

THE EFFECT OF JAZZ CHANTS ON STUDENTS' ENGLISH VOCABULARY MASTERY

(A Quasi-Experiment Study at the Fourth Grade Students of SDN 17 Rejang
Lebong in Academic Year 2022/2023)

THESIS

**This thesis is submitted to fulfil the requirement
For 'Sarjana' degree in English Tadris Study Program**



Written by:

UMI MUALIMA

NIM. 19551062

**ENGLISH TADRIS STUDY PROGRAM
THE FACULTY OF TARBIYAH
STATE ISLAMIC INSTITUTE OF CURUP
2023**

Hal: Pengajuan Skripsi

Kepada

Yth. Rektor IAIN Curup

Di

Curup

Assalamu'alaikum Warahmatullahi Wabarakatuh

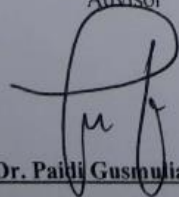
Setelah mengadakan pemeriksaan dan perbaikan seperlunya maka Kami berpendapat bahwa skripsi saudara Umi Mualima mahasiswa IAIN yang berjudul: **THE EFFECT OF JAZZ CHANTS ON STUDENTS' ENGLISH VOCABULARY MASTERY** (An experiment Research at the fourth Grade Students SDN 17 Rejang Lebong, in academic yaer of 2023/2024) sudah dapat diajukan dalam siding munaqosah Institut Agama Islam Negeri (IAIN) Curup.

Demikianlah permohonan ini Kami ajukan, diucapkan terima kasih.

Wassalamu'alaikum Warahmatullahi Wabarakatuh.

Curup, Juli 2023

Advisor



Dr. Paldi Gusmuliana, M.Pd
NIP. 198408172015011004

Co-Advisor



Jumatul Hidayah, M.Pd
NIP. 197800224200212002

THE STATEMENT OF OWNERSHIP

The writer who sign below:

Name : UMI MUALIMA

NIM : 19551062

Fakultas : Tarbiyah

Prodi : English Tadris Study Program (TBI)

State that the thesis is entitled "**The Effect of Jazz Chants on Students' English Vocabulary Mastery at the Elementary School (An Experiment Research at the fourth Grade Students SDN 17 Rejang Lebong, in academic year of 2003/2024)**" is origin and never proposed to get scholarship in IAIN Curup. So, never do the other university.

This statement is made truly, if in the next day there any mistake the writer ready to accept the punishment or other criticism from IAIN suitable with its regulation.

Curup, July 2023
Writer

METERAI
TEMPEL
F0457AKX246973879
Umi Mualima
NIM. 19551062



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) CURUP
FAKULTAS TARBIYAH

Jalan Dr. AK Gani No. 01 Kotak Pos 108 Telp. (0732) 21010-21759 Fax 21010
Homepage: <http://www.iaicurup.ac.id> Email: admin@iaicurup.ac.id Kode Pos 39119

APPROVAL

Nomor : 2525 /In.34/FT/PP.00.9/ /2023

Name : Umi Muallima
NIM : 19551062
Faculty : Tarbiyah
Department : English Tadris Study Program
Title : The Effect of Jazz Chants on Students' English Vocabulary
Mastery

Has been examined by examining board of the English Tadris Study Program of Institut Agama Islam Negeri (IAIN) Curup, on:

Day/Date : Tuesday, August 8rd 2023
Time : 15.00 PM- 16.30 PM
At : PGMI Room 4 IAIN Curup

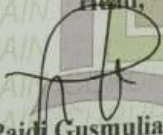
Has been received to fulfill a partical requirement for the degree of strata I in English Tadris Study Program of Tarbiyah Faculty of IAIN Curup.

Curup, th August 2023

Examiners,

Secretary,

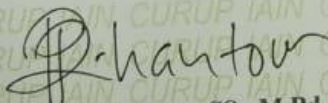
Head,

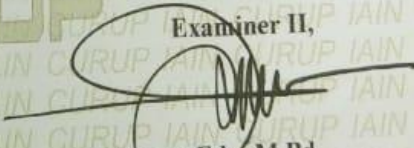

Dr. Paldi Gusmuliana, M.Pd.
NIP. 19840817201503 1 004


Jumatul Hidayah, M.Pd.
NIP. 19780224200212 2 002

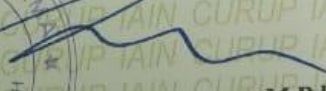
Examiner I,

Examiner II,


Dr. Prihantoro, SS., M.Pd.
NIP. 19750820 200801 1 004


Sarwo Edy, M.Pd.
NIPN. 2007068102

Mengesahkan
Dekan Fakultas Tarbiyah


Prof. Dr. H. Hamengkubuwono, M.Pd
NIP. 19650826 199903 1 001

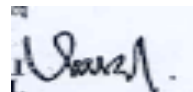
PREFACE

All praises to Allah SWT that the writer had finally finished writing her thesis entitled: **“The Effect of Jazz Chants on Students’ English Vocabulary Mastery at the Elementary School (An Experiment Research at the fourth Grade Students SDN 17 Rejang Lebong, in academic year of 2003/2024)”**

This thesis is submitted as a part of the completion for undergraduate degree of strata 1 (S1) in English Tadris Study Program of IAIN Curup. The writer realizes that this thesis is far being perfect, therefore the writer really appreciates some suggestion and critics for being perfect in the future.

Last but not least, the writer hopes that this thesis will be really useful to those who are interested in this field of study.

Curup, July 2023
Writer



Umi Mualima
NIM. 19551062

ACKNOWLEDGEMENT

Assalamu 'alaikum Warrahmatullahi Wabarokatuh

Alhamdulillah all praises be to ALLAH SWT who has given His mercy and blessing to the researcher, so the researcher can finish this thesis. Peace and salutation always be given to prophet Muhammad SAW, who has been a good example for every Muslim in this world.

The researcher finished this thesis entitled “**The Effect of Jazz Chants on Students’ English Vocabulary Mastery at the Elementary School (An Experiment Research at the fourth Grade Students SDN 17 Rejang Lebong, in academic year of 2003/2024)**”. This thesis is obtainable in partial fulfilment of the requirement for Degree of strata 1 in English Tadris Study Program of IAIN Curup. In conducting this thesis, the writer received valuable contribution, guidance helping, support and also motivation from a lot of participations. In this chance, the writer would like to express the deepest appreciation to:

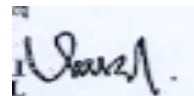
1. Prof Dr. Idi Warsah, M.Pd.I as the Rector of IAIN Curup.
2. Prof Dr. H. Hamengkubuwono, M.Pd as the Dean of Faculty Tarbiyah.
3. Mrs. Jumatul Hidayah, M.Pd as the Head of English Tadris Study Program thank for the guidance and helping.
4. Mr. Sarwo Edy, M.Pd as Secretary of English Tadris Study Program
5. Mr Dr. Sakut Anshori, S.Pd.I, M.hum as my academic advisor
6. My great advisor Mr. Dr. Paidi Gusmuliana, M.Pd in finishing my study at IAIN Curup.
7. My Co-advisor Mrs. Jumatul Hidayah, M.Pd who gave the researcher guidance, support and suggestion in finishing this thesis and also in finishing my study.
8. All of the lecturers of English Tadris Study Program in IAIN Curup thanks for support, suggestion and advices.
9. All the lecturers and staff of IAIN Curup the researcher would like to thanks their guidance in study at the beloved college.

Finally, the writer believes that this thesis is still far from being perfect. So, the constructive, suggestion for the improvement of it still need for better. Hopefully, the result of this research can give a useful contribution especially for readers especially for students' and lecturers in English Tadris Study Program.

Wassalamu'alaikum Warrahmatullahi Wabarokatuh.

Curup, July 2023

Writer

A handwritten signature in blue ink, appearing to read 'Umi Kualima', is enclosed in a light blue rectangular box.

Umi Kualima

NIM. 19551062

Motto and Dedication

Motto:

Jadikanlah sabar dan sholat sebagai penolongmu dan sesungguhnya yang demikian itu sungguh berat, kecuali bagi orang-orang yang khusyu'

- Qs. Al-Baqarah:45-

Tiada kesuksesan yang dapat diraih tanpa adanya usaha, kerja keras dan do'a

This thesis is dedicated to “*savior of my life*” my parents

“Ibu” (**Rakia**) and “Ayah” (**Saprudin**)

Thank you so much for all forms your lasting love. I forget that the last time make you proud, but I hope this one counts.

I love you so much.

DEDICATION:

1. Firstly, I thankful Allah Swt because without Allah, either I nor my goal would have been possible and
2. This thesis will be such endless work without the favor of my great advisor, Mr. Dr. Paidi Gusmuliana, M.Pd and Mrs. Jumatul Hidayah, M.Pd thank you so much for all the times and efforts you spent on me
3. Special thanks to my great-grandmother Hj. Fatmah who always pray for me every step of the way
4. My parents, Mr. Saprudin and Mrs. Rakia who always support me every single day and keep on praying for my life. The best parents in the world are you. Thank you so much.
5. My brother, only one I have (Ramdani) and my sisters (Isra Hindriani and Riza Umami) who always give me motivation for my success.
6. In particular, special thanks to My aunts (Sastra Dewi, Yana Hartati, Mahmudah, Munawarah, Rismawati, Maulidah, Siti Aisyah and Laila Miska). My uncles (Mukhlisin, Umar Hadi, Pebriani, Muhammad Karim, and Arda Bili). My beloved nephews (Gea Aulia and M. Nazril Ilham). My younger brothers and younger sisters (Sulaiman Ikhlas, Tien Ela Sari, Akila Al Qonita, Khatamuddin, Tiara Saputri, M. Fahri Asyraf, Ibni Aza, Syauqi, Ahmad Zeyn, and Anwar Al faiz).
7. My cousin Umatus Saleha, thank you for the motivation and togetherness in such a short 4 years
8. All my class, TBI C'19, Thanks for still supporting me and ever be my unforgettable memories in my live
9. All my friends in English Tadris Study Program of IAIN Curup, thank you for everything.
10. My fellow KKN "76 Groups" Talang Donok-Tapus
11. My fellow PPL groups at MAN Rejang Lebong
12. For the last, my almamater IAIN Curup and all lecturers in IAIN Curup I am nothing without you, thank you so much for all the lesson you taught me.
Everyone who I have, that I cannot write the name, I remember every single we have. Thank you so much.

ABSTRACT

Umi Mualima (19551062) : The Effect of Jazz Chants on Students' English Vocabulary Mastery at the Elementary School (An Experiment Research at the fourth Grade Students SDN 17 Rejang Lebong, in academic year of 2003/2024).

This thesis focused on the effect of using jazz chants on students' English vocabulary mastery at the elementary level. The goals of this research are to find out the effect of jazz chants on students' English vocabulary mastery and to find out the significant difference between the students who taught by using jazz chants and those who are not. This research applied a quasi-experiment method with quantitative approach. The population of this research was the whole fourth grade students at SDN 17 Rejang Lebong and samples of the research were 34 students in the fourth grade. 17 students in class experimental and 17 students in control class. sample consisted of both of classes IV B as the experimental class and IV A as the control group. In collecting data used pre-test and post-test. Data analysis is using vocabulary test. The result of this research shows that applying jazz chants affected on students' English vocabulary mastery. It can be seen from the result of t-test and independent sample t-test. The result of the average students' score from the same group who taught by using jazz chant got score 0.021 which can be seen from criteria of hypothesis if the score higher than 0.05 it means H_0 is accepted and the result of the independent sample t-test shows that the significant 2-tailed ≤ 0.05 ($0.021 \leq 0.05$). it can be seen there are difference effect of students' English vocabulary mastery between experiment and control class. To sum up, it can be concluded that jazz chant enhances students' English vocabulary mastery and there is significant difference between students who taught by using jazz chant and those who are not

Key word: Jazz chants, Vocabulary mastery

TABLE OF CONTENT

TITLE PAGE	Error! Bookmark not defined.
SUBMISSION OF THESIS EXAMINATION	ii
APPROVAL	iii
STATEMENT OF OWNERSHIP	iv
PREFACE	v
ACKNOWLEDGEMENT	vi
MOTTO AND DEDICATION	viii
ABSTRACT	Error! Bookmark not defined.i
TABLE OF CONTENT	xii
LIST OF TABLE	xiv
LIST OF CHART	xv
LIST OF APPENDIXES.....	xvi

CHAPTER I. INTRODUCTION

A. Background of the Research	1
B. Research Questions	7
C. Objectives of the Research.....	8
D. Limitation of the Research	8
E. Operational Definition.....	8
F. Hypothesis of the Research	10
G. Significances of the Research	10
H. The Organization of the Research.....	10

CHAPTER II. LITERATURE REVIEW

A. Vocabulary	
1. Definition of Vocabulary	12
2. The Goals of Vocabulary	13
3. Vocabulary Mastery	14
B. Teaching Vocabulary	14
1. Principle of Teaching Vocabulary	14
2. Teaching Vocabulary in Elementary School.....	18

3. Assessing Students' Vocabulary Mastery	21
C. Jazz Chants Technique	
1. Definition of Jazz chants	22
2. Kind of Jazz chants	23
3. Procedure of Jazz chants.....	24
4. Creating and Practicing Jazz chants	25
5. Jazz chants used for Develop Vocabulary	28
D. Review of Related Finding.....	29
CHAPTER III. RESEARCH METHODOLOGY	
A. Kind of the Research	32
B. Populations and Sample of the Research	33
1. Population.....	33
2. Homogeneous Sampling.....	34
3. Sample	35
C. Research procedure	36
D. Technique of Collecting Data.....	41
E. Instrument of the Research.....	44
F. Validity and Reliability.....	49
G. Data Analysis.....	53
CHAPTER IV. FINDING AND DISCUSSION	
A. Finding	55
B. Discussion	71
CHAPTER V. CONCLUSION AND SUGGESTION	
A. Conclusion.....	75
B. Suggestion	76

REFERENCES

APPENDIX

LIST OF TABLES

Table 3.1 Randomized groups, Pre-test and Post-test.....	34
Table 3.2 of Population.....	37
Table 3.3 Homogeneity Sampling.....	38
Table 3.4 Sample.....	39
Table 3.5 Procedures of the Research.....	40
Table 3.6 List of Schedule in Control group.....	42
Table 3.7 List of Schedule in Experimental group.....	42
Table 3.8 Test Specification.....	47
Table 3.9 Qualification Score of Vocabulary Test.....	48
Table 3.10 Instrument of the Research.....	46
Table 3.11 Research of Validity.....	51
Table 3.12 Research of Reliability.....	53
Table 4.9 Normality test.....	68
Table 4.10 Paired Sample Test.....	70
Table 4.11 Homogeneity test.....	71
Table 4.12 Independent t-test.....	72
Table 4.13 Descriptive statistic.....	73

LIST OF CHARTS

Table Bar chart 4.1 The Result Pre-Test Control.....	57
Table Pie chart 4.2 Analysis Pre-Test Control Per-Indicators	59
Table Bar chart 4.3 The Result Post-Test Control	60
Table Pie chart 4.4 Analysis Post-Test Control Per-Indicators.....	61
Table Bar chart 4.5 The Result Pre-Test Experiment	63
Table Pie chart 4.6 Analysis Pre-Test Experiment Per-Indicators.....	64
Table Bar chart 4.7 The Result Post-Test Experiment.....	66
Table Pie chart 4.8 Analysis Post-Test Experiment Per-Indicators	67

LIST OF APPENDIXES

- Appendix 1. Sk Pembimbing
- Appendix 2. Surat Rekomendasi Penelitian
- Appendix 3. Surat Dinas Penanaman Modal dan PTSP
- Appendix 4. Surat Keterangan Selesai Penelitian
- Appendix 5. Kartu Bimbingan Skripsi
- Appendix 6. Teaching Module
- Appendix 7. Teaching Module in Experiment Class
- Appendix 8. Teaching Module in Control Class
- Appendix 9. Kisi-kisi soal Vocabulary Test
- Appendix 10. Instrument of Research
- Appendix 11. The Result of Homogeneity Sampling
- Appendix 12. Statistical Data Analysis
- Appendix 13. Table Validity (Pre-Test and Post-Test)
- Appendix 14. Expert Validation Form
- Appendix 15. Documentation

CHAPTER 1

INTRODUCTION

This present chapter, researcher discusses with regards to research's background and emphasizes significance impact of using jazz chants as a technique towards students' vocabulary mastery. The questions of the research, research's objectives, delimitation, hypothesis, and the operational definitions are presented to focus the scope of this research thesis.

A. Background of the Research

Language is a system of arbitrary conventionalized, vocal, written and gestural symbols that enable members of a given community to communicate intelligibly with one another.¹ It has been agreed that English is a language used to communicate between people in almost all parts of the world. Its means that English is very important as almost in each countries use English to communicate with each other. Since English is used as a means of communication among nation in the world we have to master it well. Although English is not the largest number of native or first language speakers, it is widely used by many people all over the world as their second language.

English is a foreign language for Indonesian. English is one of thousands of languages used and spoken in many countries. English is international language that used in almost every aspect. It means that it is very important thing to learn and to be developed, because it can be useful to adopt and improve knowledge. It shows that, when someone understands English language, people know many matters and add knowledge. Hence, English

¹ H. Douglas Brown, *Principles of Language Learning and Teaching 4th edition* (New York: Pearson Education, 2005),5.

language becomes one of the important tools of communication in societies of international world.

In Indonesia, English is the first foreign language which has played important roles in the development of Indonesia; it is used as a means of communication when Indonesia wants to cooperate with other countries. It is also used as a national development. It is apparent that English in Indonesia is very important. As the most important foreign language in Indonesia, English becomes one of the compulsory subjects taught in Education institute. English is also considered as a difficult subject for the Indonesian students, because English is completely different from Indonesian language being look at the system of structure, pronunciation and vocabulary. The government always made effort to improve the quality of English teaching. By improving the teachers' quality and other components involved in educational process, the English teaching in Indonesia improved time to time.

According to the Education Unit Level Curriculum in Maulana, English subjects in SD/MI aim that students have the ability to develop competency in communicating in a limited oral form to accompany action (language accompanying action) in a school context and have an awareness of the nature of and the importance of English in increasing the nation's competitiveness in the global community.² It proves that people need English language that interact with other in this era. As we know that students in elementary school

² Panji Maulana, "Improving English Vocabulary Mastery Through Learning Circuit Model in Elementary School." *Journal of Madrasah Ibtidaiyah Education* 4, no. 2 (2020): 184.

(<http://dx.doi.org/10.32934/jmie.v4i2.190>). accessed on March 13, 2023.

have big memory to memorize everything they learn. As elementary school is the place for students to learn English for the first time, the students just learn the basic vocabulary because the language is not separated from vocabulary.

Based on the reason above, the focus should be on the vocabulary in the elementary school. It can help them understand the basic of studying English and prepare to study English in high level. Vocabulary is major concern in elementary school materials because vocabulary is an essential means in conducting communication. Students who want to improve the English should master the vocabulary. Vocabulary is one of the important aspects in learning English. We should have an adequate vocabulary to improve the four languages skill. Thornbury said that without grammar little can be taught but, without vocabulary nothing can be taught.³ It means that without grammar very little can be conveyed but without vocabulary nothing can be conveyed.

