan Papan Tulis.

**Sumber Belajar** : Buku Guru dan Buku Siswa Kelas 2 (Modul Bahan Ajar Bahasa Inggris Kelas II Semester 2, Sukoharjo: CV. Kesowo), Internet

### E. Materi Pembelajaran

**Materi Ajar** : This is My Uniform.

**Tema** : School Uniform

### F. Langkah-langkah Pembelajaran

Kegiatan Pendahuluan (10 Menit)	
<b>Orientasi</b>	<p>Peserta didik mempersiapkan diri ditempat duduk masing-masing, berdoa dan mengucapkan salam.</p> <p>Peserta didik dan guru <i>greet each other</i> menggunakan Bahasa Inggris agar tercipta <i>English environment</i>.</p> <p>Guru mengecek kehadiran siswa.</p>
<b>Apersepsi</b>	<p>Guru mengulas kembali materi pada pertemuan sebelumnya pada Peserta didik.</p> <p>Peserta didik mendapatkan arahan materi ( <i>brainstorming</i> ) yang mengarah pada kompetensi dasar yang akan dicapai.</p>
<b>Motivasi</b>	<p>Guru menjelaskan tujuan pembelajaran yang ingin dicapai dalam proses pembelajaran agar siswa dapat termotivasi dalam mempelajari <i>This is My Uniform</i>.</p>
<b>Pemberian Acuan</b>	<p>Guru menjelaskan ruang lingkup pembelajaran serta teknik pembelajaran yang akan digunakan yaitu menggunakan Jazz Chant.</p>
Kegiatan Inti (40 Menit)	
<b>Kegiatan Literasi</b>	<p>Guru memutar audio terkait kalimat percakapan sederhana yang berkaitan dengan <i>This is My Uniform</i> kepada peserta didik.</p> <p>Guru memberikan intruksi kepada peserta didik dengan menyanyikan sebuah klue.</p> <p>Peserta didik harus mengulang kalimat yang ada pada audio dengan menyesuaikan tepukan tangan.</p> <p>Langkah ini terus diulang dengan tempo yang semakin cepat.</p>
<b>Critical Thinking</b>	<p>Guru mengajak Peserta didik untuk bersama-sama menerjemahkan kalimat/dialog yang dipelajari.</p> <p>Guru kembali mengajak Peserta didik untuk menerapkan teknik yang telah dipelajari dipertemuan sebelumnya, yaitu Jazz Chant.</p>

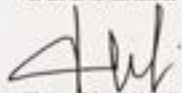
<b>Collaboration</b>	Guru membagi peserta didik secara berpasangan untuk berdialog terkait materi <i>This is My Uniform</i> .
<b>Communication</b>	Peserta didik berdialog di depan kelas secara berpasangan.
<b>Creativity</b>	Guru dan peserta didik memberikan kesimpulan terkait materi yang telah dipelajari dalam <i>This is My Uniform</i> .
<b>Penutup (10 Menit)</b>	
Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.	
Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.	
Peserta didik dan guru mengucapkan salam perpisahan.	

### G. Penilaian

1. Sikap
2. Pengetahuan
  - Listening/Speaking : Pelafalan (vowel, consonant, diphthong, final sound, popping sound)
  - Reading : Kelancaran
  - Writing : Ejaan, Kerapian tulisan tangan
3. Keterampilan berdialog secara berpasangan di depan kelas terkait materi yang sedang dipelajari.

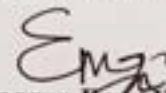
Sekampung, Maret 2023

Guru Bahasa Inggris Kelas II



Een Nadila Yunita Sari

Mahasiswa Peneliti



Anggun Emgi Wirani

Kepala Sekolah, SD Islam Modern An-Najah Sambikarto



Nizarudin Dhofir, S.Pd



## RENCANA PELAKSANAAN PEMBELAJARAN

<b>Mata Pelajaran</b>	: Bahasa Inggris	<b>Alokasi Waktu</b>	: 1 x 60 Menit
<b>Kelas/Semester</b>	: II/Genap	<b>Pertemuan ke</b>	: 3
<b>Materi Pokok</b>	: I Have Pets		

### A. Kompetensi Inti

KI 3 : Memahami pengetahuan faktual dengan cara mengamati (mendengar, melihat, membaca) dan menanya berdasarkan rasa ingin tahu tentang dirinya, makhluk ciptaan Tuhan dan kegiatannya, dan benda-benda yang dijumpainya di rumah dan di sekolah.

KI 4 : Menyajikan pengetahuan faktual dalam bahasa yang jelas, sistematis dan logis, dalam karya yang estetis, dalam gerakan yang mencerminkan anak sehat, dan dalam tindakan yang mencerminkan perilaku anak beriman dan berakhlak mulia.

### B. Kompetensi Dasar

KD 3.8 : Memahami kata dan frasa yang berkaitan dengan *Wild Animals*.

KD 4.8 : Menghafalkan kosakata yang berkaitan dengan *Wild Animals*.

### C. Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan diharapkan peserta didik dapat berinteraksi secara lisan dan tertulis dengan guru dan teman dalam bahasa Inggris sederhana mengenai *Wild Animals*.

### D. Media Pembelajaran, Alat dan Sumber Belajar

**Media** : Lembar Kerja dan Lembar Penilaian.

**Alat/Bahan** : Kamus, Spidol dan Papan Tulis.

**Sumber Belajar** : Buku Guru dan Buku Siswa Kelas 2 (Modul Bahan Ajar Bahasa Inggris Kelas II Semester 2, Sukoharjo: CV. Kesowo), Internet