³ Leffi Noviyenti, *Teaching English as A Foreign Language*, Edisi II (Stain Curup Rejang Lebong, Bengkulu: Media Tigoputri Curup,2014),120.

Regarding to the importance role of vocabulary for the students, teachers must pay careful attention when teaching vocabulary. The media or technique that is used in the process of teaching and learning has to well-designed so it will lead the students to catch the material well and make higher academic achievement. As explained by Al-Azri et.al, in their research that teaching a new vocabulary to elementary students can be done in varieties methods in order to attract students' interest, so the student easy to understand what the teacher teaches to them, and it will affect positively to the student's performance.⁴ To sum up, media or technique of teaching must be considered as a crucial thing in teaching vocabulary because by having good vocabulary mastery students can raise better academic achievement.

Teaching a new vocabulary to elementary students can be done in varieties methods in order to attract students' interest. Students can using the words in the context such as jazz chant (students acquire vocabulary through short chants to jazz rhythm). According to Graham, jazz chants may be used to reinforce structure, teach function, practice particular sounds, stress, intonation patterns and develop vocabulary.⁵ So jazz chants can help develop students' vocabulary. Where in this jazz chants the vocabulary is chants repeatedly with jazz rhythms. Repetition of vocabulary repeatedly through jazz chants can help students remember the various vocabulary learned and students can also feel interested in learning. This is challenge for the teachers to be able to provide

⁴ Al-Azri, Rashid et.all "Using Song to Support Vocabulary Learning for Grade Four Pupils", International Journal of Scientific&Technology Research 4, no. 6 (2015):370.

⁵ Ivana Zemanova, *Using Jazz Chants in Teaching English* (Liberec: University of Liberec Faculty of Education Department of English, May 1999),4

techniques or methods in teaching, one of which is using jazz chants in learning English vocabulary. Teacher creativity in using jazz chants will increase likelihood that students will learn more and knowledge will be better in their memory, one of them is by using jazz chants. The researcher hopes that by using jazz chants students will not be bored and students can also remember the vocabulary.

In phenomena, depending on the preliminary observation that researcher have conducted in Elementary School 17 Rejang Lebong. Researcher found that in learning process teacher still uses a teaching approach in which the teacher becomes the center of the teaching and learning process. The teacher explains the material in the book to students and then gives examples to students. The teacher then asks students to complete activities from the textbook. When the student made mistake, the teacher had a role as the mistake corrector. The teacher here dominated the classroom while the students were more passive.

Based on the explanation above, the development of innovative teaching strategies to improve the quality of the teaching and learning process is very important for the success of teaching vocabulary. English teachers must increase students' knowledge and create a fun and comfortable learning environment. In this study, the researcher intends to test a different teaching technique. Furthermore, the researcher want to test a teaching technique that engages students in the classroom by shifting their position as the mistake corrector, which is typically performed by the teacher, while the teacher

became the mistake maker. As a result, the researcher proposed using teaching technique named "Jazz chants technique" to teach English vocabulary at SD N 17 Rejang Lebong.

According Singh and Hasim jazz chants can improve English vocabulary for young learners and also students had motivating fun learning experience while they progressed in learning activities.⁶ It can be concluded that jazz chants is appropriate to apply in class. Additionally, Penny Ambarwati, Regina and Sumarni various methods such as jazz chants can be used to improving vocabulary.⁷ Jazz chants can reinforce students in increasing their vocabulary and it can be could be a good way to remember and understand difficult words. Moreover, jazz chant allows students pantomime or act the chant out while chanting. Another research from Indonesia, Muhammad Jona Lumintu that found jazz chant can improve mastery of body part vocabulary.⁸ Its mean that, jazz chants is one of kind of technique that can help teacher to improve vocabulary mastery such parts of body vocabulary and etc. Although there have been many previous studies conducted on jazz chants, especially in terms of vocabulary, the type of research is mostly classroom action research while this research used experiment class. In addition to the place and class to be studied, the material is also different between previous research and research

⁶ Perbindar Kaur Pajan Singh and Harwati Hashim, "Using Jazz Chants to Increase Vocabulary Power among ESL Young Learners", *Creative Education* (March 2020):262.

⁷ Penny Ambarwati, Regina and Sumarni, "*Improving Students' Vocabulary by Using Jazz Chants.*" Thesis (Pontianak: English Language Education Study Program of FKIP Untan, 2012), 8.

⁸ Muhamma Jona Lumintu, "*The Use of Jazz Chants to Improve Young Learners' Mastery of Body Parts Vocabulary.*" Thesis (Semarang: Universitas Negeri Semarang, 2015), 64

conducted by others researcher. Hence researching this topic is an effort to fulfil the existing literature gap.

Therefore, the researcher very interested in exploring further research. Researchers feel that this technique (Jazz Chant) is appropriate in SDN 17 Rejang Lebong because the material in the curriculum in elementary school fits the type of teaching practice in jazz chant or the type of topic jazz chant (clock, transportations, daily activities, etc). Then as stated above that jazz chant can be used to train sound pressure and develop vocabulary, it means that it can solve the phenomenon that occurs. In addition, in according to researcher, this is suitable to be applied in elementary school because the characters of the children tend to be visual which requires models and actions in teaching, because for elementary school children teaching method are not enough just listen, but must be in interesting method and that is Jazz Chant. So, this research was entitled **“THE EFFECT OF JAZZ CHANTS ON STUDENTS’ ENGLISH VOCABULARY MASTERY”**

B. Research Questions

According to background of the research, these following are the problem of this research:

1. How is student’s Vocabulary mastery before and after taught by using jazz chants?
2. How is student’s Vocabulary mastery before and after taught by using problem based learning?
3. Is there a significant differences between students using jazz chants and students problem based learning?

C. Objectives of the Research

The present research attempts to answer the questions presented in the research problem. As a result, the research’s objectives were:

1. This study aims to find out the student's vocabulary mastery before and after taught by using jazz chants.
2. This study aims to the student's vocabulary mastery taught problem based learning.
3. To know the significant differences between students using jazz chants and students using problem based learning.

D. Limitation of the Research

Based on the background, this is limited to the area of investigating student's vocabulary mastery before and after the use of jazz chant. This is example in this research is limited to students at SDN 17 Rejang Lebong in fourth grade academic years 2023/2024.

E. Operational Definition

1. Vocabulary

Vocabulary is a vocabulary in English that usually has meaning.

According to Ur that vocabulary can be defined as the words that teachers teach in the foreign language.⁹ It can be concluded that vocabulary is the total number of words that are needed to communicate and express the speaker's meaning or collection of important word advanced by the understudies in the 4th grade of SDN 17 Rejang Lebong.

2. Vocabulary Mastery

According to Hornby, Vocabulary mastery is all the words that a person knows and uses, all the word in a language or list of words with their meanings, especially in book for learning foreign language.¹⁰ Vocabulary mastery is all the words that a person knows and uses for communication, especially in book for learning foreign language of SDN 17 Rejang Lebong.

⁹ Penny Ur, *A Course in Language Teaching Practice and theory* (Cambridge: Cambridge University Press,1996), 60.

¹⁰ AS. Hornby, *Oxford Learner's Pocket Dictionary Third Edition* (Oxford University Press: United Kingdom,2003), 482.

3. Jazz chants

According to Graham, jazz chants is a rhythmic expression of standard American English as it occurs in situational context. Jazz chant can be very efficient tool that can be for developing practice particular sounds, stress, intonation pattern and develop vocabulary.¹¹ It can be concluded that jazz chant is a teaching technique using chant with traditional jazz rhythms. Where this jazz chant is adapted to the material in the teaching module of the independent English curriculum four grades of SDN 17 Rejang Lebong.

F. Hypothesis

Hypothesis is an assumption about predicted relationship between phenomena. Furthermore, a hypothesis is a temporary answer to the research problem. The hypothesis is stated as follows:

H_0 : There is no significant impact of jazz chants on students vocabulary mastery.

H_1 : There is significant impact of jazz chants on students vocabulary mastery

G. Significance of the Research

The results of this research are projected to assist in the development of English language instruction. The findings would be beneficial to students, lecturers, educators, institutions, and other academics in particular. Students are required to apply the study's findings to improve their vocabulary mastery based on material provided by the teacher. The findings assist teachers and

¹¹ Carolyn Graham, *Small Talk More Jazz Chant* (New York: Oxford University Press,1986).

instructors in their professional life since they may utilize jazz chants to help them generate vocabulary material for students more efficiently. Other researchers may utilize the analysis findings to do similar studies on diverse subjects.

H. Organization of the Research

This research organizes into five chapters;

Chapter 1 is Introduction. In this chapter the researcher, explain specifically about the background of the research, research questions, objective of the research, limitation of the research, operational definition, hypothesis, significant of the research and organization of the research.

Chapter II, this chapter contains of review of the related theories, the researcher includes review or related theories, it is fill about vocabulary and jazz chants. After that, this chapter contains of previous related findings (relevant research)

Chapter III, included research method which explain used about this research, research design, population and sample, homogeneity sampling, procedure of the research, technique of collecting data, instrument, validity and reliability test, technique of analysis data and statistical hypothesis.

Chapter IV, this chapter entitled the finding and conclusion. In this chapter the researcher will explain and interpret the result of the research.

Chapter V, this chapter contains the conclusions and suggestion. In this chapter, the researcher can conclude the result of the research and give suggestion.

CHAPTER II LITERATURE REVIEW

A. Review of Related Literature

1. Vocabulary

a. Definition of Vocabulary

Vocabulary knowledge occupies a crucial position in the process of second language learning. Vocabulary is one of the language components which have to be mastered by students of all level of school in Indonesia in learning a new language. Students will get difficulties in using English if they are lack of vocabulary. As we know the language learners want to be success in studying language. Furthermore, they must be mastery most vocabularies. If students did not have more vocabulary, they cannot communicate effectively of express their ideas both oral and written form. Vocabulary is an English vocabulary that usually has a meaning.¹²

According Coxhead, vocabulary is an important part of a language. The more words students acquire and use it, the more meaning they can communicate in a wide variety of situation.¹³ A vocabulary usually developed with age, serves as a useful and fundamental tool for communication and acquiring knowledge. In addition, Zimmerman states that for young learns, vocabulary is central to language and words are of the critical important to language learning.¹⁴ So when a teacher teach English, a teacher cannot separate it from vocabulary learning, because

¹² Penny Ur, *A Course in Language Teaching Practice and theory* (Cambridge: Cambridge University Press, 1996), 60

¹³ Coxhead, A. (2006). *Essentials of Teaching Academic Vocabulary*. Boston: Patricia A. Coryell.

¹⁴ *Ibid.*,25.

vocabulary is fundamentally an important part of language and influences the four language competencies.

From the definition above, it can be concluded that vocabulary is defined as a set of words for a particular language that have meaning and it can be used for communication. Those opinion show that vocabulary is one of the basics in learning English. Through learning the learning vocabulary naturally, it can will improve other skills like reading, speaking, writing and listening.

b. The Goals of Vocabulary

Vocabulary is the total number of words that have meaning and that are needed to communicate. The researcher believes that the more vocabulary that is known, the greater the opportunity to be able to communicate. There are several goals of vocabulary that have been put out by numerous experts.

According to the Education Unit Level Curriculum in Maulana, English subjects in SD/MI aim that students have the ability to develop competency in communicating in a limited oral form to accompany action (language accompanying action) in a school context and have an awareness of the nature of and the importance of English in increasing the nation's competitiveness in the global community.¹⁵ It proves that people need English language that interact with other in this era. As we know that students in elementary school have big memory to memorize everything they learn. As elementary school is the place for students to

¹⁵ Maulana, Loc.,Cit

learn English for the first time, the students just learn the basic vocabulary because the language is not separated from vocabulary

c. Vocabulary Mastery

Vocabulary mastery is all the words that a person knows and uses, all the word in a language or list of words with their meanings, especially in book for learning foreign language. It is the basic knowledge or ability to know words and importance. Learning vocabulary is a principal issue for English learning because it comprises that the basic structure blocks of English sentence. Vocabulary is not spontaneous process which is easy to be complete. Meanwhile, Purwo in Maulana defines the mastery of vocabulary is a measure of one's understanding of the vocabulary of a language and their ability to use the vocabulary both spoken and written.¹⁶ vocabulary is the main asset in communicating both in oral and written form. It can be said that Vocabulary mastery is defined as all the words that a person knows and uses especially in school context of Elementary school 17 Rejang Lebong.

2. Teaching Vocabulary

a. The Principles for Teaching Vocabulary

Vocabulary can be defied roughly, as the words we teach in the foreign language. There are three basic approaches in teaching vocabularies: Incidental learning, explicit instruction and independent strategy development.¹⁷

Table 2.1 Basic Approach in Teaching Vocabulary

NO	Approaches	Application
----	------------	-------------

¹⁶ Ibid.

¹⁷ Noviyenti, Op. Cit., 118-120

1	The incidental learning	Teacher provides opportunities for extensive reading and listening
2	Explicit instruction	Involves diagnosing the words learners need to know, presenting the words for the first time, elaborating word knowledge, and developing fluency with known words
3	Independent strategy	Involves practicing guessing from context and training learners to use dictionaries

The teaching principles are the chief guide to make teaching and learning process become productive and successful. The principles suggest that it is important to give students opportunities to choose what principles they will use to learn vocabularies and how they will do that. In line with a statement before, Richard and Schmidt emphasize that principles in teaching are the ideas and opinions that educators have about successful methods of instruction and learning. These ideas and opinions form the foundation for some of their choices. Nunan put forward the following six principles of learning vocabulary;

First, “provide opportunities for the incidental learning of vocabulary”. Learning vocabulary from context is a gradual process, estimating that, given a single exposure to an unfamiliar word, there were about a 10% chance of learning its meaning from context. Foreign language learners can be expected to require many exposures to a word in context before understanding its meaning. One way to estimate vocabulary size is to use Nation’s vocabulary level test or a checklist test which requires learners to mark the words on a list that they believe they know.

Second, “provide opportunities for the international learning of vocabulary”. When teaching unfamiliar vocabulary, teacher needs to consider the following:

- a. Learners need to do more than just to see the form. They need to practice the pronunciation and practice saying the word aloud as well. The syllable structure and stress pattern of the words are important because there are two ways in which words are stored in memory.
- b. Start by learning semantically unrelated words also avoid learning words with similar forms and closely related meaning.
- c. It is more effective to study words regularly over several short sessions than to study them for one or two longer sessions.
- d. Study five to seven words at a time, dividing larger numbers of words into smaller groups as learners review these five to seven cards they will more quickly get repeated exposure to the words than when larger groups are studied.
- e. use activities such as the keywords technique to promote deeper mental processing and better retention.

Third, “provide opportunities for elaborating word knowledge”.

Elaborating involves expanding the connection between what the learners already know and new information. One way to do this is to choose L2 words from the surrounding context and to explain their connection to the recently learned words.

Fourth, “provide opportunities for developing fluency with known vocabulary”. Fluency-building activities recycle already known word in familiar grammatical and organizational patterns so that students can focus on recognizing or using words without hesitation.

Five, “experiment with guessing from context”. Guessing, Sokmen points out that guessing from context is a useful principle in vocabulary learning and should be covered in a language classroom. The vocabulary

guessing principle (VGP) refer to plans and procedures students use to guess the contextual meaning of words, (during reading or listening) for comprehending the meaning.

Six, “examine different type of dictionaries and teach the students how to use them”. Using a dictionary, dictionary can help the learners to look up the unknown words that they encounter from the context. Bilingual dictionaries have been found to result in vocabulary learning which plays an important role for advanced learners. The learners have to search for the most suitable word.

Learning vocabulary through incidental, intentional and independent approaches requires teachers to plan a wide variety of activities and exercises. Apart from the vocabulary teaching which in line with its objectives and students’ need, it is certain to consider the vocabulary aspects to teach. To accomplish it, Nation proposed these aspects, namely spoken form, written form, parts of word, concept a word has and items it may associate, association of the word, grammar of the word, collocation of the word, register and frequency of the word.¹⁸

Table 2.2 Nine Vocabulary Aspects to Teach

Aspect	Part	Definition
Meaning	Form and meaning	Is the word a loan word in the LI?
	Concept and Referents	Is there an LI word with roughly the same meaning?
	Association	Does the word fit into the same sets as an LI word of similar meaning?

¹⁸ Saniago Dakhi, Tira Nur Fitria, “The Principles and the Teaching of English Vocabulary: A Review “, *Journal of English Teaching* 5, no. 1 (February 2019):22

Form	Spoken Form	Can the learners repeat the word accurately if they hear it?
	Written Form	Can the learners write the word correctly if they hear it?
	Words Parts	Can the learners identify known affixes in the word?
Use	Grammatical Functions	Does the word fit into predictable grammar patterns?
	Collocation	Does the word have the same collocations as an LI word of similar meaning?
	Constraints on use	Does the word have the same restrictions on its use as an LI word of similar meaning?

b. Teaching Vocabulary in Elementary school

Teaching defines as an instruction or delivering a particular skill to someone. According to Brown, teaching is an activity of encouraging and leading learning as well as providing the learner with the materials and the environment that necessary for learning.¹⁹ Following the definition before, teaching is the practice of assisting and directing students as they learn and expand their knowledge. When teaching vocabulary, the teacher must allow students to express their views and opinions.

Teaching vocabulary means teaching based on the teaching module. In developing students vocabulary, the teachers need to use an innovative teaching strategy. However, in fact, the teacher still uses the translation method which has been proven to be less effective in improving student's vocabulary. Sa'd and Rajabi said, the use of the translation method only helps students remember the vocabulary, whereas according to Cifti and Uster students are said to have good

¹⁹ Leanna Archambault, Heather Leary, and Kerry Rice. "Pillars of online pedagogy: A framework for teaching in online learning environments." *Educational Psychologist* 57, no. 3 (2022): 178-191.

vocabulary if they are capable of spelling, understanding the meaning and using in context.²⁰

General vocabulary teaching needs to be implemented as early as possible since elementary school. Teachers should also know that teaching vocabulary for elementary school is different from teaching adult levels. Students in elementary school prefer to learn using interactive media or technique such as picture, video, game, song.²¹ From the explanation above, it can be concluded that, there are three effective vocabulary teaching strategies for elementary school, namely teaching using picture, games and songs. These three strategies generally provide opportunities for students to learn using the target language.

According to Boud and Feletti, there are essential steps that must be taken when teaching vocabulary²² Pre - teaching activities whereas: The teacher expresses his greetings to the students, The teacher check students' attendance list and the material is chosen by the teacher. Second, while activities whereas: Teacher displays image and stimulate with the question and then the teacher organize students by reciting several vocabularies, and Teacher mentions examples of how to say the vocabulary (students are given assignments from the material studied). Third, Post- teaching activities: whereas teacher checking understanding

²⁰ I Gede Yoga Permana, "Teaching Vocabulary for Elementary School Students." *The Art of Teaching English as a Foreign Language* 1, no. 1 (2020):1

²¹ Ibid.

²² Nayank Ragilia, Alben Ambarita and Nurlaksana Eko Rusminto, "Development of Problem Based Learning Model Learner Worksheet to Improve Critical Thinking Ability". *IOSR Journal of Research&Method in Education*, 8 no.1 (2018): 66

the students and then the teacher will give exercise to review the material by using their own language.

In Elementary school, there are actually several vocabulary learning achievements that student has to accomplish according to the regulation of ministry of education and culture affairs. The content of the learning achievements and indicator competence for elementary school students especially fourth grade can be seen in the table below:

Table 2.3 Learning achievement of Vocabulary Mastery for Elementary School Students Fourth Grade academic year 2022/2023²³

Capaian Pembelajaran	Indicator Capaian Pembelajaran	
a. Fase B, Kelas III/IV Pada akhir fase B, peserta didik memahami dan merespond teks lisan dan visual sederhana dalam bahasa inggris. Dalam mengembangkan keterampilan menyimak dan berbicara, peserta didik merespond/mengikuti instruksi sederhana dalam Bahasa inggris dan mengembangkan informasi dengan kosa	Siswa dapat <i>Menggunakan Kalimat</i> dengan pola yang sesuai dengan konteks yang dibicarakan yaitu materi mengenai daily activity with the time Merubah atau mengganti Sebagian elemen kalimat untuk dapat berpartisipasi dalam kelas.	Using words into sentence
	Peserta didik mampu <i>Memahami kata-kata</i> dengan bantuan gambar/ilustrasi yaitu mampu mengidentifikasi jenis-jenis kendaraan	Words meaning
	Menulis kosa kata sederhana yang berkaitan dengan materi dalam bahasa inggris menggunakan ejaan yang dicipatakan sendiri oleh anak	Spelling

²³ Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Badan Standar, Kurikulum, dan Asesmen Pendidikan, 2022. <https://litbang.kemendikbud.go.id>

kata sederhana. b. Peserta didik merespond berbagai teks/gambar dalam bentuk tulisan sederhana dengan alat bantu visual dan komunikasi non-verbal.	dimana peserta didik belajar mengenai averb of frequency	
---	--	--

c. Assessing Student's Vocabulary Mastery

Teach and assess related relationship. Assessing vocabulary in the language classroom explained important points for teacher or researcher in assessing vocabulary. it provided explanation about kinds of tasks in vocabulary testing and how to assess vocabulary.

There are three kinds of tasks in the vocabulary test according to Nation those are²⁴

Table 2.4 Assessing Vocabulary Test

1	Meaning a. Word and meaning matching with the picture b. Labelling c. Sentence completion d. Crossword puzzles e. Semantic analysis f. Completing lexical sets
2	Form a. Following spelling rules b. Recognising word parts c. Building word family tables
3	Use a. Sentence completion b. Collocation matching c. Collocation tables d. Interpreting dictionary entries

²⁴ Paul Nation. "Teaching Vocabulary". *Asian EFL Journal*

Based on the material in the teaching module, namely student learn about daily activities with the time. The test used is to complete sentence. For the second material, which is about the type of vehicle where students identify the type of vehicle by matching pictures and words, the correct test is matching words and pictures. The last material is spelling words, namely students spelling words with adverb of frequency material.

3. Jazz Chants Technique

a. Definition of Jazz Chants

According to Carolyn Graham jazz chants is a rhythmic presentation of natural language, linking the rhythms of spoken American English to the rhythm of traditional American jazz. So, Jazz Chants are rhythmic expression of standard American English as it occurs in situational context. Just as the selection of a particular tempo and beat in jazz may convey powerful and varied emotions, the rhythm, stress and intonation patterns of the spoken language are essential elements for the expression of the feelings and intent the speaker.²⁵ Carolyn defines jazz chants as a very efficient methodological strategy that improves learning process of each students and provides the opportunities where students can practice the vocabulary development and share ideas using the correct pronunciation and intonation of words in a natural way.

²⁵ Graham, Op. Cit., 1-45.

It can be concluded that jazz chants are rhythmic expression. Expression here is vocabulary or the natural language of American when speaking English, while the rhythm here is the rhythm of traditional American songs, namely jazz. So, jazz chants are short chants using jazz rhythms with an American accent when speaking English naturally.

b. Type Jazz chants

In Zhang journal, there are many types of jazz chants according Graham that depending on what the teacher will to practice. They can be divided into two main group topic jazz chants and structure jazz chants. In this research, researcher used topic jazz chants.

Topic jazz chants are always connected to some specific theme, such as holiday, clock, daily activities, transportation, animals, food, transport, health, occupations, hobbies, days of the week, preposition, etc. The researcher used topic jazz chants because it is appropriate for English students and can increase their vocabulary knowledge

c. The Procedure of Jazz Chants

According to Graham, there are some steps of implementing jazz chants in the class. They are:

- 1) Step 1 Preview: Talking about the title of the chant, what the students think it is about, explain connection to cultural context.
- 2) Step 2 Listen:
Familiarizing students with the chant, singing it or playing on a CD player, stressing the rhythm of the chant by using different rhythm instrument (drum, tambourines or just hands, pencils or feet).

3) Step 3 Choral Chanting:

Students open their jazz chant sheet and teacher writes the text of the chant on the blackboard so they can repeat it after the teacher or recording. If the students have some difficulty to pronounce individual words or phrases, teacher can isolate them from the rest of the text and practice it with learners only with some small chunk of the text.

4) Step 4: Group/individual chanting:

first of all, students try the chant as a whole class, after that, the teacher can divide them into several groups in order to practice different part of it (for example question and answer) students can also pantomime or act the chants out while singing. Then children may get into pairs and sing and chants for the class in turns.²⁶

d. Creating and Practicing Jazz Chants

Below are some points to be considered in creating and practicing jazz chants based on Graham:

1) There are three points to remember about jazz chants

a) Jazz chants must use real language. Such as, “what’s your name?” is real language. “What is your name?” is not real language, because not real language, because no one really talks like this.

b) A jazz chant must have useful language. This point deals with grammar point in creating chants. For example:

what *are we going* to do today?

We’re going to learn English

c) A jazz chants must be appropriate language. It should be relevant to the age group and its level

²⁶ Zhang, Op. Cit., 564-565.

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

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

1 2 3 4

- 3) A ritual chant uses common exchanges in every talk

Example: *Have a nice WEEKend*

HAVE a nice WEEKend.

1 2

THANKS, you TOO!

3 4

HAVE a nice WEEKend

1 2

THANKS, you TOO!

3 4

- 4) A vocabulary chant can be created with a formula

Vocabulary chants are the easiest kind of chants to learn.

Teacher should include things that young learners are familiar with such as animal, food, classroom items. The following is of a vocabulary chant.

Step one : Choose a topic

Step two : Write down ten words that relate to the topic

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

Step four : Choose three of the words with different number of syllables. Example: A vocabulary chant with classroom items

Rul-er (2 syllables)

E-ra-ser (3 syllables)

Chair (1 syllable)

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

RULer, eRAser, CHAIR (clap)

1 2 3 4

RULer, eRAser, CHAIR (clap)

1 2 3 4

RULer, eRAser, RULer, eRAser

1 2 3 4

RULer, eRAser, CHAIR (clap)

1 2 3 4

5) Grammar chant reinforces a Grammar point.

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

I like it A lot

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

1 2 3 4

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

1 2 3 4

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

1 2 3 4

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

1 2 3 4

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

I Like It A Lot

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

1 2 3 4

$$\begin{array}{cccc} \underline{I} & \text{do} & \underline{TOO}. & \underline{I} & \text{do} & \underline{TOO} \\ 1 & & 2 & 3 & & 4 \end{array}$$

e. Jazz Chants Used for Developing Students' Vocabulary

Jazz chants can be a rich source for teaching vocabulary. The positive aspect is that students can learn the words in a context and not separately as individual item. They can learn the words as a part of sentences as they would hear them in real life. The context can help the students the anticipate the meaning of the words they have never heard before.

In Zeman ova thesis, jazz chants recorded in the book jazz chants for children are accompanied with pictures. The students can remember the new words in an easier way, because more of their sense are involved. Beside their mind also ayes can process the pictures. Moreover, the vocabulary of jazz chants is topic related. For example, the chant "I found a cow" introduces names of several domestic and wild animals, which is especially for students, elementary school, very topical.²⁷

B. Review of Related Findings

There have been a number of previous research that have looked into some topic. The first research is entitled jazz Chants and Speaking Skills it has been revealed by previous research conducted by Estefania. This type of research is using experimental design. The participants in this research were 20 students of first semester from PINE career. The research aims to determine the effect between jazz chants and speaking skill. The result obtained showed that

²⁷ Ibid., 7-8.

the use of jazz chant influences positively in students speaking skill, it can be demonstrated by the final averages obtained into each test. For instance, into the pre-test students obtained an average of 8 over 15 points, after the treatment had been applied the average increase to 1, 2, 3 points over point showing a significant improvement of 43 points. It concluded that the jazz chants can be useful for improving speaking skill.²⁸

The second research is entitled “Teaching Pronunciation Using Jazz Chants in English at Elementary School” by Chocova. This research is using quantitative experiment, the aim of this research is to determine the effect of jazz chant toward students’ pronunciation especially in elementary school. The result proves usefulness and effectiveness of using jazz chant as a part of language teaching in terms of enhancing the learners’ pronunciation²⁹

The third, researcher from Indonesia, Alfajri, Mukhaiyar and Anwar, have talked about “The Effect of Jazz Chants and Students Motivation Toward Students Speaking Ability”. The participants were 67 students of the grade XI Science at SMAN 8 Pekanbaru on academic year 2019-2020. The method use in this research was experimental research. The result showed that jazz chant can be effectively for teaching speaking ability.³⁰

²⁸ Estefania, Loc., Cit. 18-28.

²⁹ Lucie Chocova, “*Teaching Pronunciation Using Jazz Chants in English Elementary School*”, Thesis (Bohemia: University of West Bohemia Faculty of Education Department of English, 2013), 44.

³⁰ Rahmat Alfajri, Mukhaiyar and Desvalini Anwar, “The Effect of Jazz Chants and Students Motivation Toward Students Speaking Ability”, *Atlantis Press* 411, (2019): 260. (<http://creativecommons.org/licenses/by-nc/4.0/>). accessed on March 17, 2023.

The fourth research is entitled "Using Jazz Chants in Teaching English Speaking for Young Learners". This research was conducted by Indah and Putri. This research was used quantitative and qualitative data. This research found that the average of all aspect. Fluency, accuracy, pronunciation and intonation.³¹

The fifth research is entitled Using Jazz Chants to Increase Vocabulary Power among ESL Young Learners by Singh and Hashim. This research investigated the effect of jazz chants approach to teach English language to 30 pupils who are 10 years old. The result showed that jazz chants can improving English vocabulary for young learners and in this research also showed that students had motivating fun learning experience while they progressed in learning activities.³²

Based on the findings of previous research, it can be concluded that jazz chants had a significant impact on academic field, such as speaking, pronunciation and vocabulary. This teaching method must be taught and developed. So, students are successful in learning English. The findings of this research are intended to see the effect of using jazz chant on students' vocabulary mastery.

There are two different of the expert research results with the researcher. Firstly, research place and secondly the researcher were done by the experts to

³¹ Yani Awalia Indah and Aprilia Dwi Putri, "Using Jazz Chants in Teaching English Speaking for Young Learners," *English Journal* 19, no.2 (Sept,2016): 60.

³² Perbindar Kaur Pajan Singh and Harwati Hashim, "Using Jazz Chants to Increase Vocabulary Power among ESL Young Learners", *Creative Education* (March 2020):262. (<https://doi.org/10.4236/ce.2020.113020>). accessed on March 16, 2023.

find out the effect of jazz chants toward speaking, pronunciation, vocabulary and grammar. The researchers study is concerned with the use jazz chants on students vocabulary mastery. In this study, the researcher study is implemented in fourth Grade of Elementary school of SDN 17 Rejang Lebong

CHAPTER III RESEARCH METHODOLOGY

A. Research Design

The present research is classified as a type of quasi-experimental research with a non-equivalent controlled group design, with jazz chants as the independent variable and student English vocabulary mastery as the dependent variable. According to Kimberley, the nature of quasi-experiment is the manipulation of the independent variable without randomization. In nonequivalent group design, the researcher selects existing groups that look identical, but only one of the groups receives treatment.³³ The sample was divided into two groups: experimental and control. In this research, the experimental group indicated the class that given the treatment with jazz chants as the technique of teaching. Where, the control group just use problem based learning or by the technique of teaching usually used by the English teacher previously. Then, pre-test and post-test of both groups used to answer research question. The design model is described as follows:

Table 3.1 (Non-equivalent control group design)

Experimental	O1	X	O2
Controlled	O3		O4

(Adopted by Louis Cohen, Lawrence Manion and Keith Morrison).³⁴

³³ Burkholder, Gary J., Kimberley A. Cox, Linda M. Crawford, and John H. Hitchcock, eds. *Research design and methods: An applied guide for the scholar-practitioner*. Sage Publications, 2019.

³⁴ Louis Cohen, Lawrence Manion and Keith Morrison, *Research Method in Education 5th edition* (New York: Taylor & Francis Group, 2005), 214.

Description:

O1: Mean pre-test score of the experimental group

O2: Mean post-test score of the experimental group

X : Treatment, application of the jazz chants (Independent variable)

O3: Mean pre-test score of the control group

O4: Mean post-test score of the control group³⁵

B. Population and Sample

1. Population

The population could be defined as the entire set of components which the researcher intends to derive conclusions.³⁶ In this research, the researcher recruited all of fourth grade students of SD N 17 Rejang Lebong to participate in this study.

Table 3.2 The number of Populations

No	Class	Number of Students		Total
		Male	Female	
1	4A	11	6	17
2	4B	12	7	17
Total of Population				34

(Source: SDN 17 Rejang Lebong)

The researcher chose those population based on some reasons. Therefore, the researcher was interested in conducting this research at that school. The last was based on the theories justification, if this jazz chants could be used in all subjects and at all grade levels, so the researcher chose fourth grade students of SDN 17 RL as the population

2. Homogeneity Sampling

Homogeneity sampling is selecting participant who is very similar in experience, perspective of outlook: This procedure narrows, homogeneous

³⁵ Louis Cohen, Lawrence Manion and Keith Morrison, *Research Method in Education 5th edition* (New York: Taylor & Francis Group, 2005), 214.

³⁶ Donald R Cooper, Pamela S. Schindler, and J. K. Sharma. *Business research methods, 12/E (SIE)*. McGraw-Hill Education, 2018.

sample and make a data collection and analysis simpler.³⁷ Homogeneous sample is produced through homogeneous sampling, which is the process of choosing people who have relatively similar backgrounds, viewpoints, or point of view. Both classes were picked by the researcher to serve as examples in this research.

The homogeneity sampling was used to choose the classes. The scores referred to what they had got based on their previous daily value of vocabulary that given by the English teacher respectively. This score was assumption as the homogeneous score in assessing the homogeneity sampling. Mean score can be seen as on the table below:

Table 3.3 The result of mean score from homogeneity sampling can be seen in the following data:³⁸

NO	Class	Total Score	Mean Score
1	4A	1060	62,35
2	4B	1050	61,76

In this research, the homogeneous score taken as a sample from the control group and experimental group will the lowest homogeneous score because it made it easy for researchers to analysis the increase in vocabulary mastery based on low data.

Based on the table above, these are the scores that students get from the results of the sample homogeneity test. These results were obtained by class 4A, which got mean score of 62.35, while class 4B got a

³⁷ L.R-gay and Peter Airasian Merril, *An Imprint of Practice Hall Appear Saddle Piper, Educational Research Competence for Analysis* (New Jersey: Columbus Ohio), 134.

³⁸ Ibid

mean score of 61.76. Based on the results of the average scores obtained by the two classes, the researcher found that the two scores had a small difference. So, that the two classes can be used as a research class. For this reason, the researcher chose both classes to be the research sample. Class 4B is the experimental class, while class 4A is the control class

3. Sample

A sample is a representative group of population that used to reflect the characteristics of the entire population. Creswell says, sample is a subset of the intended population studied by the researcher in order to generalize the target population.³⁹ In this research, there are two classes as the sample in this research. The author of the research selected the sample by considering the mean score of students' grade from the researcher's homogeneity test.

The sample in this research was IV A and IV B because based on the mean scores of students' marks from students' ability test given by English teacher. The result showed that IVB A and IV B had the mean score which were nearest with the homogeneous level.

Table 3.4 The Number of Samples

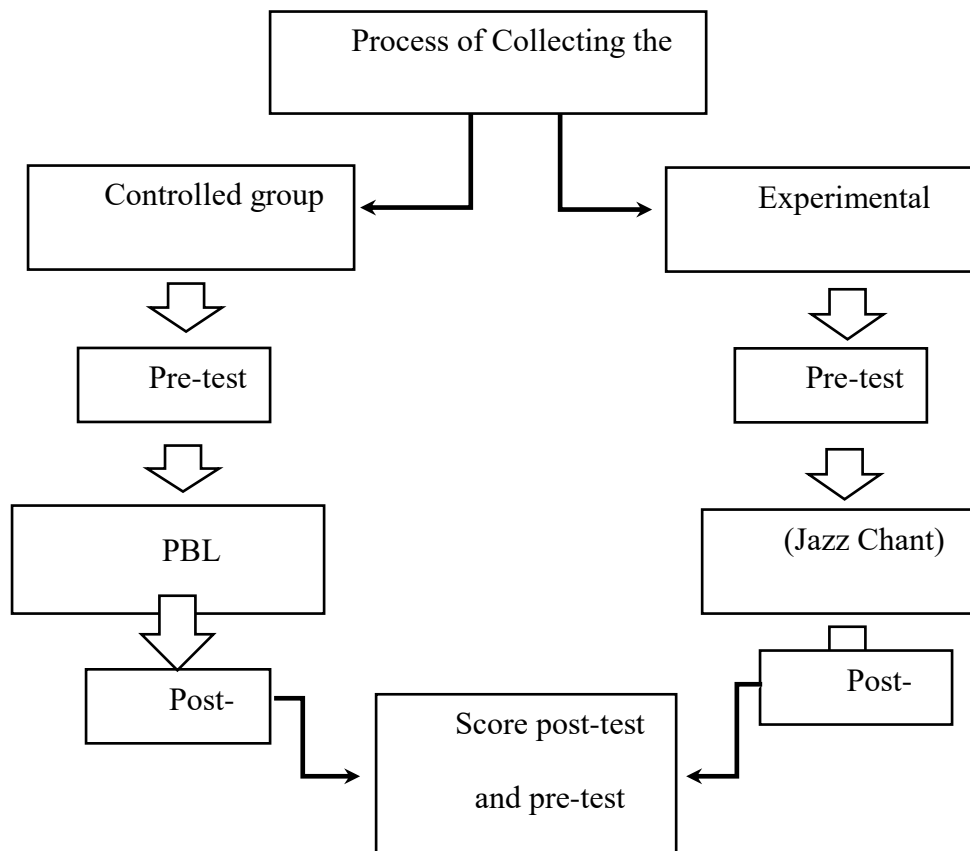
No	Class	Male	Female	Total
1	Experimental group (4A)	11	6	17
2	Controlled group (4B)	12	7	17
Total of samples				34

³⁹ John W. Creswell., and J. David Creswell. *Research design: Qualitative, quantitative, and mixed methods approaches*, Sage publications, 2017.