### E. Materi Pembelajaran

Materi Ajar : I Have Pets

Tema : Tame and Wild Animals

### F. Langkah-langkah Pembelajaran


Kegiatan Pendahuluan (10 Menit)	
<b>Orientasi</b>	<p>Peserta didik mempersiapkan diri ditempat duduk masing-masing, berdoa dan mengucapkan salam.</p> <p>Peserta didik dan guru <i>greet each other</i> menggunakan Bahasa Inggris agar tercipta <i>English environment</i>.</p> <p>Guru mengecek kehadiran siswa.</p>
<b>Apersepsi</b>	<p>Guru mengulas kembali materi pada pertemuan sebelumnya pada Peserta didik.</p> <p>Peserta didik mendapatkan arahan materi ( <i>brainstorming</i> ) yang mengarah pada kompetensi dasar yang akan dicapai.</p>
<b>Motivasi</b>	<p>Guru menjelaskan tujuan pembelajaran yang ingin dicapai dalam proses pembelajaran agar siswa dapat termotivasi dalam mempelajari materi <i>I Have Pets</i>.</p>
<b>Pemberian Acuan</b>	<p>Guru menjelaskan ruang lingkup pembelajaran serta teknik pembelajaran yang akan digunakan yaitu menggunakan Jazz Chant.</p>
Kegiatan Inti (40 Menit)	
<b>Kegiatan Literasi</b>	<p>Guru memberikan materi serta pemahaman terkait materi <i>Wild Animals</i>.</p> <p>Guru mengajak peserta didik untuk mengamati informasi sederhana berupa kosakata dan frasa yang berkaitan dengan <i>Wild Animals</i>.</p> <p>Guru memberi contoh penulisan informasi tersebut dengan benar.</p>
<b>Critical Thinking</b>	<p>Guru menunjukkan gambar yang berkaitan dengan <i>Wild Animals</i> kepada peserta didik, kemudian guru mempersilahkan peserta didik untuk menebak kosakata bahasa inggris dari gambar tersebut.</p>
<b>Collaboration</b>	<p>Guru mengajak Peserta didik berdialog singkat terkait materi</p>

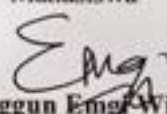
	<i>Wild Animals.</i>
<b>Communication</b>	Guru bersama Peserta didik menerapkan langkah-langkah penggunaan teknik Jazz Chant.
<b>Creativity</b>	Guru dan peserta didik memberikan kesimpulan terkait materi yang telah dipelajari yaitu tentang <i>Wild Animals.</i>
<b>Penutup (10 Menit)</b>	
Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.	
Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.	
Peserta didik dan guru mengucapkan salam perpisahan.	

### G. Penilaian

1. Sikap
2. Pengetahuan
  - Listening/Speaking : Pelafalan (vowel, consonant, diphthong, final sound, popping sound)
  - Reading : Kelancaran
  - Writing : Ejaan, Kerapian tulisan tangan
3. Keterampilan berdialog secara berpasangan di depan kelas terkait materi yang sedang dipelajari.

Sekampung, Maret 2023


  
 Mengesahkan  
 Kepala SD Islam Modern An-Najah Sambikarto  
Nizarudin Dhofir, S.Pd

Mahasiswa  
  
Anggun Emg Wirani

## RENCANA PELAKSANAAN PEMBELAJARAN

<b>Mata Pelajaran</b>	<b>: Bahasa Inggris</b>	<b>Alokasi Waktu</b>	<b>: 1 x 60 Menit</b>
<b>Kelas/Semester</b>	<b>: II/Genap</b>	<b>Pertemuan ke</b>	<b>: 4</b>
<b>Materi Pokok</b>	<b>: I Have Pets</b>		

### A. Kompetensi Inti

KI 3 : Memahami pengetahuan faktual dengan cara mengamati (mendengar, melihat, membaca) dan menanya berdasarkan rasa ingin tahu tentang dirinya, makhluk ciptaan Tuhan dan kegiatannya, dan benda-benda yang dijumpainya di rumah dan di sekolah.

KI 4 : Menyajikan pengetahuan faktual dalam bahasa yang jelas, sistematis dan logis, dalam karya yang estetis, dalam gerakan yang mencerminkan anak sehat, dan dalam tindakan yang mencerminkan perilaku anak beriman dan berakhlak mulia.

### B. Kompetensi Dasar

KD 3.7 : Memahami kata dan frasa yang berkaitan dengan *Tame Animal's*.

KD 4.7 : Menghafalkan kosakata yang berkaitan dengan *Tame Animals*.

### C. Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan diharapkan peserta didik dapat berinteraksi secara lisan dan tertulis dengan guru dan teman dalam bahasa Inggris sederhana mengenai *Tame Animals*.

### D. Media Pembelajaran, Alat dan Sumber Belajar

**Media** : Lembar Kerja dan Lembar Penilaian.

**Alat/Bahan** : Kamus, Spidol dan Papan Tulis.

**Sumber Belajar** : Buku Guru dan Buku Siswa Kelas 2 (Modul Bahan Ajar Bahasa Inggris Kelas II Semester 2, Sukoharjo: CV. Kesowo), Internet

### E. Materi Pembelajaran

Materi Ajar : I Have Pets  
 Tema : Tame Animals

### F. Langkah-langkah Pembelajaran

Kegiatan Pendahuluan (10 Menit)	
<b>Orientasi</b>	<p>Peserta didik mempersiapkan diri ditempat duduk masing-masing, berdoa dan mengucap salam.</p> <p>Peserta didik dan guru <i>greet each other</i> menggunakan Bahasa Inggris agar tercipta <i>English environment</i>.</p> <p>Guru mengecek kehadiran siswa.</p>
<b>Apersepsi</b>	<p>Guru mengulas kembali materi pada pertemuan sebelumnya pada Peserta didik.</p> <p>Peserta didik mendapatkan arahan materi (<i>brainstorming</i>) yang mengarah pada kompetensi dasar yang akan dicapai.</p>
<b>Motivasi</b>	<p>Guru menjelaskan tujuan pembelajaran yang ingin dicapai dalam proses pembelajaran agar siswa dapat termotivasi dalam mempelajari materi <i>I Have Pets</i>.</p>
<b>Pemberian Acuan</b>	<p>Guru menjelaskan ruang lingkup pembelajaran serta teknik pembelajaran yang akan digunakan yaitu menggunakan Jazz Chant.</p>
Kegiatan Inti (40 Menit)	
<b>Kegiatan Literasi</b>	<p>Guru memberikan materi serta pemahaman secara singkat terkait <i>Tame Animals</i>.</p> <p>Guru mengajak peserta didik untuk mengamati informasi berupa kosa kata dan frasa sederhana yang berkaitan dengan <i>Tame Animals</i>.</p> <p>Guru memberi contoh penulisan informasi tersebut dengan benar.</p>
<b>Critical Thinking</b>	<p>Guru mengajak Peserta didik untuk bersama-sama menerjemahkan kosa kata dan frasa yang dipelajari.</p> <p>Guru kembali mengajak Peserta didik untuk menerapkan teknik yang telah dipelajari dipertemuan sebelumnya, yaitu Jazz Chant.</p>
<b>Collaboration</b>	<p>Guru mengajak peserta didik untuk berdialog singkat terkait</p>

	materi <i>Tame Animals</i> .
<b>Communication</b>	Peserta didik berdialog di depan kelas.
<b>Creativity</b>	Guru dan peserta didik memberikan kesimpulan terkait materi yang telah dipelajari dalam <i>I Have Pets</i> .
<b>Penutup (10 Menit)</b>	
Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.	
Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.	
Peserta didik dan guru mengucapkan salam perpisahan.	

### G. Penilaian

1. Sikap
2. Pengetahuan
  - Listening/Speaking : Pelafalan (vowel, consonant, diphthong, final sound, popping sound)
  - Reading : Kelancaran
  - Writing : Ejaan, Kerapian tulisan tangan
3. Keterampilan berdialog secara berpasangan di depan kelas terkait materi yang sedang dipelajari.

Sekampung, Maret 2023



Kepala SDI An-Najah Sambikarto

Nizarudin Dhofir, S.Pd

Mahasiswa

Anggun Engi Wirani

**Rubric Score Table**

<b>No.</b>	<b>Aspect</b>	<b>Grade</b>	<b>Category</b>
1.	Vowel	5	Produce almost all English vowel accurately and clearly.
		4	Can produce the majority of vowels accurately, but has some difficulty in distinguishing short vowels and long vowels.
		3	Has difficulties distinguishing short vowels and long vowels.
		2	Produces frequent mistakes when producing English vowels.
		1	Not produce a difference in all of English vowels.
2.	Consonant	5	Produce all the English consonants perfectly.
		4	Produces consonants with no difficulties, but some occasional mistakes appear.
		3	Finds difficulties to articulate and produce some English consonants.
		2	Produces errors in almost all English Consonants.

		1	Produces errors in all of English consonants.
3.	Final Sound	5	Produce all of the final sound perfectly.
		4	Produce the final sound with no difficulties but little mistake appear.
		3	Has difficulties in produces one of the final sound.
		2	Produces errors in some of the final sound.
		1	Produces errors in all of the final sound.
		4.	Popping Sound
4	Produce the popping sound with no difficulties but little mistake appear.		
3	Has difficulties in produces one of the popping sound.		
2	Produces errors in all of the popping sound.		
1	Not produce a difference in all of popping sound		





**PRONUNCIATION TEST (PRE-TEST)**  
**IMPROVING STUDENTS' PRONUNCIATION SKILL BY USING**  
**JAZZ CHANT TECHNIQUE AT THE SECOND GRADE OF SD**  
**ISLAM MODERN AN-NAJAH SAMBIKARTO SEKAMPUNG**  
**EAST LAMPUNG**



Name :

**Guideline:**

**Look at the picture.**

**1. Mention each picture in English using your best pronunciation.**



(a)



(b)



(c)



(d)



(e)



(f)



(g)



(h)



(i)



(j)

*(source: google)*

**2. Let's mention the objects below and their numbers.**

a.



f.



b.



g.



c.



h.



d.



i.



e.



j.



*(source: google)*

**ANSWER KEY PRE-TEST****1.**

- a. Book ('bʊk)
- b. Table ('tā-bəl)
- c. Chair ('cher)
- d. Clock ('kläk)
- e. Computer (kəm- 'pyü-tər)
- f. Whiteboard ('(h)wīt- bɔrd)
- g. Ruler ('rü-lər)
- h. Newspaper ('nüz- pā-pər)
- i. Marker ('mär-kər)
- j. Eraser (i- 'rā-sər)

**2.**

- a. Five erasers.
- b. Six pens.
- c. Four rulers.
- d. Three markers.
- e. Two books.
- f. A table / one table.
- g. Two chairs.
- h. A whiteboard / one whiteboard.
- i. Four clocks.
- j. Seven pencils.



**PRONUNCIATION TEST (POST-TEST I)**  
**IMPROVING STUDENTS' PRONUNCIATION SKILL BY USING**  
**JAZZ CHANT TECHNIQUE AT THE SECOND GRADE OF SD**  
**ISLAM MODERN AN-NAJAH SAMBIKARTO SEKAMPUNG**  
**EAST LAMPUNG**



Name :

**A. Vocabulary**

**Guideline:**

**Look at the picture.**

**1. Mention each picture in English using your best pronunciation.**



(a)



(b)



(c)



(d)



(e)



(f)



(g)



(h)



(i)



(j)

*(source: google)*

2. Let's mention the objects below and their color.



(a)



(b)



(c)



(d)



(e)

*(source: google)*

## B. Sentences

### Guideline:

Answer the question bellow in front of your teacher:

- a. Hello, how are you?
- b. What is your name?
- c. Can you help me to remember something?
- d. What the name of this thing?
- e. What the color of this thing?

**ANSWER KEY OF POST-TEST 1****A. Vocabulary**

1.

- a. Cap ('kap)
- b. Tie ('tī)
- c. Shoe ('shü)
- d. Belt ('belt)
- e. Socks ('säk)
- f. Bag ('bäg)
- g. Uniform ('yü-nə- förm)
- h. Sportswear ('spörts- wer)
- i. Skirt ('skört)
- j. Pants ('pan(t)s)

2.