Since students in fourth grade only consist of 34 students, the researcher used all of them as the sample, whereas class 4A which consists of 17 and 4B which consist 17. At the time of determining the sample, the two variables used have the same quality. However, to ensure that the two classes are equivalent or homogeneous, the samples take sampling with a homogeneous sampling strategy. The researcher managed a test to get empirical data for the research.

C. Procedure of the Research

Table 3.5 Procedure of the Research



1. Procedure in Experimental Group

In control group, the researcher used the conventional technique without treatment. The processes were as follow for all materials:

a. Pre - teaching activities 1

- 1) The teacher expresses his greetings to the students.
- 2) The teacher check students' attendance list.
- 3) The material is chosen by the teacher.

b. While activities

- 1) Teacher displays image and stimulate with the question
(example: what do you do at?) from the picture displayed.
- 2) The teacher organize students by reciting several vocabulary
(Example about daily activity with the time)
- 3) Teacher mentions examples of how to say the vocabulary
(example about daily activity with the time “what do you do at? I
have breakfast at)
- 4) students are given assignments from the material studied
- 5) Teacher check the answer of students

c. Post- teaching activities

- 1) Teacher checking understanding the students
- 2) The teacher will give exercise to review the material by using
their own language.

2. Procedure in Experimental Group

The procedure of activity in giving the approach utilized in this study for collecting data in the experimental group classroom can be viewed as follows:

a. Pre-teaching activities

- 1) The teacher extends a greeting to the students.
- 2) The teacher check students' attendance list.
- 3) The teacher asked about the last material
- 4) The teacher chooses the material

b. While activities

- 1) First, the researchers review some of the material that has been discussed before (Preview)
- 2) Second, researchers talking about the title of the chant. (Example about daily activity with the time)
- 3) After that, researcher give a clue about familiarizing students with the chant, singing it or playing on a CD player or video, (Listen)
- 4) stressing the rhythm of the chant by using different rhythm instrument (drums, tambourines or just hands, pencils, and feet
- 5) Then, students open their jazz chant and teacher writes the text of the chant on the blackboard, so they can repeat it after the teacher or recording (Choral chanting)

- 6) The last, group/individual chanting whereas First of all, students try the chant as a whole class, and the teacher can divide them into several groups in order to practice different part of it (for example question and answer) students can also pantomime or act the chants out while singing. (Group/individual chanting)

c. Post teaching activities

- 1) Teacher checking understanding the students
- 2) The teacher will give exercise to review the material by using their own language

Table 3.6 Research Procedure

Pre - Teaching Activities	Experiment group	Control group
	<ol style="list-style-type: none"> 1. The teacher expresses his greetings to the students. 2. The teacher check students' attendance list. 3. The material is chosen by the teacher. 	<ol style="list-style-type: none"> 1. The teacher extends a greeting to the students. 2. The teacher check students' attendance list 3. The teacher chooses the material
While Activities	<ol style="list-style-type: none"> a. Step 1: Preview (10 minutes) <ol style="list-style-type: none"> 1) Talking about the title of the chants, what the students think it is about and explain collection to cultural context <ul style="list-style-type: none"> - Guru menggambarkan sekilas tentang judul chant (lagu) dan menghubungkannya dengan materi terkait. For example: - Chant tentang “<i>I get up at seven thirty</i>” dan menghubungkannya dengan materi terkait yaitu menyebutkan kegiatan sehari-hari dalam hubungannya dengan waktu b. Step 2: Listen (15 minutes) 	<ol style="list-style-type: none"> 1. Teacher displays image and stimulate with the question (example: what do you do at?) from the picture displayed. 2. The teacher organize students by reciting several vocabulary (Example about daily activity with the time) 3. Teacher mentions examples of how to say the vocabulary (example about daily activity with the time “what do you do at? I have breakfast at) 4. students are given assignments

	<ol style="list-style-type: none"> 1) Familiarizing students with the chant, singing it or playing on a video, and 2) stressing the rhythm of the chant by using different rhythm instrument (drum, tambourines, just hands, pencils or feet) <ul style="list-style-type: none"> - Guru membiasakan siswa dengan nyanyian yaitu memutar lagu di video - Pada tahap berikutnya guru terlebih dahulu menekankan irama chant (lagu) dengan instrument (tangan dan pena) <p>c. Step 3: Choral Chanting (10 minutes)</p> <ol style="list-style-type: none"> 1) Students open their jazz chant sheet and teacher writes the text of the chant on the blackboard, so they can repeat it after the teacher or video. 2) If students have some difficulty to pronounce individual words or phrases, teacher can isolate them from the rest of the teks and practice it with learners only with some small chunk of the teks <ul style="list-style-type: none"> - Setelah video atau rekaman diputar peserta didik dapat mengulanginya dengan melihat salinan teks lagu (chant) dan guru menuliskan teks di papan tulis juga - Jika siswa kesulitan dalam mengucapkan kata-kata atau frasa, guru dapat membantunya secara per individual <p>d. Step 4: Group/ Individual chanting (15 minutes)</p> <ol style="list-style-type: none"> 1) Students try the chant as a whole class 2) Teacher can divide them into several groups in order to practice different part of it (for example: question and answer) 3) Students can also pantomime or act the chants out while singing. <ul style="list-style-type: none"> - Peserta didik diberikan kesempatan untuk bernyanyi bersama-sama 	<p>from the material studied</p> <ol style="list-style-type: none"> 5. Teacher check the answer of students
--	--	--

	<ul style="list-style-type: none"> - Setelah peserta didik hafal, guru membagi menjadi 2 kelompok (tanya jawab) <p>Jika sudah terbiasa dengan nyanyian, peserta didik dapat melakukan pantomime (memperagakan nyanyian sambil bernyanyi)</p>	
Post-Teaching Activies	<ol style="list-style-type: none"> 1. Teacher checking understanding the students 2. The teacher will give exercise to review the material by using their own language 	<ol style="list-style-type: none"> 1. Teacher checking understanding the students 2. The teacher will give exercise to review the material by using their own language

E. Technique of Collecting Data

The data required to answer the research questions was quantitative. The pre-test and a post-test are used to collect quantitative data. The following is the procedure in collecting data:

The used instrument to collect the data will a test. The research gave Student's to gather information from the students. There are two tests that the analyst provides for the students. The first is a pre-test would be given at the outset to know abilities of the students before the treatment is started by the researcher and secondly a post-test, would be given toward the finish of the examination to know further developing vocabulary mastery before treatment and after treatment. It is built in view of the scholarly schedule and semester program of SDN 17 Rejang Lebong.

1. Pre-test

Pre-test is a test given by researchers to students before being given treatment. The class used by the researcher, both the experimental and

control class, will be given the same test. During the pre-test, the researcher will give a test in the form of a vocabulary test.

The first form of pre-test was organized into the match the words meaning and picture format (words meaning) which includes the material about transportation. The second form of pre-test is (spelling test) which is students will spell the words that related about adverb of frequency. The last form of pre-test is sentence completion (using words into sentences test) which is students also will give instruction to use words into simple sentence that related about daily activities in relation to time based on the teaching module. After carrying out the test, test result will be assessed based on the rubric.

In giving the pre-test, the researcher used one meeting being out of time period. Giving pre-test to both groups was allocated 30 minutes.

2. Treatment of Teaching, after that

The experimental and control groups are frequently paired together for treatment, which is a special situation. In this research, the researcher went through the process six times. This is how the therapeutic schedule:

Table 3.7 The Schedule of the Treatment of the Experimental Group

Meeting	Experimental Group	Date
1	Pre-test	Monday, May 15 th 2023
2	Jazz chants technique: Daily activities and their relation to time	Wednesday, May 17 th 2023
3	Jazz chants technique: Daily activities and their relation to time	Monday, May 22 th 2023

4	Jazz chants technique: Daily activities with adverb of frequency	Wednesday, May 24 th 2023
5	Jazz chants technique Daily activities with adverb of frequency	Friday, May 26 th 2023
6	Jazz chant technique Transportations	Monday, May 29 th 2023
7	Jazz chant technique: Transportations	Wednesday, May 31 th 2023
8	Post-test	Monday, June 12 th 2023

Table 3.7 The Schedule of Treatment of the Controlled Group

Meeting	Controlled Group	Date
1	Pre-test	Tuesday, May 16 th 2023
2	Conventional technique: Daily activities and their relation to time	Thursday, May 18 th 2023
3	Conventional technique: Daily activities and their relation to time	Tuesday, May 23 th 2023
4	Conventional technique: Daily activities with adverb of frequency	Thursday, May 25 th 2023
5	Conventional technique: Daily activities with adverb of frequency	Friday, May 26 th 2023
6	Conventional technique: Transportations	Tuesday, May 30 th 2023
7	Conventional technique: (transportations)	Thursday, June 1 th 2023
8	Post-test	Monday, June 12 th

		2023
--	--	------

3. Post-test

Post-test is a test conducted by researchers after the class is given treatment. This test was carried out by the researcher to see if there was an effect on improving students' vocabulary mastery after being given the treatment in experimental class and treatment in control class (conventional teaching). This test is vocabulary test.

The first form of post-test was organized into the match the words meaning and picture format (words meaning) which includes the material about transportation. The second form of post-test is (spelling test) which is students will spell the words that related about adverb of frequency. The last form of post-test is sentence completion (using words into sentences test) which is students also will give instruction to use words into simple sentence that related about daily activities in relation to time based on the teaching module. After carrying out the test, test result will be assessed based on the rubric.

In giving the post-test, the Researcher used last meeting being out of time period. Giving post-test to both groups was allocated 30 minutes.

F. Instrument

Instrument is a device used by researchers to collect data and information needed. The main instrument of this research will a test. Test alert in testing vocabulary. According to Gay, a test is a means of a measuring the

knowledge, skill, feeling, intelligence, or aptitude of an individual or group.⁴⁰

Therefore, the test procedures statistical scores that can be used to evaluate the test takers. In the instrument, there are two steps that will researchers use in collecting data, that is pre-test and post-test.

The test was made based on the indicators in teaching module on Merdeka curriculum (Meaning, spelling and words usage in the sentences) which the form is match words and picture, jumbled words and sentence completion. The reason for using match words and picture, jumbled words and sentence completion format because this format would make students produce the accurate answers for both correct and incorrect ones. This format even facilitated the researcher in correcting the result of students work. This test consisted of 20 items, the correct answer got 1 score and the wrong answer got 0.

To give the score for the students, the researcher using this formula

$$\text{Final score} = \frac{\text{Total score (100)}}{\text{Total number of items (20)}} \times \text{correct answer}$$

Table 3.8 Test Specification

No	Indicators	Sub-Indicators	Score given for each item	Allocation 30 minutes
1	Meaning (Mengidentifikasi, menemukan makna dari jenis-jenis kendaraan)	Context (Transportations)	Transportations Correct answer = 1 Wrong answer = 0	Form of Test Matching words and picture
2	Spellings (Menuliskan jenis Adverb of frequency)	Adverb of frequency	Correct answer = 1 Wrong answer = 0	Jumbled words

⁴⁰ L. R. Gay, *Educational Research Competencies for Analysis and Application Fourth Edition* (New York: Macmillan, Inc, 1992), 124

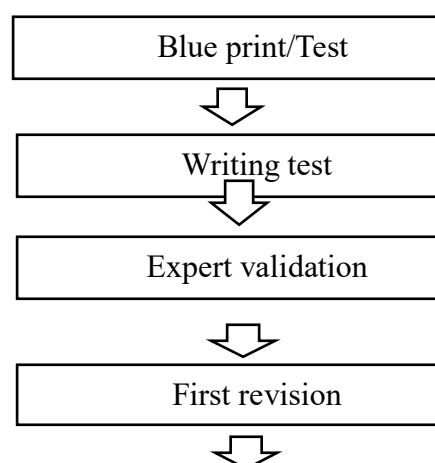
			Correct answer = 1 Wrong answer = 0	Sentence completion
3	Using words in the sentence (Menuliskan kegiatan sehari-hari dalam hubungannya dengan waktu)	Daily activity with the time	Use word in sentences Correct answer= 1 Wrong answer= 0	

Table 3.9 Qualification Score of Vocabulary Test⁴¹

No	Qualification	Score
1	Very Good	86-100
2	Good	71-85
3	Enough	56-70
4	Poor	41-55
5	Very Poor	<40

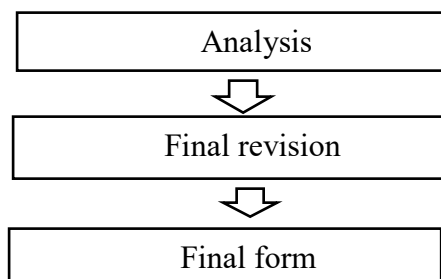
There were several steps that the researcher took in developing and astringent the instrument for the research. The frame work of the instrument is accessible in the figure below⁴²

Table 3.10 The form of research instrument



⁴¹ Anku Joshi et al, "Likert Scale Explored and Explained," British Journal of Applied Science and Technology 7,no.4 (2015),96-403

⁴² Sulisty, G.H." *Language Testing: Some Selected Terminologies and Their Underlying Basic Concepts*" State University of Malang", 2010



(Adopted from sulisty, 2002)

1. Writing Blue Print

The blue print specification consisted of some points. Supported identifying, program, deciding the target of the test. Generally, it thought about of what talents are being tasted. The essential ability to be reached and therefore the item indicator supported the basic competence. The test must measure what have to be measured based on the teaching module because teaching module was important and related to ensure the content validity. The basic competence of English vocabulary for fourth grade students of SDN 17 RL.

Table 3.11 Learning achievement of Vocabulary Mastery for Elementary School Students Fourth Grade academic year 2022/2023⁴³

Capaian Pembelajaran	Indikator Capaian Pembelajaran	aspect	Items number
a. Fase B, Kelas III/IV Pada akhir fase B, peserta didik memahami dan merespond teks lisan dan visual sederhana dalam bahasa inggris. Dalam mengembangkan keterampilan menyimak dan berbicara, peserta didik	Siswa dapat <i>Menggunakan Kalimat</i> dengan pola yang sesuai dengan konteks yang dibicarakan yaitu materi mengenai daily activity with the time Merubah atau mengganti Sebagian elemen kalimat untuk dapat berpartisipasi dalam kelas.	Using words into sentence	1,5
	Peserta didik mampu <i>Memahami kata-kata</i> dengan bantuan gambar/ilustrasi yaitu	Words meaning	6,10

⁴³ Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Badan Standar, Kurikulum, dan Asesmen Pendidikan, 2022. <https://litbang.kemendikbud.go.id>

<p>merespond/mengikuti instruksi sederhana dalam Bahasa Inggris dan mengembangkan informasi dengan kosa kata sederhana.</p> <p>b. Peserta didik merespond berbagai teks/gambar dalam bentuk tulisan sederhana dengan alat bantu visual dan komunikasi non-verbal.</p>	<p>mampu mengidentifikasi jenis-jenis kendaraan</p>		
	<p>Menulis kosa kata sederhana yang berkaitan dengan materi dalam bahasa Inggris menggunakan ejaan yang diciptakan sendiri oleh anak dimana peserta didik belajar mengenai averb of frequency</p>	<p>Spelling</p>	<p>11,20</p>

2. Creating (writing) the test

After writing the blue print, the researcher needs to do it write test questions in the format match words and picture, jumbled words and sentence completion. It was chosen to make because to make students give accurate answer between correct. The test is prepared in 20 items.

2. Expert validation

The researcher needs to expert to validated the result. The professional validation is a professional in reading subject. In this research the expert validation is the lecture of English Tadris Study Program, Mrs. Nastiti Handayani, M. Pd. The researcher gave the vocabulary test to professional validation to get the comments and feedback I to expert validation. *The table of professional validation can be seen in Appendix.*

3. First revision

The purpose of first revision was to evaluate test whether there was a test or some points that had to be revised. The researcher revised the test based on the expert judgement. After the expert validation correct the test

was made by the researcher and then the researcher revises some items based on the suggestion from the expert.

4. Analyzing the Test Validity

The next step which was done by the researcher was assuring the test. The researcher relied on two aspects of examining the validity, content validity and construct validity. Content validity was achieved by referring the test with materials finished in the teaching module of the Fourth' grade students of SDN 17 RL. Another kind of validity was gotten by examining the construct validity which commonly committed by getting the professional judgement. The detail of construct validity progressed could be viewed in the next explanation. (*Expert validation*)

5. Trying out of the test

Try out test aim at producing the requirement data with relatively valid instrument. The trying out will give to another class except experimental and control class for two times. After that, the class which will give try out should have the same level as the subject of this research it is mean same grade. Therefore, this instrument was tried on class 4 of students at Min 7 Muara Enim

6. Analysis the result of the Try out

Validity in the process of analysis, the researcher uses an analysis score to provide an assessment of the vocabulary test conducting by the students. *The detail information about the Table of Try out can be seen in the Validity and reliability in the next explanation.*

7. Final form

The final form was the test. It was used to try out the test aimed at producing the obligation data with a relatively valid instrument

G. Validity and Reliability of the Instruments

1. Validity

Validity test was used to determine whether or not the instrument was appropriate. According to Sugiyono, validity is the occasion when there is found similarity between the data collected and the actual data on object of the study.⁴⁴ So Sugiono's statement, he recommended that the instrument used in the test had to be correlated with the materials in the syllabus (teaching module).

The validity test will to reassure that this study instrument could be proper to become pre and post-test. In order to determine the test validity, the researcher using SPSS v. 26 for windows program.

Table 3.12 The Range Score and Interpretation of Validity

Number of Items	Index Range	Interpretation
1,2,3,4,5,6,7,8,9,10,11, 12,13,14,15,16,17,18,19,20	>354	Valid item
-	<354	No valid item

(Adopted from Varma, 2011)⁴⁵

Based on the results of the variable validity test in the table 3.11. above, it can be concluded that the variable test results are declared *valid* because r-count 1 until r-count 20 are greater than t-table (0.354)

⁴⁴ Sugiyono, *Statistika Untuk Penelitian*, (Jakarta: Rineka Cipta, 1998), 172.

⁴⁵ Adapted S.Varma. "Pleriminary Item Statistics Using Point-Biserial Correlation and P-Values". Retrieved at www.edata.com On Juny 4th 2023.