- a. White shoes
- b. Yellow bag
- c. Black socks
- d. Red tie
- e. Brown pants

**B. Sentences**

1. Hello, I am good.
2. My name is ....
3. Yes, I can help you.
4. This is a...
5. The thing color is ....

Name :

**Guideline:**

**Look at the picture.**

**1. Mention each picture in English using your best pronunciation.**



(a)



(b)



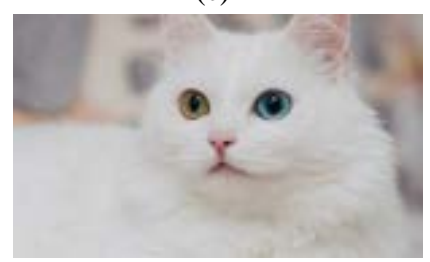
(c)



(d)



(e)



(f)



(g)



(h)



(i)



(j)



(k)



(l)

*(source: google)*

**2. Let's mention the animals below and their color.**



(a)



(b)



(c)



(d)



(e)



(f)

*(source: google)*

**3. Sentences**

**Guideline:**

**Answer the question bellow:**

- a. Can you tell me what the name of this animal?**
- b. What the color of this animal?**



**ANSWER KEY OF POST-TEST 2****1.**

- a. Lion ('li-ən)
- b. Shark ('shɑ:k)
- c. Bear ('ber)
- d. Snake ('snɑ:k)
- e. Elephant ('e-lə-fənt)
- f. Cat ('kæt)
- g. Duck ('dʌk)
- h. Fish ('fiʃ)
- i. Rabbit ('ræ-bɪt)
- j. Mouse ('maʊs)
- k. Dog ('dɒg)
- l. Cow ('kəʊ)

**2.**

- a. Green snake
- b. Black bear
- c. White rabbit
- d. Orange cat
- e. Brown cow
- f. Blue fish

**3. Sentences**

- a. This is a ....
- b. The color of this animal is...



**ATTENDANCE LIST**  
**IMPROVING STUDENTS' PRONUNCIATION SKILL BY USING**  
**JAZZ CHANT TECHNIQUE AT THE SECOND GRADE OF SD**  
**ISLAM MODERN AN-NAJAH SAMBIKARTO SEKAMPUNG**  
**EAST LAMPUNG**



**THE ATTENDANCE LIST**

No.	Name	Pre-test	Post-test 1	Post-test 2
		April 10 <sup>th</sup> , 23	April 17 <sup>th</sup> , 23	May 9 <sup>th</sup> , 23
1.	Adwa Afan Kusuma	✓	✓	✓
2.	Askia Ramadani	✓	✓	✓
3.	Devi Delisia Azni	✓	✓	✓
4.	Devita Elsa Wijaya	✓	✓	✓
5.	Mimo Arzenio Irawan	✓	✓	✓
6.	Murita Olivia Lestari	✓	✓	✓
7.	Rio Hudan Al-Halim	✓	✓	✓
8.	Shafara Alta Ripska	✓	✓	✓

Evaluation Sheet  
Pre-Test

No.	Name	Pronunciation Aspects				Score
		Vowel	Consonant	Final Sound	Popping Sound	
1.	AK	3	3	1	1	$8 \times 5 = 40$
2.	AR	2	4	1	1	$8 \times 5 = 40$
3.	DA	4	4	3	3	$14 \times 5 = 70$
4.	DW	3	3	1	1	$8 \times 5 = 40$
5.	MA	3	4	1	1	$9 \times 5 = 45$
6.	MO	3	4	1	1	$9 \times 5 = 45$
7.	RH	2	2	1	1	$6 \times 5 = 30$
8.	SA	3	3	1	1	$8 \times 5 = 40$
<b>Total</b>						350
<b>Average</b>						43.75
<b>Highest Grade</b>						70
<b>Lowest Grade</b>						30



Peneliti: Nadhifa Yunita Sari

Sekampung, April 2023

Researcher

*Emir*

Anggun Emir Wirani  
NPM. 1901052002

**Evaluation Sheet  
Post-Test I**

No.	Name	Pronunciation Aspects				Score
		Vowel	Consonant	Final Sound	Popping Sound	
1.	AK	3	4	2	1	$10 \times 5 = 50$
2.	AR	4	4	2	2	$12 \times 5 = 60$
3.	DA	4	4	4	3	$15 \times 5 = 75$
4.	DW	4	3	2	1	$10 \times 5 = 50$
5.	MA	3	3	3	1	$10 \times 5 = 50$
6.	MO	4	3	1	2	$10 \times 5 = 50$
7.	RH	3	3	2	1	$9 \times 5 = 45$
8.	SA	4	4	3	3	$14 \times 5 = 70$
<b>Total</b>						450
<b>Average</b>						56.25
<b>Highest Grade</b>						75
<b>Lowest Grade</b>						45



Collaborator

Esti Nadia Yunita Sari

Sekampung, April 2023

Researcher

*Emgi*

Anggun Emgi Wirani

NPM. 1901052002

Evaluation Sheet  
Post-Test II

No.	Name	Pronunciation Aspects				Score
		Vowel	Consonant	Final Sound	Popping Sound	
1.	AK	4	4	3	3	$14 \times 5 = 70$
2.	AR	4	4	3	3	$14 \times 5 = 70$
3.	DA	4	4	4	4	$16 \times 5 = 80$
4.	DW	4	3	3	2	$12 \times 5 = 60$
5.	MA	4	4	3	3	$14 \times 5 = 70$
6.	MO	4	4	4	3	$15 \times 5 = 75$
7.	RH	4	4	2	2	$12 \times 5 = 60$
8.	SA	4	4	4	4	$16 \times 5 = 80$
Total						565
Average						70,62
Highest Grade						80
Lowest Grade						60



Consolator

Yuni Nischa Yunita Sari

Sekampung, May 2023

Researcher

Anggun Erigi Wirani

NPM. 1901052002



**OBSERVATION SHEETS**  
**IMPROVING STUDENTS' PRONUNCIATION SKILL BY USING**  
**JAZZ CHANT TECHNIQUE AT THE SECOND GRADE OF SD**  
**ISLAM MODERN AN-NAJAH SAMBIKARTO SEKAMPUNG**  
**EAST LAMPUNG**



Observation sheets are records of observations in the field. This observation sheet contains records of the learning process including teacher and student activities in the learning process. The follows are:

**Student's Activities Sheet**

**Cycle I**

No.	Name	Aspects			
		Student's Attention	Student's Activeness in Learning Process	Student Activeness in The Application of Techniques	Student's Ability to Pronounce Vocabulary
1.	AK	✓	-	-	✓
2.	AR	✓	-	✓	-
3.	DA	✓	-	✓	✓
4.	DW	-	-	✓	-
5.	MA	-	✓	✓	✓
6.	MO	✓	✓	✓	-
7.	RH	-	-	-	-
8.	SA	✓	✓	✓	✓
<b>Total</b>		5	3	6	4

1. Student's attention = 63%
2. Student's activeness in learning process = 38%
3. Student's activeness in the application of the technique = 75%
4. Student's ability to pronounce vocabulary = 100%



Supervisor

Penyedia Yunita Sari

Sekampung, April 2023

Researcher

*Engi*

Anggun Engi Wirani

NPM. 1901052002



**OBSERVATION SHEETS**  
**IMPROVING STUDENTS' PRONUNCIATION SKILL BY USING**  
**JAZZ CHANT TECHNIQUE AT THE SECOND GRADE OF SD**  
**ISLAM MODERN AN-NAJAH SAMBIKARTO SEKAMPUNG**  
**EAST LAMPUNG**



Observation sheets are records of observations in the field. This observation sheet contains records of the learning process including teacher and student activities in the learning process. The follows are:

**Student's Activities Sheet**

**Cycle II**

No.	Name	Aspects			
		Student's Attention	Student's Activeness in Learning Process	Student Activeness in The Application of Techniques	Student's Ability to Pronounce Vocabulary
1.	AK	✓	-	✓	✓
2.	AR	✓	✓	✓	✓
3.	DA	✓	✓	✓	✓
4.	DW	-	-	✓	✓
5.	MA	✓	✓	✓	✓
6.	MO	✓	✓	✓	✓
7.	RH	✓	✓	✓	-
8.	SA	✓	✓	✓	✓
<b>Total</b>		<b>7</b>	<b>6</b>	<b>8</b>	<b>7</b>



1. Student's attention = 88%
2. Student's activeness in learning process = 71%
3. Student's activeness in the application of the technique = 100%
4. Student's ability to pronounce vocabulary = 88%



Sekampung, May 2023

Researcher

  
Anggun Erngi Wirani  
NPM. 1901052002



**OBSERVATION SHEETS**  
**IMPROVING STUDENTS' PRONUNCIATION SKILL BY USING**  
**JAZZ CHANT TECHNIQUE AT THE SECOND GRADE OF SD**  
**ISLAM MODERN AN-NAJAH SAMBIKARTO SEKAMPUNG**  
**EAST LAMPUNG**



**Researcher's Performance Sheet**

**Cycle I**

No.	Aspects	Qualification		Description
		Yes	No	
1.	Prepare learning tools	✓		Good
2.	Using media during learning	✓		Good
3.	Convey learning objectives	✓		Good
4.	Link to previous material		✓	Low
5.	Involve students in the learning process	✓		Good
6.	Give students ice breaking in the learning process		✓	Low
7.	Give students the opportunity to ask questions	✓		Good
8.	Give time to complete the task	✓		Enough
9.	Give appreciation to students	✓		Good
10.	Give the motivations	✓		Enough



Sekampung, April 2023

Collaborator

Nadila Yunita Sari



**OBSERVATION SHEETS**  
**IMPROVING STUDENTS' PRONUNCIATION SKILL BY USING**  
**JAZZ CHANT TECHNIQUE AT THE SECOND GRADE OF SD**  
**ISLAM MODERN AN-NAJAH SAMBIKARTO SEKAMPUNG**  
**EAST LAMPUNG**



**Researcher's Performance Sheet**

**Cycle II**

No.	Aspects	Qualification		Description
		Yes	No	
1.	Prepare learning tools	✓		Good
2.	Using media during learning	✓		Good
3.	Convey learning objectives	✓		Good
4.	Link to previous material	✓		Enough
5.	Involve students in the learning process	✓		Good
6.	Give students ice breaking in the learning process	✓		Good
7.	Give students the opportunity to ask questions	✓		Good
8.	Give time to complete the task	✓		Good
9.	Give appreciation to students	✓		Enough
10.	Give the motivations	✓		Good

Sekampung, May 2023

Collaborator



Yunita Sari



**DOCUMENTATION SHEETS**  
**IMPROVING STUDENTS' PRONUNCIATION SKILL BY USING**  
**JAZZ CHANT TECHNIQUE AT THE SECOND GRADE OF SD**  
**ISLAM MODERN AN-NAJAH SAMBIKARTO SEKAMPUNG**  
**EAST LAMPUNG**



The documentation sheet that researchers prepared in this study includes the following:

No.	Aspects	Availability	
		Yes	No
1.	Profile of SD Islam Modern An-Najah Sambikarto	✓	
2.	The vision and mission of SD Islam Modern An-Najah Sambikarto	✓	
3.	The building condition and school facilities in SD Islam Modern An-Najah Sambikarto	✓	
4.	The quantity of students at SD Islam Modern An-Najah Sambikarto	✓	
5.	Organization structure of SD Islam Modern An-Najah Sambikarto	✓	



Head Master of Modern Islamic  
 Elementary School of An-Najah Sambikarto

Prof. Dr. H. Profir, S.Pd

Sekampung, April 2023

Researcher

Anggun Emgi Wirani  
 NPM. 1901052002

## DOCUMENTATION



*Profil of SD Islam Modern An-Najah Sambikarto*



*Building Condition of SD Islam Modern An-Najah Sambikarto*



*Building Condition of SD Islam Modern An-Najah Sambikarto*



### Pre-Test Activities



### Treatment in Cycle I First Meeting Activities



*Researcher invites students to watching a video about the material*



*Researcher gives the explanation about the material*





*Researcher gives explanation about the applying of Jazz Chant Technique*



*Researcher invites students to apply Jazz Chant Technique together*

**Treatment in Cycle I**  
**Second Meeting Activities**



*Researcher gives explanation about the applying of Jazz Chant Technique*



*Researcher invites students to apply Jazz Chant Technique together*

### Post-Test I Activites



**Treatment in Cycle II**  
**First Meeting Activities**



*Students are watching a video about the material*



*Researcher gives explanation about the applying of Jazz Chant Technique*



*Researcher invites students to apply Jazz Chant Technique together*



**Treatment in Cycle II**  
**Second Meeting Activities**



*Students are watching a video about the material*





*Researcher invites students to apply Jazz Chant Technique together*



**Post-Test II Activites**







*Researcher taking pictures with students*





**FIELD NOTE**  
**IMPROVING STUDENTS' PRONUNCIATION SKILL BY USING**  
**JAZZ CHANT TECHNIQUE AT THE SECOND GRADE OF SD**  
**ISLAM MODERN AN-NAJAH SAMBIKARTO SEKAMPUNG**  
**EAST LAMPUNG**



**Field Note 1 (Pre-Test)**

**Date** : April, 10<sup>th</sup> 2023

**Time** : 08:00 - 09:00 WIB.

On Monday, April 10<sup>th</sup> 2023 at 07:15, the researcher arrived at Islamic Modern Elementary School of An-Najah Sambikarto to conduct a Pre-test. At 07:20 the researcher and picket teacher greeted the students who began to arrived. Not along ago at 07:40 the students performed the routine of praying dhuhur. After that, at 08:00 the students along with the researcher and English teacher entered the classroom to start learning.