2. Reliability

According to Sugiyono, reliability refers to the consistency of scores obtained the same people when they retested with the same test or with

Items Soal	R- Count	R- Table	Interpretation
Soal 1	0,882	0,354	VALID
Soal 2	0,847	0,354	VALID
Soal 3	0,847	0,354	VALID
Soal 4	0,900	0,354	VALID
Soal 5	0,900	0,354	VALID
Soal 6	0,959	0,354	VALID
Soal 7	0,842	0,354	VALID
Soal 8	0,959	0,354	VALID
Soal 9	0,842	0,354	VALID
Soal10	0,959	0,354	VALID
Soal 11	0,842	0,354	VALID
Soal 12	0,900	0,354	VALID
Soal 13	0,632	0,354	VALID
Soal 14	0,959	0,354	VALID
Soal 15	0,475	0,354	VALID
Soal 16	0,632	0,354	VALID
Soal 17	0,526	0,354	VALID
Soal 18	0,900	0,354	VALID
Soal 19	0,526	0,354	VALID
Soal 20	0,689	0,354	VALID

different sets of equivalent items on different occasions. It means that the reliability of the language skills assessment results refers to the degree of accuracy of the representation of the language skills being assessed. A good instrument in collecting the data will be reliable.

In collecting data, reliability of test is necessary to be measured too, the pre-test and post-test are tested by reliability test. A good instrument in collecting data will be reliable. According to Nunnally, this has resulted in a wide variance of the reliability. In the case of psychometric test, most

fall within the range of 0.75 to 0.83 with at least one claiming a Cronbach's alpha above 0.90.⁴⁶ The researcher using SPSS v. 26 for windows program for collecting the data.

Table 3.13. The Result of Reliability

Reliability Statistics		
Cronbach's Alpha	N of Items	
.970	20	(Items 1-20)

Items	The Value	Information
1-20	0,97	RELIABILITY

Table 3.13. Cronbach's Alpha

Cronbach's Alpha	Internal Consistency
$\alpha \geq 0.9$	Excellent
$0.9 > \alpha \geq 0.8$	Good
$0.8 > \alpha \geq 0.7$	Acceptable
$0.7 > \alpha \geq 0.6$	Questionable
$0.6 > \alpha \geq 0.5$	Poor
$0.5 > \alpha$	Unacceptable

in inputting data, the researcher has analyzed by using SPSS v.26. from the result showed that the value of pre-test (0,97). It means that the items interpreted to excellent internal consistency because it is more than 0.9 based on the table Cronbach alpha. In other hand, the items of pre-test were reliable.

⁴⁶ Nunnally, J. C, "Psychometric theory (2nd ed)", New York: McGraw-Hill.

H. Technique of Data Analysis

The next step after conducting the pre-test and post-test is to analysis the data. To answer research problems with data obtained through pre-test and post-test is analysis the data.

After the tests are administered to students in the pre-test and post-test, the students' pre-test and post-test scores will be tested. The test will focus on the normality and homogeneity of students' pre-test and post-test scores. If the students' pre-test scores are normally distributed and homogeneous, the researcher can process with the paired sample t-test and the independent samples t-test. Following are the steps to analysis the data:

1. Normality Test

The researcher uses normality test to check whether the post-test score of experimental group and control group are normally distributed or not. The test of normality in this research will be measured by using SPSS v.26 for windows program. It is used to know whether both variables X (Independent variable) and Y (Dependent variable) are normally distributed. The score in the test of normality must be higher than 0.05 to obtain the normal data.

2. Homogeneity Test

Homogeneity test will be used to check whether the post-test score of experimental and control group have similar variance or not. The test of homogeneity will be conducted by using SPSS v. 26 for windows program. It is aimed to know the similarity of Y variable score that has been categorized to X variable score. The score of this test must be higher than 0.05 to obtain the homogeneous data.

3. T-Test

As stated before, the t-test is used to know the effect of Jazz Chant. In other word, it is adopted from the score that has been acquired by conducting pre-test and post-test. By using t-test formula, the researcher calculates the students' post-test scores from experimental and control group. The terms in using t-test should be in normal distribution and homogenous variants. There are the kinds of t-test used in the research, namely paired sample t-test and independent sample t test. Paired sample t-test is used to see the different between pre-test and post-test of a group. Independent sample t-test is used to see the different between experimental group and control group. The test of t-test (Paired sample t-test and independent sample t-test) will be measured using SPSS v.26 for window program.

CHAPTER IV FINDING AND DISCUSSION

In this chapter the researcher answered the question in formulation problem. The researcher collected the data by using pre-test and post-test in control and experimental class. The result of students test in pre-test and post-test were scored by the researcher. After the researcher got the data, the researcher used IBM SPSS v 26 to know the normality, homogeneity and t-test (Paired sample t-test and independent sample t-test). In this research, the research finding was presented in two forms. The first was descriptive analysis and the second one was statistical analysis.

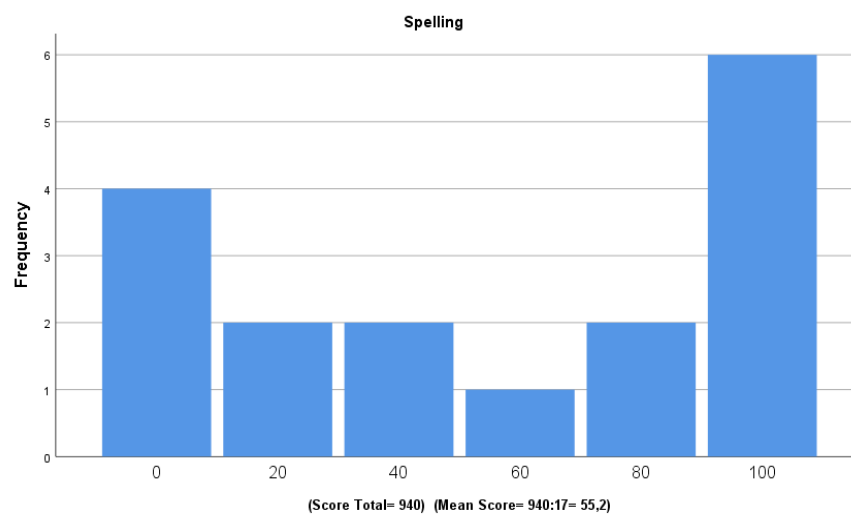
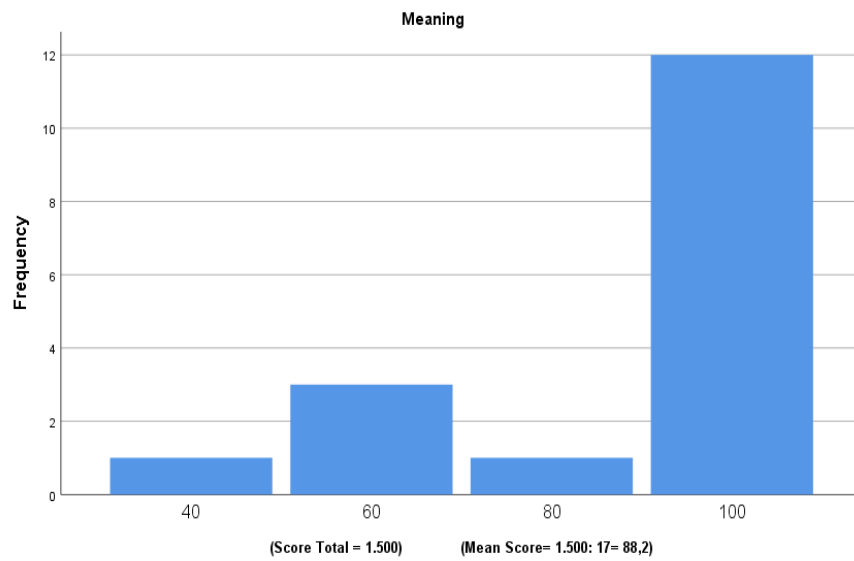
A. Findings

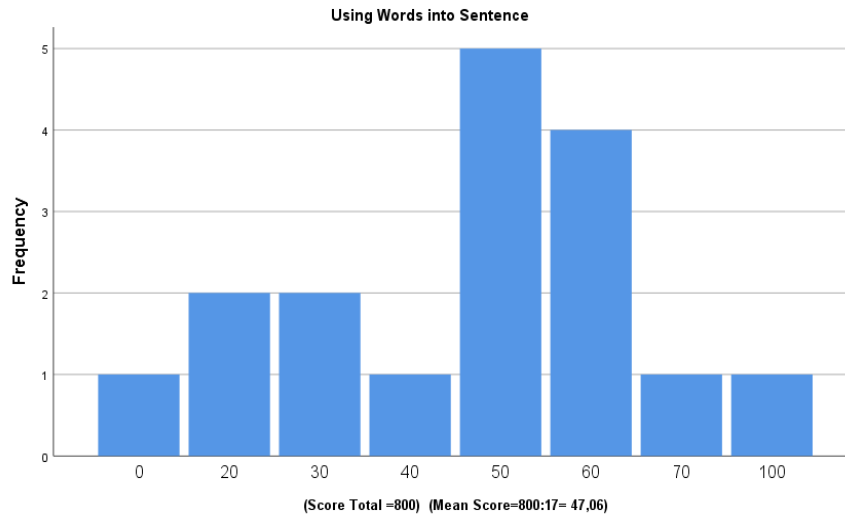
1. Students in Control Group (Using Problem Based Learning)

a. The Result of Pre-Test in Control Group

In this research, the control class also known as class 4B, received instruction according to conventional technique. The researcher administered a pre-test to pupils in order to collect the initial data prior to the start of the learning process. The result of pre-test which was reached can be viewed on the table below in which students' name were presented by students/ sequence based on the attendance list.

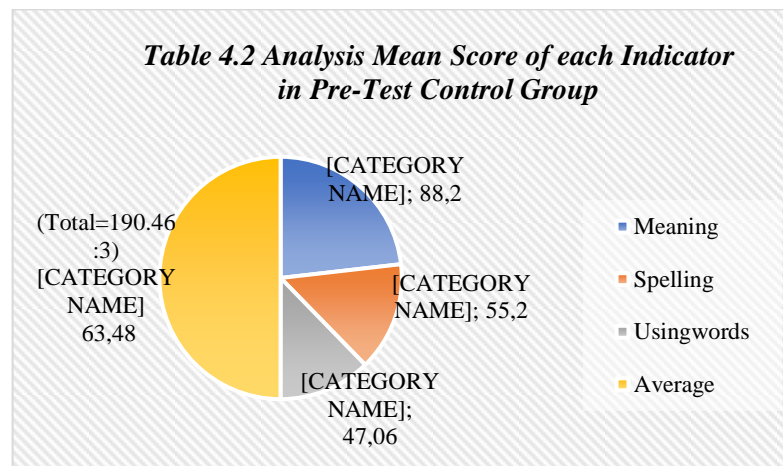
Table 4.1 The Result of Pre-Test Control Class





The consequence of the gauge for the control class (pre-test) showed that from the table and outline above, they had expanded at every point. It was found that the students' mean score in terms of meaning was 88,2, in terms of spelling it was 55,2 and in terms of using words into sentence it was 47,06. From the table above the score total of spelling and using words into sentence is low.

To find out the mean score of Pre-Test in control group, The researcher grouped the mean score of each indicator (Meaning, Spelling and Using Words into Sentence) and looked for the mean score of each indicator in the form of the diagram below:



To get the mean score for class control (Pre-test), the researcher uses the calculation below:

$$= \frac{\text{Total mean score of each indicator (Meaning, Spelling, Using words into sentence)}}{\text{The number of indicators}}$$

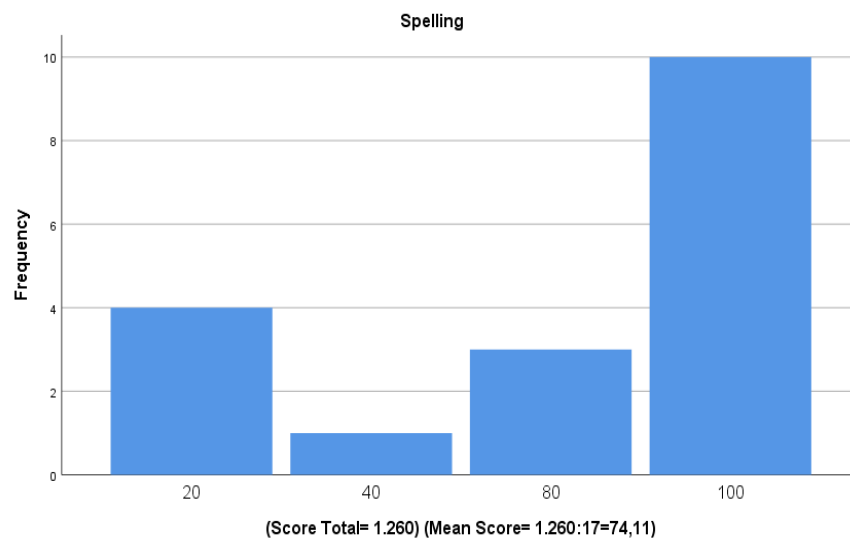
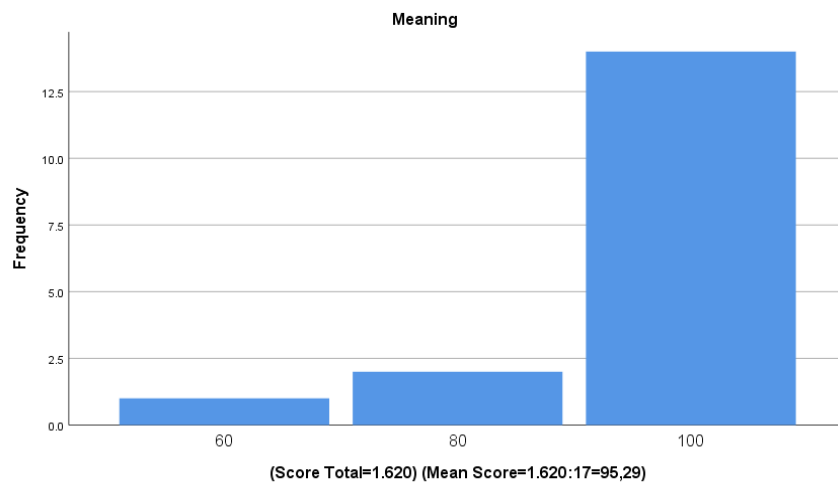
$$\frac{(88,24 + 55,29 + 47,06) = (190,46)}{3} = 63,48$$

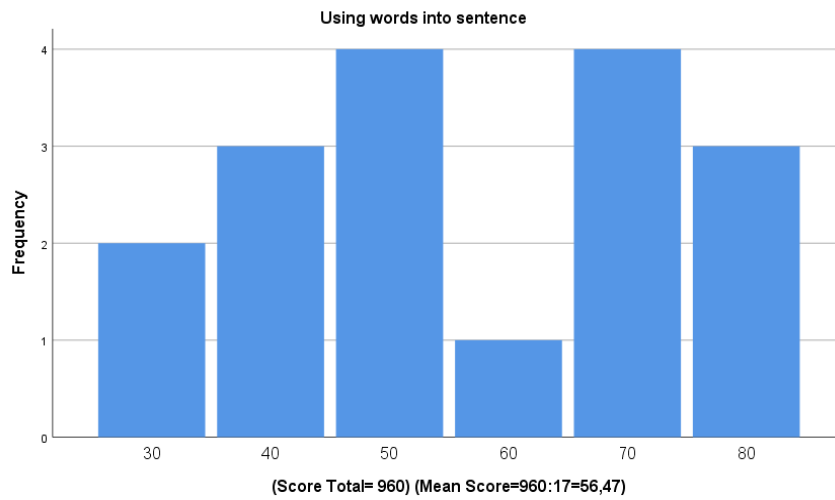
Based on the chart above, it can be concluded that students' pre-test of control class is low, with the mean score is in term of meaning was 88,2, in terms of spelling it was 55,2 and terms of using words into sentences it was 47,06. Based on the sum above, Mean score of pre-test class control is 63,48. It implied that the mean score of Pre-test in control class was poor categorized.

b. The Result of Post-Test in Control class

The result of the post-test given to 17 students in the control class or 4B were used to determine the state of the students' vocabulary mastery after the conventional methods was put into practice. The table below allows you to view the results of the post-test in the control class.

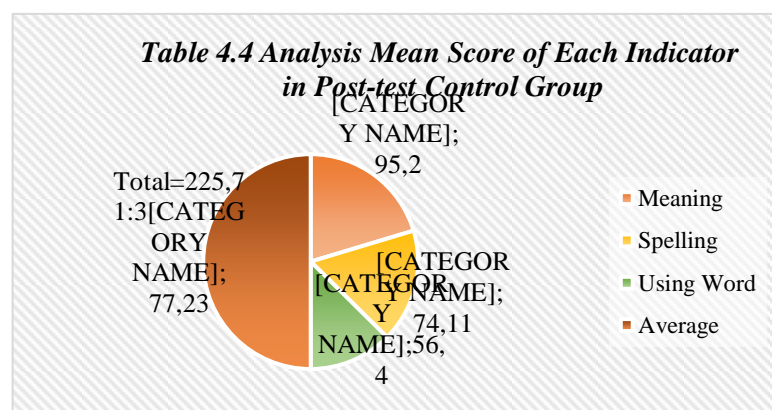
Table 4.3 The Result of Post-Test in Control Class





Based on the table above, it was found that the students mean score in terms of meaning was 95,29, in terms spelling it was 74,51 and in terms of using words into sentence it was 56,47. From the table above the score total of using words into sentence it was 56,47.

From the table above the score total of using words into sentence is low. To find out the mean score of pre-test in control group, the researcher grouped the mean score of each indicator (meaning,spelling, and using words into sentence) and looked for the mean score of each indicator in the form of the diagram below.



To get the mean score for class control (Post-test), the researcher uses the calculation below:

$$\frac{\text{Total mean score of each indicator (Meaning, Spelling, Using words into sentence)}}{\text{The number of indicators}} = \frac{(95,2 + 74,11 + 56,4)}{3} = 77,23$$

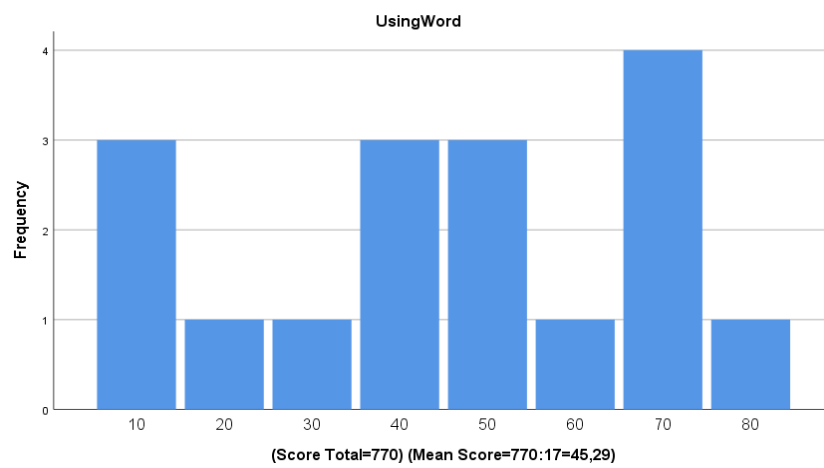
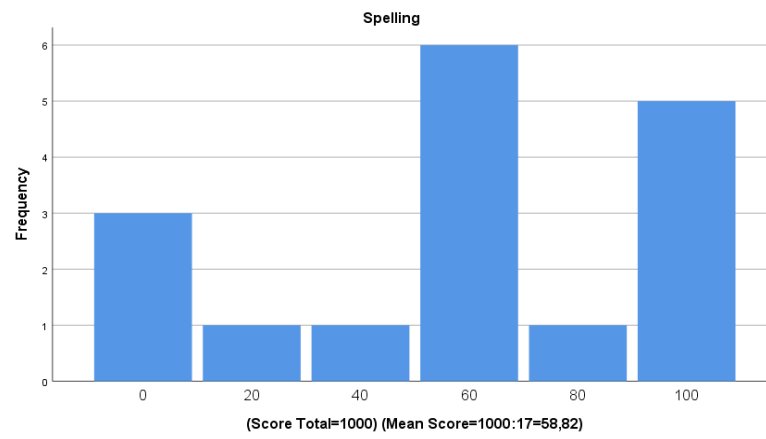
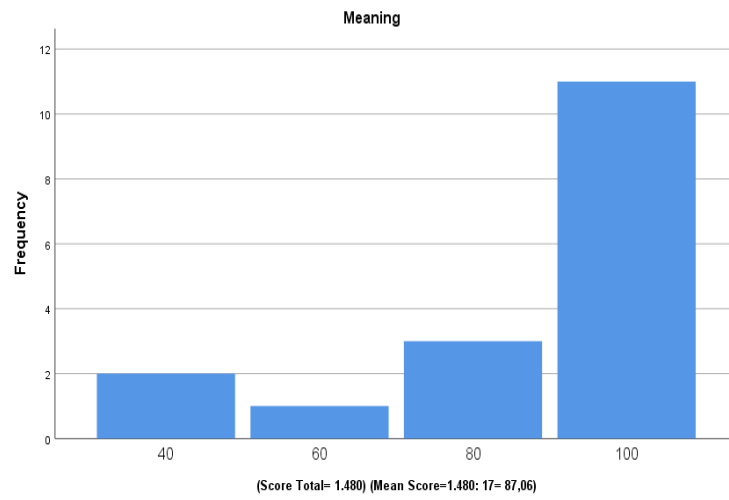
Based on the chart above, it can be concluded that the mean score of students' Post-test of control class is higher than mean score of students' pre-test control class. It can be seen with the mean score is in term of meaning was 95,2, in terms of spelling it was 74,11 and terms of using words into sentences it was 56,4. Based on the sum above, Mean score of Post-test in control class is 77,23. It implied that the mean score of Post-test in control class (77,23) is higher than mean score of Pre-test in control class (63,48). Its means this mean was good categorized.

2. Students Vocabulary Mastery in Experiment Group (Jazz chants)

a. The Result of Pre-Test in Experimental class

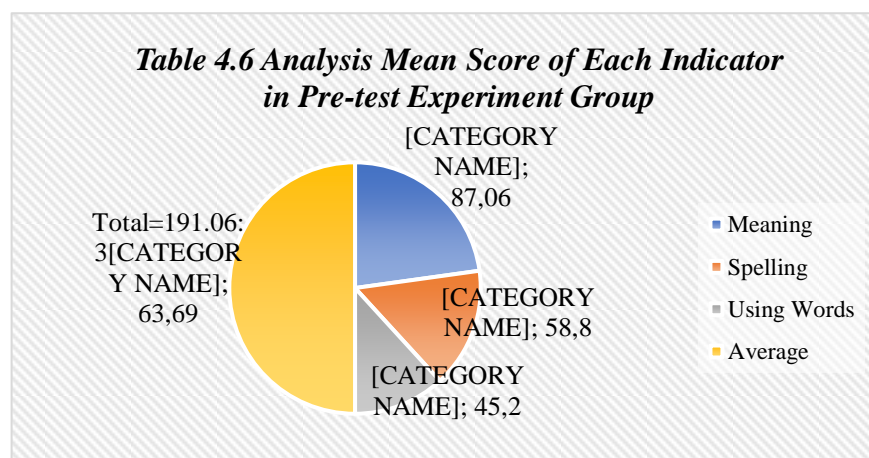
In this research, a teaching technique known as the jazz chant was used in the experimental class, or class 4A. The researcher provided students a pre-test of daily activity with related about time, and transportations on based material in order to gather the initial data before to the learning process. The table below shows the pre-test outcome that was determined:

Table 4.5 The Result of Pre-Test in Experiment Class



Based on the table above, it was found that the students' meaning terms of meaning was 87,06, in terms of spelling it was 58,82 and in terms of using words into sentence it was 45,29. From the table above the score total of using words into sentence is low.

To find out the mean score of Pre-Test in control group, The researcher grouped the mean score of each indicator (Meaning, Spelling and Using Words into Sentence) and looked for the mean score of each indicator in the form of the diagram below:



To get the mean score for class control (Post-test), the researcher uses the calculation below:

$$\frac{\text{Total mean score of each indicator (Meaning, Spelling, Using words into sentence)}}{\text{The number of indicators}}$$

$$\frac{(87,06 + 58,8 + 45,2) = (191,06)}{3} = 63,69$$

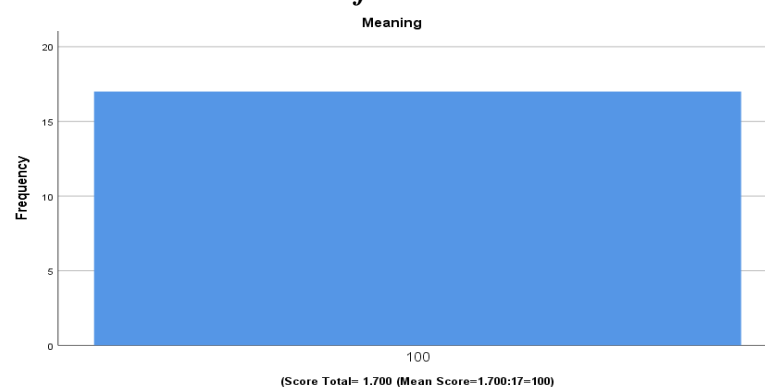
Based on the chart above, it can be seen with the mean score is in term of meaning was 87,06, in terms of spelling it was 58,8 and terms of using words into sentences it was 45.2. based on the sum above, Mean score of Pre-test in experiment class is 63,69. It implied that the mean score of Pre-test in experiment class (63,69) is higher than mean score of Pre-test in control class (63,48). Its means this mean also was poor categorized,

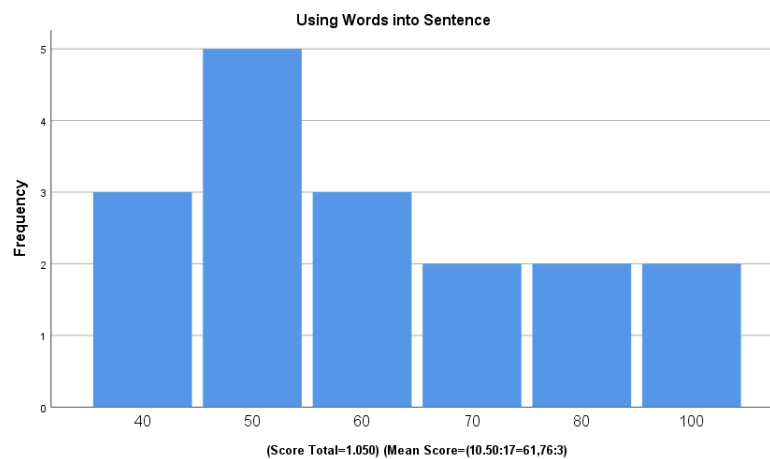
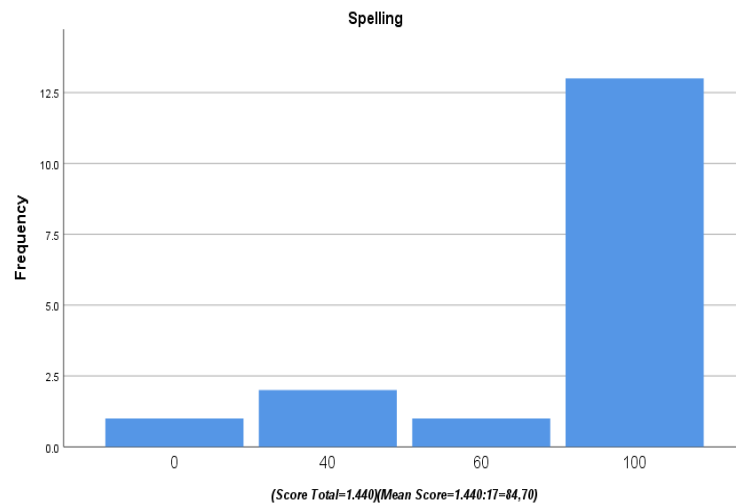
The average of spelling, meaning and using words into sentence is low. It can be concluded that, indicators of spelling is low and must be improved. One of the effective technique in teaching is jazz chants.

b. The Result of Post-Test in Experimental Group

Following the implementation of the jazz chants for teaching daily activity with the relation about time and transportation, the condition of students' vocabulary mastery was assessed using the results of a post-test administered to 17 students the experimental class or 4B. The table below allows you to view the results of the post-test in the experimental class:

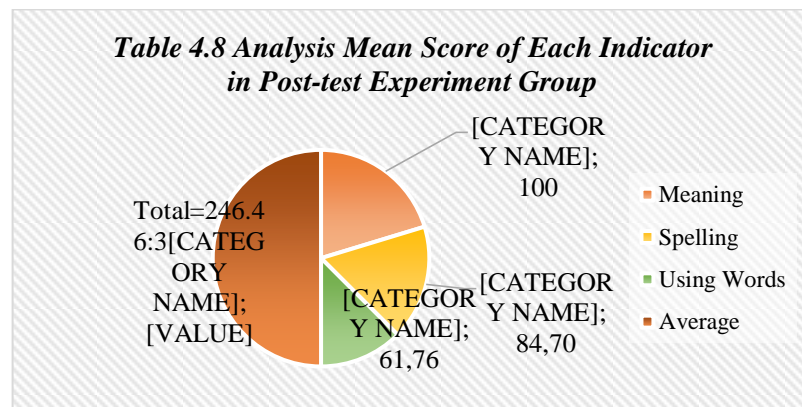
Table 4.7 The Result of Post-Test in Control Class





Based on the table above, it was found that the students' mean score in terms of meaning was 100, in terms of spelling it was 84,70 and in terms of using words into sentence it was 61,76. From the table above the score total of spelling and using words into sentence is low.

To find out the mean score of Pre-Test in control group, The researcher grouped the mean score of each indicator (Meaning, Spelling and Using Words into Sentence) and looked for the mean score of each indicator in the form of the diagram below:



Based on the chart above, it can be concluded that the mean score of students' Post-test of experiment class is higher than mean score of students' pre-test experiment class. It can be seen with the mean score is in term of meaning was 100, in terms of spelling it was 84,70 and terms of using words into sentences it was 61,76. Based on the sum above, Mean score of Post-test in experiment class is 82,15. It implied that the mean score of Post-test in experiment class (82,15) is higher than mean score of Pre-test in experiment class (63,69). Its means this mean was good categorized.

3. Statistical Analysis

After giving the pre-test and post-test to the experimental and control classes, the result of both will be analysis by the researcher to get a score. Then, the score was re-tested by the researcher using SPSS v 26. The following is the sequence of the next test.

a. Normality Test

The normality test was applied to find out whether the sample had normal distribution or not. The normality is tested by using Kolmogorov-Smirnov^a of SPSS v 26. If the result of significance was

higher than 0,05 then the data is distributed normal. However, if the result of significance lower than 0,05 it means the data is not distributed normal.

Table 4.9 Test of Normality
Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Pre-Test Class Control	.220	17	.029	.945	17	.380
Post-Test Class Control	.136	17	.200*	.964	17	.712
Pre-Test Class Experiment	.213	17	.039	.873	17	.024
Post-Test Experiment	.214	17	.038	.920	17	.147

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the table above was known that the significance value from each pre-test and post-test experimental class was higher than 0,05. The sig/p-values on Pre-test of control class were 0,029 an it was higher than 0,05 it means that the data is in normal distribution. The p-values on Post-test control class were 0,200 and it was higher than 0,05 means that the data is normal distribution. The significance value from each pre-test and post-test experimental class also higher than 0,05. The sig/p-values on Pre-test of experimental class were 0,039 and it is higher than 0,05 it means that the data is in normal distribution. The p-values on Post-test experimental class Was 0,038 and it was higher than 0,05

means that the data is in normal distribution. It can be concluded that all of data from pre-test and post-test both experimental and control class is in normal distribution. Therefore, it means that the researcher can continue the pair sample t test.

b. Paired Sample Test

Paired sample t-test was done to compare the two paired related group. In this test the sample used was same. However, both of the samples were given different treatment. To calculate the data in this research, the researcher used SPSS v 26.

Table 4.10 Paired Sample Test
Paired Samples Test

			Paired Differences				T	df	Sig. (2-tailed)	
			Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
						Lower	Upper			
Pair 1	Pre-Test Control Class – Post-Test Control Class		-11,7882	14,0898	3,4173	-19,0325	-4,5440	-3.450	16	.003
Pair 2	Pre-Test Class – Post-Test Class	Experiment Experiment	-18,4353	9,5050	2,3053	-23,3223	-13,5483	-7.997	16	.000

It can be seen from the table above that score of sig.(2-tailed) from pair 1 was 0,003 and pair 2 was 0,000 and it was smaller than 0,05 so it can be concluded that jazz chant technique enhances students' English vocabulary mastery at the Fourth grade of students' of SDN 17 RL.

c. Homogeneity Test

The homogeneity test was carried out in order to know whether the data were homogeneous or not. In calculating the homogeneity of the data, the researcher used SPSS v 26 if the result of homogeneity test was higher than criteria of test 0,050 it means the data were homogeneous.

Table 4.11 Homogeneity Test
Test of Homogeneity of Variance

			Levene Statistic	df1	df2	Sig.
Hasil Test Control and Experiment Class		Based on Mean	1.042	1	32	.315
		Based on Median	1.046	1	32	.314
		Based on Median and with adjusted df	1.046	1	31.820	.314
		Based on trimmed mean	1.080	1	32	.306

Based on the table above was known that the sig/p value from each data was higher than 0,05 it means that the data is homogeny. Since the data is proven normal and have distribute variance, then the researcher can conduct independent sample t-test.

d. Independent Sample T-Test

Independent sample t-test was used to compare two means unrelated groups in order to know whether there was statistical evidence that associated population means were significantly different. The researcher Test the independent sample t-test by using SPSS v 26.

Table 4.12 Independent Sample T-Test

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Students' Vocabulary Mastery	Equal variances assumed	1.042	.315	-2.424	32	.021	-6,8588	2,8298	-12,6229	-1,0948
	Equal variances not assumed			-2.424	31.336	.021	-6,8588	2,8298	-12,6276	-1,0900

It can be seen from the table above that the output of independent sample t-test showed that sig (2-tailed) is 0,021 and it was smaller than 0,050. From this output it can be concluded that there is a significant difference between students who taught using jazz chants and those who are not.

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Control Class	17	40	86	63,48	13.822
Post-Test Control Class	17	60	90	77,23	9.712
Pre-Test Experiment Class	17	50	83	63,69	11.555
Post-Test Experiment Class	17	66	93	82	7.506
Valid N (listwise)	17				

Table 4. 14 The Range of Increasing Score Between Control and Experimental Group

Group	Mean Score		The Range of Increasing Score in Pre-Test and Post-Test.
	Pre- Test	Post- Test	
Control	63.48	77.23	13.75
Experimental	63.69	82	18.31

According to the table above, the range of rising scores on the control class from pre-test to post-test was 13.75 points, with the mean score in pre-test being 63.48 and the mean score in post-test being 77.23. Beside, in the experiment class, the range of rising score from pre-test to post-test was 18.31 points, with the pre-test mean score is 63.69 and the post-test mean score is 82.

B. Discussion

1. Student Vocabulary Mastery before and after taught by using Problem Based Learning

From the previous chapter it has been explain about the result of pre-test and post-test in control class. Based on the result score comparison between those tests, it shows that Problem based learning in control class make an improvement in three aspects of score. First, mean score in terms of meaning pre-test was 88,2 Improvement of mean score of Post-test is 95,2. second, in terms spelling in pre-test get the lowest mean score in 55,2 while in highest score student could achieve 74,11 for post-test. Third, using words into sentence students mean score of Pre-test is 47,6 while mean score of using words into sentence in post-test is 56,4.

After that, to get the mean score for class control (Pre-test and Post-test) the researcher uses the calculation whereas; (Total mean score of each Indicators: the number of indicators). For example: Mean score of pre-test control class= $((88,24+55,29+47,06): 3=63,48)$. So, mean score of Pre-test is 63,48 and based on the calculation conducted by the researcher mean score of Post-test in control group is 77,23. Based on the calculation of the researchers, student in control class has an increasing score compare with pre-test. It means students in control class have an enhancement of score variation, in other word some students got improvement in vocabulary. From the explanation above, researcher conclude that in control class where mean score of Problem based learning, students could hire better score in post-test than pre-test.

2. Student Vocabulary Mastery before and after taught by using Jazz Chants

In experiment class, researcher found that there is so much improvement on student's vocabulary mastery. Because, based on the result of mean score comparison between those tests, it shows that jazz chants in experiment class make an improvement in three aspects of score. First, mean score in terms of meaning pre-test was 87,6 Improvement of mean score of Post-test is 100. second, in terms spelling in pre-test get the lowest mean score in 58,8 while in highest score student could achieve 84,70 for post-test. Third, using words into sentence students mean score of Pre-test is 45,2 while mean score of using words into sentence in post-test is 61,76.

After that, to get the mean score for experiment class (Pre-test and Post-test) the researcher uses the calculation whereas; (Total mean score of each Indicators: the number of indicators). For example: Mean score of pre-test experiment class = $((87,06+58,8+45,2): 3=63,69)$. So, mean score of Pre-test is 63,69 and based on the calculation conducted by the researcher mean score of Post-test in control group is 82. Based on the calculation of the researchers, student in experiment class has an increasing score compare with pre-test. It means students in experiment class have an enhancement of score variation, in other word some students got improvement in vocabulary. From the explanation above, researcher conclude that in experiment class where mean score of using jazz chants is higher than mean score of using Problem based learning and students could hire better score in post-test than pre-test.

Furthermore, jazz chants made students' vocabulary test results higher than using jazz Problem based learning. Based on findings in research, where in the experiment class using jazz chants can improve students' vocabulary mastery. It can be seen in previous discussion where the pre-test of the mean score in experiment class (63,69) is lower than the results of post-test experiment class (82). This research is also supported by Singh and Hashim that although based jazz chants can improve vocabulary and it can be shows although the result of significant value, which is there was significant effect of jazz chants on students' vocabulary mastery⁴⁷.