The English teacher start the learning activities with greeting, and prayers then the activity is continued by researcher. The researcher explain her purpose in entering their classroom which is to conduct a pre-test. The pre-test is conducted individually to assess students' pronunciation skill. The researcher invite students to advance in front of class one by one. Then the researcher showed some pictures of objects in the classroom, which the students had to guess.

In this pre-test the students showed many errors in pronouncing vowels, consonants, final-sounds and pp-sounds. Then after all students did the pre-test at 09:00 the researcher and the English teacher closed the class.

Sekampung, April 2023

Researcher

*Emgi*

Anggun Emgi Wirani

NPM. 1901052002



Pet. Nurcha Yunita Sari



**FIELD NOTE**  
**IMPROVING STUDENTS' PRONUNCIATION SKILL BY USING**  
**JAZZ CHANT TECHNIQUE AT THE SECOND GRADE OF SD**  
**ISLAM MODERN AN-NAJAH SAMBIKARTO SEKAMPUNG**  
**EAST LAMPUNG**



**Field Note 2 (Meeting 1)**

**Date** : April 13<sup>th</sup>, 2023

**Time** : 10:25 - 11:30 WIB.

On Thursday, April 13<sup>th</sup>, 2023, researcher held the first meeting in cycle 1. Learning activities began at 10:25 by saying greeting, praying and checking the attendance list. In this first meeting, class condition were less conducive because classes started after the break time. After class became conducive, researcher invited students to see a video song about today's material, which is about school uniforms. Then, the teacher explains ~~the~~ material and teaches how to pronounce each vocabulary. Furthermore, the researcher invited students to practice the Jazz Chant technique. In this stage, some students feel confused about the application of this technique, but after tried for several times all of the students can practice this technique. Then at 11:30 researcher closed the first meeting.

Sekampung, April 2023

Researcher

*Emgi*

Anggun Emgi Wirani  
 NPM. 1901052002



Peneliti  
 Yunita Sari



**FIELD NOTE**  
**IMPROVING STUDENTS' PRONUNCIATION SKILL BY USING**  
**JAZZ CHANT TECHNIQUE AT THE SECOND GRADE OF SD**  
**ISLAM MODERN AN-NAJAH SAMBIKARTO SEKAMPUNG**  
**EAST LAMPUNG**



**Field Note 3 (Meeting 2)**

**Date** : April 14<sup>th</sup>, 2023  
**Time** : 08:00 - 09:00 WIB

On Friday, April 14<sup>th</sup>, 2023 the researcher conducts the 2<sup>nd</sup> meeting in cycle 1. The class began after the students carried out morning exercises, as in the first meeting the researcher began learning activity with greeting, praying and checking the attendance list. Then, the researcher give a quiz about the material at the previous meeting, students were excited to answer questions from the researcher.

The researcher invited students to watch a video of song at the previous meeting to check their answers. After that, researcher explains the material about school uniforms and correlated them with colors. Then the researcher invite students to apply the Jazz Chant technique. At this meeting, the class conditions were quite conducive compared to the first meeting. The students are also more enthusiastic in following the learning process. Then the class ends at 09:00.

Sekampung, April 2023

Researcher

*Emgi*

Anggun Emgi Wirani

NPM. 1901052002



Collaborator

Yunita Sari



**FIELD NOTE**  
**IMPROVING STUDENTS' PRONUNCIATION SKILL BY USING**  
**JAZZ CHANT TECHNIQUE AT THE SECOND GRADE OF SD**  
**ISLAM MODERN AN-NAJAH SAMBIKARTO SEKAMPUNG**  
**EAST LAMPUNG**



**Field Note 4 (Post-test 1)**

**Date** : Monday, April 17<sup>th</sup>, 2023

**Time** : 08:00 - 09:00 WIG

On Monday, April 17<sup>th</sup>, 2023 researcher carried out post-test 1 which began at 08:00. In post-test 1, researcher gave a test about school uniforms. Some students appeared to lack confidence when researcher conducts the test. There are also students who are embarrassed that their test result must be documented in videos. Then, the test ends at 09:00.

Sekampung, April 2023

Researcher

*Emgi*

Anggun Emgi Wirani

NPM. 1901052002





**FIELD NOTE**  
**IMPROVING STUDENTS' PRONUNCIATION SKILL BY USING**  
**JAZZ CHANT TECHNIQUE AT THE SECOND GRADE OF SD**  
**ISLAM MODERN AN-NAJAH SAMBIKARTO SEKAMPUNG**  
**EAST LAMPUNG**



**Field Note 5 (Meeting 3)**

**Date** : May 03<sup>rd</sup> 2023

**Time** : 11:00 - 12:00 WIB.

On Wednesday May 03<sup>rd</sup>, 2023 researcher conducts the first meeting in cycle 2. The class began at 11:00. Researcher starts learning activity by greeting, praying and checking students' attendance list. Then, researcher invites students to watch a video song about wild animals and give the explanation about the material. After that, researcher invites students' to practice the step of the Jazz Chant technique. In this meeting the condition in the classroom is quite effective. Students' listens the video carefully and practice the technique actively. Then the class ends at 12:00.