⁴⁷Singh, Loc.,Cit.

3. The significant Effect of Jazz Chants on student's Vocabulary Mastery

Based on the explanation in previous analysis the result showed that jazz chants technique enhances students' vocabulary mastery and it can be seen from the result of table bar chart pre-test experiment and post-test experiment whereas the result of post-test experiment (82) is higher than the result of pre-test experiment (63,69) and there is a significant difference between students who taught using jazz chants and those who are not. It can be seen of the result mean score post-test of experiment class and control class. The mean means score of experimental class (82) higher than control class (77,23) although the difference is not much different and it can be seen from the result of table independent sample t-test.

Furthermore, the writer did a statistical hypothesis analysis using the t-test procedure to support the previous conclusion. The t-test shows that T_{test} score of post-test is 2.424 which is higher than T_{table} (2.036). It signifies that there is a statistically significant difference between the experimental and control groups in the post-test because the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted. It also demonstrates that jazz chants has a significance effect on students vocabulary mastery.

From the research finding, researcher also found the jazz chants can reinforce students in increasing their vocabulary and it can be could be a good way to remember and understand difficult words. Penny Ambarwati, Regina and Sumarni various methods such as jazz chants can be used to

improving vocabulary.⁴⁸ Moreover, the benefit of jazz chants in classroom can lead the students to have an improvement in vocabulary mastery.

⁴⁸ Ambarwati, Loc.,Cit.

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion

As previously describe in the research problem, the present research intended to asses whether there was a substantial impact of vocabulary mastery at fourth grade students on SDN 17 Rejang Lebong in academic year 2022/2023 which they were taught using jazz chants and students taught by problem based learning. According to the findings presented in the chapter's research previously, it revealed the result of mean score calculation from the control and experimental classes. Furthermore, the t-test calculation result revealed that the experimental group outscored the control group, and when the t-test is compared to the t-table, the final outcome is $t\text{-test} > t\text{-table}$. (2.424 > 2.036).

The conclusion may be reached based on the results mentioned above that the null hypothesis (H₀) is rejected, whereas the alternative hypothesis (H₁) is accepted. It indicates that students who receive instruction using jazz chants outperform students who are instructed using Problem based learning. Finally, the researcher came to the following conclusion: there was a significant effect of jazz chants on student's vocabulary mastery at fourth grade of SD N 17 Rejang Lebong in academic year 2022/2023.

B. Suggestion

After done the research which find out the effect of jazz chants on student's vocabulary mastery, the researcher makes a few suggestions for those who will probably to be involved in this research field.

1. For the teacher, the teacher should regard jazz chants as one of the alternative technique that may be used for enhancing students' vocabulary mastery. the use of this technique would make it easier for teachers to encourage students turn into active learners and helping students to memorizing the vocabulary material offered by the teacher.
2. For the students, the students could try learning with jazz chants as one of the technique to improve their vocabulary mastery. Because, learning with jazz chants could be the right choice for their vocabularies practice.
3. For further research, the researcher who wants to conduct the study in the same field. The researcher hopes this study can be continued for more complex problem or could be a resources to support another research.

REFERENCES

- Alfajri, Rahmat, Mukhaiyar and Desvalini Anwar. 2019. The Effect of Jazz Chants and Students Motivation Toward Students Speaking Ability. *Atlantis Press* 411. (<http://creativecommons.org/licenses/by-nc/4.0/>). accessed on March 17, 2023.
- Ambarwati, Penny. Regina and Sumarni. 2012. *Improving Students' Vocabulary by Using Jazz Chants*. Pontianak, English Language Education Study Program of FKIP Untan.
- Archambault, Leanna. Heather Leary, and Kerry Rice. 2022. Pillars of online pedagogy: A framework for teaching in online learning environments. *Educational Psychologist* 57, (3).
- Azri, Al. Rashid et.all. 2015. Using Song to Support Vocabulary Learning for Grade Four Pupils. *International Journal of Scientific & Technology Research* 4, (6).
- Burkholder, Gary J., Kimberley A. Cox, Linda M. Crawford, and John H. Hitchcock, eds. 2019. *Research design and methods: An applied guide for the scholar-practitioner*. Sage Publications.
- Chocova, Lucie. 2013. *Teaching Pronunciation Using Jazz Chants in English Elementary School*. Bohemia, University of West Bohemia Faculty of Education Department of English.
- Cohen, Louis. Lawrence Manion and Keith Morrison. 2005. *Research Method in Education 5th edition*. New York, Taylor & Francis Group.
- Cooper, Donald R. Pamela S. Schindler, and J. K. Sharma. 2018. *Business research methods, 12/E (SIE)*. McGraw-Hill Education.
- Creswell, John W. and J. David Creswell. 2017. *Research design: Qualitative, quantitative, and mixed methods approaches*, Sage publications,
- Coxhead, A. (2006). *Essentials of Teaching Academic Vocabulary*. Boston: Patricia A. Coryell.
- Gay, L.R. 1992 *Educational Research Competencies for Analysis and Application Fourth Edition*, New York, Macmillan, Inc.
- Graham. 1986. *Small Talk More Jazz Chant*. New York, Oxford University Press

- Indah, Yani Awalia, and Aprilia Dwi Putri. 2016. Using Jazz Chants in Teaching English Speaking for Young Learners. *English Journal* 19, (2). accessed on April 12, 2023.
- Joshi, Anku. etal, 2015. Likert Scale Explored and Explained. *British Journal of Applied Science and Technology* 7, (4).
- Hornby, AS. 2003. *Oxford Learner's Pocket Dictionary Third Edition*. Oxford University Press, United Kingdom.
- H. Douglas Brown, H. Douglas. 2005. *Principles of Language Learning and Teaching 4th edition*. New York, Pearson Education.
- Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Badan Standar, Kurikulum, dan Asesmen Pendidikan, 2022. <https://litbang.kemendikbud.go.id>
- Leffi Noviyenti, Leffi. 2014. *Teaching English as A Foreign Language*, Edisi II. Stain Curup Rejang Lebong, Bengkulu, Media Tigoputri Curup.
- Lumintu, Muhamma Jona. 2015. *The Use of Jazz Chants to Improve Young Learners' Mastery of Body Parts Vocabulary*. Semarang, Universitas Negeri Semarang.
- Nation, P. Teaching Vocaulary. *Asian EFL Journal*
- Nunnally, J. C, *Psychometric theory* (2nd ed). New York, McGraw-Hill.
- Panji Maulana, Panji. 2020. Improving English Vocabulary Mastery Through Learning Circuit Model in Elementary School. *Journal of Madrasah Ibtidaiyah Education* 4, (2). (<http://dx.doi.org/10.32934/jmie.v4i2.190>). accessed on March 13, 2023.
- Permana, I Gede Yoga. 2020. Teaching Vocabulary for Elementary School Students. *The Art of Teaching English as a Foreign Language* 1, (1).
- Ragilia, Nayank. Alben Ambarita and Nurlaksana Eko Rusminto. 2018. Development of Problem Based Learning Model Learner Worksheet to Improve Critical Thinking Ability. *IOSR Journal of Research&Method in Education*, 8 (1).

Singh, Perbindar Kaur Pajan. and Harwati Hashim. 2020. Using Jazz Chants to Increase Vocabulary Power among ESL Young Learners. *Creative Education*.

Sugiyono. 1998. *Statistika Untuk Penelitian*, Jakarta, Rineka Cipta.

Sulistyo, G.H. 2010. *Language Testing: Some Selected Terminologies and Their Underlying Basic Concept*. State University of Malang.

Ur, Penny. 1996. *A Course in Language Teaching Practice and theory*. Cambridge, Cambridge University Press.

Usman, uswatunnisa. 2016. Assessing and Analysing Students' Vocabulary Understanding Through 6 Kinds of Task. *Atlantis Press*.

Varma, S. 2023. Pleriminary Item Statistics Using Point-Biserial Correlation and P-Values. Retrieved at www.edata.com On Juny 4th 2023.

Zemanova, Ivanova. 1999. *Using Jazz Chants in Teaching English*.

Liberec, University of Liberec Faculty of Education Department of English.

**A
P
P
E
N
D
I
X**

APPENDIX 1

THE RESULT OF HOMOGENEITY SAMPLING

The Result of Homogeneity Sampling					
Name of Students (4A)		Score	Name of Students (4B)		Score
S-1	Adzra Rahmayanti	60	S-1	Agisha Aqilla Rahman	70
S-2	Aldo Dominique	70	S-2	Arya Mahardika Putra	60
S-3	Bima Arka Anugrah Ishak	60	S-3	Chynta Arlichya Lubis	60
S-4	Elsya Yesri Casya Safira	60	S-4	Dwi Surya Prasetyo	70
S-5	Fathan Sakha Pratama	70	S-5	Frilyan Putra Andreano	50
S-6	Hilina Ulan Dari.S	70	S-6	Keysa Shintya Utami	60
S-7	Khanayya Artetha	70	S-7	M. Faiz Zaki Musyaffa	70
S-8	M.Derin Pratama	50	S-8	Muhammad Arkhan Alfurqon	50
S-9	M. Zidan Tambunan	50	S-9	Nafi Insani As Siddiq	50
S-10	Muhammad Adhepio Syaputra	50	S-10	Naila Kirana Fitri	70
S-11	Muhammad Altafsyah	70	S-11	Aurelya Natasya	70
S-12	Muhammad Bio Pratama	60	S-12	Makmun Falih Rayzma	70
S-13	Muhammad Prayudha Alfian	70	S-13	Muhammad Al Fatih	60
S-14	Prayuga Wiratama	60	S-14	Muhammad Jacob Al Daeghal	60
S-15	Raisya Nabila Khansa	60	S-15	Vino Al Baroqah	70
S-16	Rinald Hidayat Nur Wahid Kusuma	70	S-16	Alfia Delima Sartika	70
S-17	Putrie Aruna	70	S-17	Aqilla Aprilia Az Zahra Bahtiar	50
Total		1.060	Total		1.050
Mean score		62,35	Mean score		61,76

APPENDIX 2

STATISTICAL DATA ANALYSIS

The scores of students' pre-test and post-test in Experimental Class (4B)

No	Name of students	Pre-test	Post-test
1	Adzra Rahmayanti	83,3	86,6
2	Aldo Dominique	56,6	70
3	Bima Arka Anugrah Ishak	63,3	70
4	Elsya Yesri Casya Safira	66,6	93,3
5	Fathan Sakha Pratama	50	83,3
6	Hilina Ulan Dari S	60	80
7	Khanayya Artetha	60	80
8	M. Derin Pratama	60	83,3
9	M. Zidan Tambunan	53,3	80
10	Muhammad Adhepio Syaputra	56,6	80
11	Muhammad Altafsyah	83,3	93,3
12	Muhammad Bio Patama	50	66,6
13	Muhammad Prayudha Alfian	53,3	86,6
14	Prayuga Wiratama	70	86,6
15	Raisya Nabila Khansa	76,6	83,3
16	Rinald Hidayat Nur Wahid Kusuma	56,6	83,3
17	Putrie Aruna	83,3	90

The scores of students' pre-test and post-test in controlled group (4A)

No	Name of students	Pre-test	Post-test
1	Agisha Aqilla Rahman	73,3	83,3
2	Arya Mahardika Putra	53,3	70
3	Chynta Arlichya Lubis	66,6	80
4	Dwi Surya Prasetyo	56,6	70
5	Frilyan Putra Andreano	56,6	76,6
6	Keysa Shintya Utami	40	73,3
7	M. Faiz Zaki Musyaffa	64,6	63,3
8	Muhammad Arkhan Alfurqon	53,3	66,6
9	Nafi Insani As Siddiq	76,6	80
10	Naila Kirana Fitri	76,6	76,6
11	Aurelya Natasya	50	90
12	Makmun Falih Rayzma	56,6	66,6
13	Muhammaf Al Fatih	66,6	70
14	Muhammad Jacob Al Daeghal	80	83,3
15	Vino Al Baroqah	56,6	80
16	Alfia Delima Sartika	83,3	60
17	Aqilla Aprilia Az Zahra Bahtiar	86,6	90

Code	Meaning					Spellings					Using words into sentences										Total	Score		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20				
S-1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	0	1	1	0	1	1	250	83,3		
S-2	1	1	0	1	0	1	1	1	1	0	1	1	0	1	0	1	1	1	0	1	210	70		
S-3	1	1	1	1	1	0	1	1	1	1	1	1	0	0	0	1	0	0	0	0	240	80		
S-4	1	1	0	1	1	1	1	0	1	0	0	1	0	0	1	1	0	0	0	1	210	70		
S-5	1	1	0	1	1	0	1	1	1	1	1	1	1	0	0	1	1	0	1	1	230	76,6		
S-6	1	1	1	0	1	1	0	1	1	0	0	1	0	0	0	1	0	1	0	1	240	73,3		
S-9	1	1	1	1	1	0	0	0	0	0	1	1	1	0	1	1	1	0	0	1	190	63,3		
S-8	1	1	1	1	1	0	0	0	0	1	1	0	0	1	1	0	1	0	1	0	200	66,6		
S-8	1	1	1	1	1	1	0	0	1	1	0	1	0	0	0	0	0	0	0	1	240	80		
S-10	1	1	0	1	0	1	1	1	1	0	0	0	1	1	0	0	1	0	1	1	230	76,6		
S-10	1	1	0	0	0	1	1	1	1	0	1	1	1	0	1	1	0	0	1	1	270	90		
S-12	1	1	0	1	1	1	0	0	1	0	0	1	1	1	1	1	1	0	1	0	200	66,6		
S-13	0	0	1	1	1	0	1	1	1	1	1	1	1	0	0	1	0	0	0	1	210	70		
S-14	1	1	1	1	1	0	0	1	0	1	0	1	0	0	1	1	0	0	0	1	250	83,3		
S-13	1	1	1	1	1	0	1	0	0	0	1	1	1	0	0	1	0	0	0	0	240	80		
S-14	1	1	1	1	1	1	0	1	1	0	1	0	0	0	0	1	0	0	0	1	180	60		
S-15	1	1	1	1	1	1	1	1	1	1	1	0	1	0	0	1	0	0	1	0	270	90		
Score Total=1.620	1	1	0	1	1	0	1	1	1	1	0	1	1	0	1	1	0	1	1					
Mean score= (1.620:17)=95,29	1	1	0	1	1	0	1	1	1	1	0	1	1	0	1	1	0	1	1					
Mean score of meaning= 95,29						Score Total=0.260						Score Total=960												
Mean score of spelling=74,11						Mean score=1						Mean score=(960:17)=56,47												
Mean score of Post-Test control class= (95,29+74,11+56,47) =225,71																								
= (225,71:3) =77,23																								
Mean score of Post-test control class = 77,23																								
RESULT OF PRE-TEST EXPERIMENTAL CLASS																								

RESULT OF POST-TEST EXPERIMENTAL CLASS

Code	Meaning					Spellings					Using words into sentences										Total	Score
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		
S-1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	0	1	0	16	80
S-2	1	1	1	1	1	0	0	1	0	1	1	1	1	1	0	0	1	1	1	0	14	70
S-3	1	1	1	1	1	0	0	1	1	1	1	1	1	0	0	1	1	0	0	0	13	65
S-4	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	18	90
S-5	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	0	0	0	15	75
S-6	1	1	1	1	1	0	0	1	0	1	1	1	1	1	1	1	1	1	1	1	17	85
S-7	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	0	1	0	0	0	14	70
S-8	1	1	1	1	1	1	1	1	1	1	0	1	0	0	1	0	1	0	1	1	17	85
S-9	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	0	1	0	0	0	14	70
S-10	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0	1	0	0	0	14	70
S-11	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	18	90
S-12	1	1	1	1	1	0	0	0	0	0	1	1	1	1	1	1	1	1	1	1	15	75
S-13	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	0	0	17	85
S-14	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0	1	1	0	1	1	16	80
S-15	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	0	0	1	0	15	75
S-16	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	0	0	0	1	15	75
S-17	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	0	17	85
																					265	1325

APPENDIX 3

VALIDITY

Table Validity (Pre-test)

Correlations

		Soal 1	Soal 2	Soal 3	Soal 4	Soal 5	Soal 6	Soal 7	Soal 8	Soal 9	Soal 10	Soal 11	Soal 12	Soal 13	Soal 14	Soal 15	Soal 16	Soal 17	Soal 18	Soal 19	Soal 20	Skor Totl
Soal1	Pearson Correlati on	1	.880 **	.864 **	.571 *	.729 **	.729 **	.880 **	.880 **	.782 **	.729 **	.729 **	.365	.571 *	.725 **	.864 **	.623 **	.864 **	.725 **	.864 **	.725 **	.894**
	Sig. (2- tailed)		.000	.000	.011	.000	.000	.000	.000	.000	.000	.000	.124	.011	.000	.000	.004	.000	.000	.000	.000	.000
	N	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19
Soal2	Pearson Correlati on	.880 **	1	.760 **	.482 *	.880 **	.880 **	.756 **	1.00 **	.889 **	.880 **	.880 **	.269	.482 *	.637 **	.760 **	.513 *	.760 **	.637 **	.760 **	.637 **	.878**
	Sig. (2- tailed)	.000		.000	.036	.000	.000	.000	.000	.000	.000	.000	.265	.036	.003	.000	.025	.000	.003	.000	.003	.000

N		19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	
Soal3	Pearson Correlation	.864**	.760**	1	.683**	.864**	.864**	.760**	.760**	.676**	.864**	.864**	.482*	.683**	.839**	1.000**	.760**	1.000**	.839**	1.000**	.839**	.966**
	Sig. (2-tailed)	.000	.000		.001	.000	.000	.000	.000	.001	.000	.000	.036	.001	.000	.000	.000	.000	.000	.000	.000	.000
N		19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19
Soal4	Pearson Correlation	.571*	.482*	.683**	1	.571*	.571*	.482*	.482*	.408	.571*	.571*	.482*	.683**	.839**	.683**	.482*	.683**	.484*	.683**	.484*	.698**
	Sig. (2-tailed)	.011	.036	.001		.011	.011	.036	.036	.082	.011	.011	.036	.001	.000	.001	.036	.001	.036	.001	.036	.001
N		19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19
Soal5	Pearson Correlation	.729**	.880**	.864**	.571*	1	1.000**	.623**	.880**	.782**	1.000**	1.000**	.365	.571*	.725**	.864**	.623**	.864**	.725**	.864**	.725**	.927**