Sekampung, May 2023

Researcher

Anggun Erngi Wirani  
 NPM. 1901052002



Kon Konselor  
 Yunita Sari



**FIELD NOTE**  
**IMPROVING STUDENTS' PRONUNCIATION SKILL BY USING**  
**JAZZ CHANT TECHNIQUE AT THE SECOND GRADE OF SD**  
**ISLAM MODERN AN-NAJAH SAMBIKARTO SEKAMPUNG**  
**EAST LAMPUNG**



**Field Note 6 (Meeting 4)**

**Date** : May 4<sup>th</sup>, 2023

**Time** : 10:25 - 11:30

On Thursday, May 4<sup>th</sup> 2023, researcher conducts the second meeting in cycle 2. The class began at 10:25 after the break time. Before start learning activity, researcher asked students about the material at previous meeting. In this stage students very excited to answer the the question. After that, researcher give a video song about same animal, researcher also give explanation about the material and related in to color. Then, researcher invites students to apply the Jazz Chant technique. In this stage, the students actively followed the learning process. It is because students have mastered the application of the technique. The class ends at 11:30.

Sekampung, May 2023

Researcher

*Emgi*

Anggun Emgi Wirani  
 NPM. 1901052002



Coordinator

Fitri Nadria Yunita Sari



**FIELD NOTE**  
**IMPROVING STUDENTS' PRONUNCIATION SKILL BY USING**  
**JAZZ CHANT TECHNIQUE AT THE SECOND GRADE OF SD**  
**ISLAM MODERN AN-NAJAH SAMBIKARTO SEKAMPUNG**  
**EAST LAMPUNG**



**Field Note 7 (Post-test 2)**

**Date** : May 09<sup>th</sup>, 2023  
**Time** : 08:00 - 09:00

On Monday, 09<sup>th</sup> May, 2023 researcher conducted post-test 2. The test starts at 08:00 and ends at 09:00. The test performed is the same as post-test 1, only differs in material. In this test students seem confident in mentioning various vocabulary that the researcher give.

Sekampung, May 2023

Researcher

*Emgi*

Anggun Emgi Wirani  
 NPM. 1901052002



Eci Nadia Yunita Sari





**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
UNIT PERPUSTAKAAN**

**NPP: 1807062F0000001**

Jalan Ki Hajar Dewantara Kampus 15 A Iningmulyo Metro Timur Kota Metro Lampung 34111  
Telp (0725) 41507; Faks (0725) 47296; Website: [digilib.metrouniv.ac.id](http://digilib.metrouniv.ac.id); [pustaka.iain@metrouniv.ac.id](mailto:pustaka.iain@metrouniv.ac.id)

**SURAT KETERANGAN BEBAS PUSTAKA  
Nomor : P-416/ln.28/S/U.1/OT.01/05/2023**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

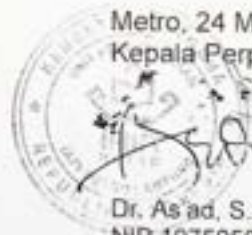
Nama : ANGGUN EMGI WIRANI  
NPM : 1901052002  
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/ Pendidikan Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2022 / 2023 dengan nomor anggota 1901052002

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 24 Mei 2023  
Kepala Perpustakaan



Dr. As'ad, S. Ag., S. Hum., M.H., C.Meja  
NIP. 19750505 200112 1 002



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: [www.tarbiyah.metrouniv.ac.id](http://www.tarbiyah.metrouniv.ac.id); e-mail: [tarbiyah.iain@metrouniv.ac.id](mailto:tarbiyah.iain@metrouniv.ac.id)

**SURAT KETERANGAN BEBAS PUSTAKA**

Yang bertanda tangan di bawah ini, Ketua Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa

Nama : Anggun Emgi Wirani  
NPM : 1901052002  
Program Studi : Tadris Bahasa Inggris (TBI)

Telah menyelesaikan administrasi peminjaman buku pada Jurusan/Prodi Tadris Bahasa Inggris.

Demikian keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Metro, 29 Mei 2023  
Ketua Prodi TBI

**Andianto, M.Pd**  
NIP. 198711102 201503 1 004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Inggmulyo Metro Timur Kota Metro Lampung 34111

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Nomor : 1484/In.28.1/J/TL.00/03/2023  
Lampiran :-  
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,  
Kuryani (Pembimbing 1)  
(Pembimbing 2)  
di-

Tempat  
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama	: <b>ANGGUN EMGI WIRANI</b>
NPM	: 1901052002
Semester	: 8 (Delapan)
Fakultas	: Tarbiyah dan Ilmu Keguruan
Jurusan	: Tadris Bahasa Inggris
Judul	: <b>IMPROVING STUDENTS' PRONUNCIATION SKILL BY USING JAZZ CHANT TECHNIQUE AT THE SECOND GRADE OF SD ISLAM MODERN AN-NAJAH SAMBIKARTO EAST LAMPUNG</b>

Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
  - a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
  - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 30 Maret 2023  
Ketua Jurusan,



**Andianto M.Pd**  
NIP 19871102 201503 1 004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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**SURAT TUGAS**

Nomor: B-1645/In.28/D.1/TL.01/04/2023

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama : **ANGGUN EMGI WIRANI**  
NPM : 1901052002  
Semester : 8 (Delapan)  
Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SD ISLAM MODERN AN-NAJAH SAMBIKARTO SEKAMPUNG LAMP, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING STUDENTS' PRONUNCIATION SKILL BY USING JAZZ CHANT TECHNIQUE AT THE SECOND GRADE OF SD ISLAM MODERN AN-NAJAH SAMBIKARTO SEKAMPUNG EAST LAMPUNG".
  2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro  
Pada Tanggal : 06 April 2023

Wakil Dekan Akademik dan  
Kelembagaan,



**Dra. Isti Fatonah MA**  
NIP 19670531 199303 2 003



Mengetahui,  
Pejabat Setempat

*Nizarudin Dhofir, S.Pd*



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
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Nomor : B-1644/In.28/D.1/TL.00/04/2023  
Lampiran : -  
Perihal : **IZIN RESEARCH**

Kepada Yth.,  
KEPALA SD ISLAM MODERN AN-  
NAJAH SAMBIKARTO SEKAMPUNG  
LAMP  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Sehubungan dengan Surat Tugas Nomor: B-1645/In.28/D.1/TL.01/04/2023, tanggal 06 April 2023 atas nama saudara:

Nama : **ANGGUN EMGI WIRANI**  
NPM : 1901052002  
Semester : 8 (Delapan)  
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SD ISLAM MODERN AN-NAJAH SAMBIKARTO SEKAMPUNG LAMP, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING STUDENTS' PRONUNCIATION SKILL BY USING JAZZ CHANT TECHNIQUE AT THE SECOND GRADE OF SD ISLAM MODERN AN-NAJAH SAMBIKARTO SEKAMPUNG EAST LAMPUNG".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 06 April 2023  
Wakil Dekan Akademik dan  
Kelembagaan,



**Dra. Isti Fatonah MA**  
NIP 19670531 199303 2 003



**SDI MODERN AN NAJAH**  
**INTEGRATED PROGRAM ENGLISH, ARABIC & TAHFIDZ SCHOOL**  
**SAMBIKARTO SEKAMPUNG LAMPUNG TIMUR**

Alamat: Jln. Raya Sambikarto Bumi Agung Dusun Tri Waluyo RT. 007/001 Desa Sambikarto, Kec. Sekampung  
 Kab. Lampung Timur Lampung 34382 Telp. 0815 5572 1214

Sambikarto, 11 April 2023

Nomor : 002/SDI An Najah/IV/2023  
 Lampiran : -  
 Perihal : Kesediaan Memberikan Izin Survey/ Penelitian

Kepada Yth,  
 Ketua Jurusan Tadris Bahasa Inggris  
 Institut Agama Islam Negeri Metro  
 Jl. Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung

*Assalamualaikum Warahmatullahi Wabarakatuh*

Semoga Allah SWT senantiasa melimpahkan rahmat dan hidayah-Nya kepada kita semua agar diberikan kesehatan dan kesuksesan dalam menjalankan aktivitas keseharian. Aamiin

Menindaklanjuti surat saudara nomor : B-1644/In.28/D.1/TL.00/04/2023 tanggal 06 April 2023 perihal Izin Research, dengan ini kami sampaikan bahwa kami tidak keberatan untuk memberikan Izin Survey/ Penelitian kepada Mahasiswa/ I Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro dengan data sebagai berikut :

Nama	: Anggun Emgi Wirani
NPM	: 1901052002
Jurusan	: Tadris Bahasa Inggris
Judul Skripsi	: Improving Students Pronunciation Skill by Using Jazz Chant Technique at the Second Grade of SD Islam Modern An-Najah Sambikarto Sekampung East Lampung

Demikian kami sampaikan, atas perhatian dan kerjasamanya kami ucapkan terima kasih.

*Wassalamualaikum Warahmatullahi Wabarakatuh*



Kepala Sekolah SDI An Najah,

Nuzuludin Dhofir, S.Pd



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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**KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO**

Nama : Anggun Emgi Wirani  
NPM : 1901052002

Jurusan : TBI  
Semester : VII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan <del>Hasan Mhs</del>
1.	Kamis, 22/10		Bimbingan BAB I	Emgi
2.	Kamis, 6/10		Revisi Objective and Benefits of the Study	Emgi
3.	Jumats, 7/10		ACC BAB I	Emgi
4.	Senin, 16/10		Bimbingan BAB II	Emgi
5.	Rabu, 19/10		ACC BAB II	Emgi
6.	Senin, 24/10		Bimbingan BAB III	Emgi
7.	Jumats, 4/11		ACC Seminar Proposal	Emgi

Mengetahui  
Ketua Jurusan TBI

Andianto, M.Pd  
NIP. 19871102 201503 1 004

Dosen Pembimbing

Drs. Kuryani, M.Pd  
NIP. 19620215 199503 1 001



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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**KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO**

Nama : Anggun Emgi Wirani  
NPM : 1901052002

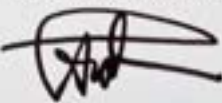
Jurusan : TBI  
Semester : VIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan <del>Dosen</del> Mhs
1.	Jumat. <sup>24</sup> / <sub>5</sub> 20		Bimbingan APD	Emgi
2.	Senin. <sup>27</sup> / <sub>5</sub> 23		Revisi Pre-test dan Post-test	Emgi
3.	Kamis. <sup>30</sup> / <sub>5</sub> 26		Acc APD	Emgi

Mengetahui  
Ketua Jurusan TBI

  
**Andianto, M.Pd**  
NIP. 19871102 201503 1 004

Dosen Pembimbing

  
**Drs. Kuryani, M.Pd**  
NIP. 19620215 199503 1 001





**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO**

Nama : Anggun Emgi Wirani  
NPM : 1901052002

Jurusan : TBI  
Semester : VIII

No.	Hari/Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Sabtu, 13/2023 /r		Bimbingan BAB IV dan V	Emgi
2.	Sabtu, 20/2023 /r		Revisi Cover dan Bibliography	Emgi
3.	Juniat, 26/2023 /r		ACC Munasqiyah	Emgi

Mengetahui  
Ketua Program Studi TBI

**Andianto, M.Pd**  
NIP.119871102 201503 1 004

Dosen Pembimbing

**Drs. Kurvani, M.Pd**  
NIP.196202150 199503 1 001

## BIOGRAPHY



The name of the researcher is Anggun Emgi Wirani. She was born in Sekampung, on May 11<sup>th</sup> 2001. She is the third child of Mr. Suwarno dan Mrs. Dwi Sugianti. The researcher lives with her parents who are located in Sumbergede Village, Sekampung, East Lampung. She completed her kindergarten at TK Ma'arif NU 5 Sekampung on 2007. After that, she continued her study at SDN 3 Sumbergede, and graduated on 2013. Then, she finished her junior high school in SMP N1 Sekampung on 2016. The researcher then continued her education to the senior high school at SMK Muhammadiyah Sekampung, and graduated on 2019. At the same year, she registered as S-1 student of English Education Study Program of IAIN Metro.

The researcher is a person who likes to organize and learn new things, so during college the researcher was active in several student organizations. In 2021, the researcher served as Chairperson of Kopri in the Indonesian Islamic Student Movement (PMII) organization and decommissioned in early 2023. In addition, the researcher also serves as general treasurer at the Student Association of the English Education Program, which was inaugurated in 2022 and was decommissioned on May 2023.