	N	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19
Soal 11	Pearson Correlation	.729**	.880**	.864**	.571*	1.000**	1.000**	.623**	.880**	.782**	1.000**	1	.365	.571*	.725**	.864**	.623**	.864**	.725**	.864**	.725**	.927**
	Sig. (2-tailed)	.000	.000	.000	.011	.000	.000	.004	.000	.000	.000		.124	.011	.000	.000	.004	.000	.000	.000	.000	.000
	N	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19
Soal 12	Pearson Correlation	.365	.269	.482*	.482*	.365	.365	.513*	.269	.185	.365	.365	1	.205	.327	.482*	.269	.482*	.637**	.482*	.637**	.502*
	Sig. (2-tailed)	.124	.265	.036	.036	.124	.124	.025	.265	.448	.124	.124		.401	.172	.036	.265	.036	.003	.036	.003	.029
	N	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19
Soal 13	Pearson Correlation	.571*	.482*	.683**	.683**	.571*	.571*	.482*	.482*	.408	.571*	.571*	.205	1	.839**	.683**	.482*	.683**	.484*	.683**	.484*	.680**

Soal 16	Pearson Correlation	.623**	.513*	.760**	.482*	.623**	.623**	.513*	.513*	.420	.623**	.623**	.269	.482*	.637**	.760**	1	.760**	.637**	.760**	.637**	.722**
	Sig. (2-tailed)	.004	.025	.000	.036	.004	.004	.025	.025	.073	.004	.004	.265	.036	.003	.000		.000	.003	.000	.003	.000
	N	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19
Soal 17	Pearson Correlation	.864**	.760**	1.000**	.683**	.864**	.864**	.760**	.760**	.676**	.864**	.864**	.482*	.683**	.839**	1.000**	.760**	1	.839**	1.000**	.839**	.966**
	Sig. (2-tailed)	.000	.000	.000	.001	.000	.000	.000	.000	.001	.000	.000	.036	.001	.000	.000	.000		.000	.000	.000	.000
	N	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19
Soal 18	Pearson Correlation	.725**	.637**	.839**	.484*	.725**	.725**	.637**	.637**	.567*	.725**	.725**	.637**	.484*	.604**	.839**	.637**	.839**	1	.839**	1.000**	.840**
	Sig. (2-tailed)	.000	.003	.000	.036	.000	.000	.003	.003	.011	.000	.000	.003	.036	.006	.000	.003	.000		.000	.000	.000

	N	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	
Soal 19	Pearson Correlation	.864**	.760**	1.000**	.683**	.864**	.864**	.760**	.760**	.676**	.864**	.864**	.482*	.683**	.839**	1.000**	.760**	1.000**	.839**	1	.839**	.966**	
	Sig. (2-tailed)	.000	.000	.000	.001	.000	.000	.000	.000	.001	.000	.000	.036	.001	.000	.000	.000	.000	.000		.000	.000	
	N	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19
Soal 20	Pearson Correlation	.725**	.637**	.839**	.484*	.725**	.725**	.637**	.637**	.567*	.725**	.725**	.637**	.484*	.604**	.839**	.637**	.839**	1.000**	.839**	1	.840**	
	Sig. (2-tailed)	.000	.003	.000	.036	.000	.000	.003	.003	.011	.000	.000	.003	.036	.006	.000	.003	.000	.000	.000		.000	
	N	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19
Skor Total	Pearson Correlation	.894**	.878**	.966**	.698**	.927**	.927**	.800**	.878**	.786**	.927**	.927**	.502*	.680**	.840**	.966**	.722**	.966**	.840**	.966**	.840**	1	

Sig. (2-tailed)	.000	.000	.000	.001	.000	.000	.000	.000	.000	.000	.000	.000	.029	.001	.000	.000	.000	.000	.000	.000	.000
N	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

	N	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19
soal7	Pearson Correlation	.880**	.756**	.760**	.482*	.623**	.623**	1	.756**	.655**	.623**	.623**	.513*	.482*	.637**	.760**	.513*	.760**	.637**	.760**	.637**	.800**
	Sig. (2-tailed)	.000	.000	.000	.036	.004	.004		.000	.002	.004	.004	.025	.036	.003	.000	.025	.000	.003	.000	.003	.000
	N	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19
soal8	Pearson Correlation	.880**	1.000**	.760**	.482*	.880**	.880**	.756**	1	.889**	.880**	.880**	.269	.482*	.637**	.760**	.513*	.760**	.637**	.760**	.637**	.878**
	Sig. (2-tailed)	.000	.000	.000	.036	.000	.000	.000		.000	.000	.000	.265	.036	.003	.000	.025	.000	.003	.000	.003	.000
	N	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19
soal9	Pearson Correlation	.782**	.889**	.676**	.408	.782**	.782**	.655**	.889**	1	.782**	.782**	.185	.408	.567*	.676**	.420	.676**	.567*	.676**	.567*	.786**
	Sig. (2-tailed)	.000	.000	.000	.036	.000	.000	.000	.000	.000		.000	.000	.036	.003	.000	.025	.000	.003	.000	.003	.000

soal12	Pearson Correlation	.365	.269	.482*	.482*	.365	.365	.513*	.269	.185	.365	.365	1	.205	.327	.482*	.269*	.482**	.637*	.482*	.637**	.502*
	Sig. (2-tailed)	.124	.265	.036	.036	.124	.124	.025	.265	.448	.124	.124		.401	.172	.036	.265	.036	.003	.036	.003	.029
	N	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19
soal13	Pearson Correlation	.571*	.482*	.683**	.683**	.571*	.571*	.482*	.482*	.408	.571*	.571*	.205	1	.839**	.683**	.482*	.683**	.484*	.683**	.484*	.680**
	Sig. (2-tailed)	.011	.036	.001	.001	.011	.011	.036	.036	.082	.011	.011	.401		.000	.001	.036	.001	.036	.001	.036	.001
	N	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19
soal14	Pearson Correlation	.725**	.637**	.839**	.839**	.725**	.725**	.637**	.637**	.567*	.725**	.725**	.327	.839**	1	.839**	.637**	.839**	.604**	.839**	.604**	.840**
	Sig. (2-tailed)	.000	.003	.000	.000	.000	.000	.003	.003	.011	.000	.000	.172	.000		.000	.003	.000	.006	.000	.006	.000

	N	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	
soal15	Pearson Correlation	.864**	.760**	1.000**	.683**	.864**	.864**	.760**	.760**	.676**	.864**	.864**	.482*	.683**	.839**	1	.760**	1.000**	.839**	1.000**	.839**	.966**
	Sig. (2-tailed)	.000	.000	.000	.001	.000	.000	.000	.000	.001	.000	.000	.036	.001	.000		.000	.000	.000	.000	.000	.000
	N	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19
soal16	Pearson Correlation	.623**	.513*	.760**	.482*	.623**	.623**	.513*	.513*	.420	.623**	.623**	.269	.482*	.637**	.760**	1	.760**	.637**	.760**	.637**	.722**
	Sig. (2-tailed)	.004	.025	.000	.036	.004	.004	.025	.025	.073	.004	.004	.265	.036	.003	.000		.000	.003	.000	.003	.000
	N	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19
soal17	Pearson Correlation	.864**	.760**	1.000**	.683**	.864**	.864**	.760**	.760**	.676**	.864**	.864**	.482*	.683**	.839**	1.000**	.760**	1	.839**	1.000**	.839**	.966**

soal20	Pearson Correlation	.725**	.637**	.839**	.484*	.725**	.725**	.637**	.637**	.567*	.725**	.725**	.637**	.484*	.604**	.839**	.637**	.839**	1.000**	.839**	1	.840**
	Sig. (2-tailed)	.000	.003	.000	.036	.000	.000	.003	.003	.011	.000	.000	.003	.036	.006	.000	.003	.000	.000	.000		.000
	N	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19
Skor total	Pearson Correlation	.894**	.878**	.966**	.698**	.927**	.927**	.800**	.878**	.786**	.927**	.927**	.502**	.680**	.840**	.966**	.722**	.966**	.840**	.966**	.840**	1
	Sig. (2-tailed)	.000	.000	.000	.001	.000	.000	.000	.000	.000	.000	.000	.029	.001	.000	.000	.000	.000	.000	.000	.000	.000
	N	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

APPENDIX 4
TEACHING MODULE (Modul Ajar)

TEACHING MODULE OF MERDEKA CURRICULUM 2023

Bahasa Inggris SD/Fase B (Experimental class)

A. INFORMASI UMUM

IDENTITAS SEKOLAH	
Penyusun/Tahun	(Umi Mualima)/2023
Kelas/Fase Capaian	IV/Fase B
Instansi	SD Negeri 17 Rejang Lebong
Elemen/Topik	Menyimak – Berbicara Membaca – Memirsa Menulis – Mempresentasikan
Alokasi waktu	2x35 Menit (2 Jam Pelajaran)
Semester	Genap (II)
Profil Pelajar Pancasila	Creative (diambil dari halaman awal bab)
Sarana Prasarana	LCD, Proyektor, Papan Tulis, Jazz chants
Model Pembelajaran	
Model Pembelajaran	Tatap Muka

B. KOMPONEN INTI

1. Tujuan Pembelajaran

- a. Peserta didik mampu menuliskan kegiatan sehari-hari menggunakan simple present dalam hubungannya dengan waktu dalam bentuk kalimat
- b. Peserta didik dapat menuliskan jenis-jenis adverb of frequency serta dapat menuliskan kegiatan sehari-hari dengan menggunakan adverbs of frequency (always, usually, sometimes, never) dalam bahasa Inggris *serta dapat menuliskan*
- c. Peserta didik dapat mengidentifikasi dan mengetahui jenis-jenis kendaraan dalam bahasa Inggris

2. Pertanyaan Pemantik

What does (she/he) do at?
What is it?

3. Persiapan Pembelajaran

- a. Guru melakukan asesmen diagnostik dalam bentuk kuis sebelum pembelajaran.
- b. Guru menyiapkan kosakata dan media mengajar lainnya

4. Materi Pembelajaran

- a. I go to school after having breakfast (Unit IX Page.49)
- b. He always gets up at 5 o'clock (Unit X Page.54)
- c. How do you go to school (Unit XI Page.60)

5. Material

a. Jazz Chants

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

In the first meeting, students learn about daily activities in relation to time (Aktifitas sehari-hari dengan hubungannya dengan waktu). daily activities in relation to time is concluding in this chant:

I Get Up at Seven Thirty

Here's my day. This is what I do

I get up at seven o'clock

Seven o'clock?

Seven o'clock

I take a shower at seven thirty

Seven thirty?

Seven thirty

I have breakfast at seven forty-five

Seven forty-five?

Seven forty-five

I go to school at eight fifteen

Eight fifteen?

Eight fifteen

I start classes at nine o'clock

Nine o'clock?

Nine o'clock

I have lunch at one o'clock

One o'clock?

One o'clock

I go home at five fifteen
Five fifteen?
Five fifteen

I go to bed at ten forty-five
Ten Forty-five?
Ten forty-five

(Adopted from Graham's
chants)

In this Chants, students will learn about their activities in relation to time.
They will learn about kinds of daily activities and relate them to time.

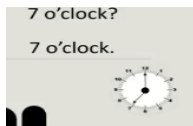
b. Jazz Chants Sheets

I Get Up at Seven Thirty

Here's my day. This is what I do



I get up at seven o'clock

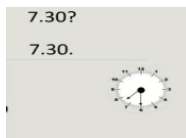


Seven o'clock?

Seven o'clock

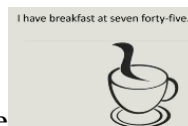


I take a shower at seven thirty

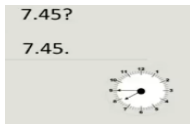


Seven thirty?

Seven thirty



I have breakfast at seven forty-five

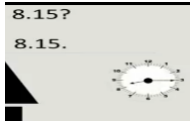


Seven forty-five?

Seven forty-five



I go to school at eight fifteen

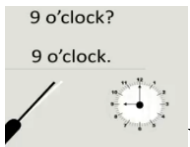


Eight fifteen?

Eight fifteen



I start classes at nine o'clock

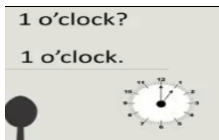


Nine o'clock?

Nine o'clock



I have lunch at one o'clock

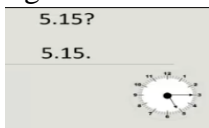


One o'clock?

One o'clock

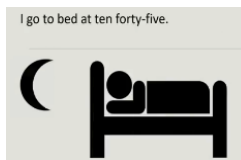


I go home at five fifteen

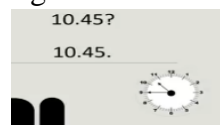


Five fifteen?

Five fifteen

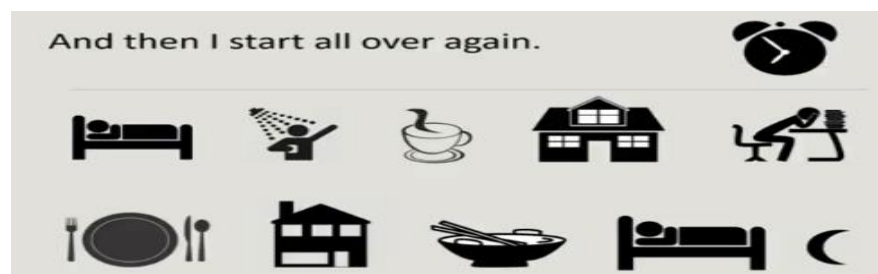


I go to bed at ten forty-five



Ten Forty-five?

Ten forty-five



C. LANGKAH-LANGKAH PEMBELAJARAN

Pertemuan ke 1

TAHAP PEMBELAJARAN	KEGIATAN GURU	Alokasi Waktu
Opening/ Kegiatan Pendahuluan (10 minutes)		
a. Mempersiapkan siswa untuk siap dalam melaksanakan pembelajaran (berdoa, absensi, dan menyiapkan sumber pelajaran) b. Memberikan Pertanyaan Pemantik terkait aktivitas sehari-hari dalam hubungannya dengan waktu. - <i>What do you do at?/ what does (she/he at?)</i> c. Menyampaikan topik dan agenda pembelajaran		10 minutes
Main Activities/ Kegiatan Inti (50 minutes)		
e. Step 1: Preview (10 minutes) 2) Talking about the title of the chants, what the students think it is about and explain collection to cultural context - Guru menggambarkan sekilas tentang judul chant (lagu) dan menghubungkannya dengan materi terkait - Chant tentang “ <i>I get up at seven thirty</i> ” dan menghubungkannya dengan materi terkait yaitu menyebutkan kegiatan sehari-hari dalam hubungannya dengan waktu f. Step 2: Listen (15 minutes) 3) Familiarizing students with the chant, singing it or playing on a video,		50 minutes

<p>and</p> <p>4) stressing the rhythm of the chant by using different rhythm instrument (drum, tambourines, just hands, pencils or feet)</p> <ul style="list-style-type: none"> - Guru membiasakan siswa dengan nyanyian yaitu memutar lagu di video - Pada tahap berikutnya guru terlebih dahulu menekankan irama chant (lagu) dengan instrument (tangan dan pena) <p>g. Step 3: Choral Chanting (10 minutes)</p> <p>3) Students open their jazz chant sheet and teacher writes the text of the chant on the blackboard, so they can repeat it after the teacher or video.</p> <p>4) If students have some difficulty to pronounce individual words or phrases, teacher can isolate them from the rest of the teks and practice it with learners only with some small chunk of the teks</p> <ul style="list-style-type: none"> - Setelah video atau rekaman diputar peserta didik dapat mengulanginya dengan melihat salinan teks lagu (chant) dan guru menuliskan teks di papan tulis juga - Jika siswa kesulitan dalam mengucapkan kata-kata atau frasa, guru dapat membantunya secara per individual <p>h. Step 4: Group/ Individual chanting (15 minutes)</p> <p>4) Students try the chant as a whole class</p> <p>5) Teacher can divide them into several groups in order to practice different part of it (for example: question and answer)</p> <p>6) Students can also pantomime or act the chants out while singing.</p> <ul style="list-style-type: none"> - Peserta didik diberikan kesempatan untuk bernyanyi bersama-sama - Setelah peserta didik hafal, guru membagi menjadi 2 kelompok (tanya jawab) - Jika sudah terbiasa dengan nyanyian, peserta didik dapat melakukan pantomime (memperagakan nyanyian sambil bernyanyi) 	
Kegiatan Penutup (10 minutes)	
<p>a. Peserta didik diajak untuk menyebutkan kembali semua kosa kata tentang aktivitas sehari-hari yang telah dipelajari sebelumnya</p> <p>b. Peserta didik membaca doa untuk menutup proses pembelajaran, mengucapkan salam dan berterima kasih</p>	10 minutes

Pertemuan ke 2

TAHAP PEMBELAJARAN	KEGIATAN GURU	Alokasi Waktu
Opening/ Kegiatan Pendahuluan (10 minutes)		

<p>a. Mempersiapkan siswa untuk siap dalam melaksanakan pembelajaran (berdoa, absensi, dan menyiapkan sumber pelajaran)</p> <p>b. Memberikan Pertanyaan Pemantik terkait aktivitas sehari-hari dalam hubungannya dengan waktu. - <i>What do you do at?/ what does (she/he at?)</i></p> <p>c. Guru memeriksa prior knowledge siswa dengan mengajukan pertanyaan tentang pertemuan sebelumnya</p>	10 minutes
Main Activities/ Kegiatan Inti (50 minutes)	
<p>a. Teacher asks the students try the chant as a whole class</p> <p>b. Teacher divides them into several groups in order to practice different part of it (for example: question and answer)</p> <p>c. Students can also pantomime or act the chants out while singing.</p> <ul style="list-style-type: none"> - Peserta didik diberikan kesempatan untuk bernyanyi bersama-sama - Setelah peserta didik hafal, guru membagi menjadi 2 kelompok (tanya jawab) - Jika sudah terbiasa dengan nyanyian, peserta didik dapat melakukan pantomime (memperagakan nyanyian sambil bernyanyi) 	50 minutes
Kegiatan Penutup (10 minutes)	
<p>c. Peserta didik diajak untuk menyebutkan kembali semua kosa kata tentang aktivitas sehari-hari yang telah dipelajari sebelumnya</p> <p>d. Peserta didik membaca doa untuk menutup proses pembelajaran, mengucapkan salam dan berterima kasih</p>	10 minutes

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

In this meeting, students learn about how to mention and written daily activities in relation to adverb of frequency such as always, usually, etc (Menyebutkan dan menuliskan kegiatan atau aktifitas sehari-hari dengan menggunakan adverb of frequency). daily activities in relation to adverb of frequency is concluding in this chant:

I Get Up at Seven Thirty
Here's my day. This is what I do

I *always* get up at seven o'clock
Seven o'clock?
Yes, Seven o'clock

Sometime, I take a shower at seven thirty
Seven thirty?
Yes, Seven thirty

I have breakfast at seven forty-five
Seven forty-five?
Yes, Seven forty-five

Usually, I go to school at eight fifteen
Eight fifteen?
Yes, Eight fifteen

I *never* start classes at nine o'clock
Nine o'clock?

Nine o'clock

I have lunch at one o'clock
 One o'clock?
 One o'clock

I *ever* go home at five fifteen
 Five fifteen?
 Yes, Five fifteen

I usually go to bed at ten forty-five
 Ten Forty-five?
 Yes, Ten forty-five

In this Chants, students will learn about their activities in relation to adverb of frequency. They will learn about kinds of adverb of frequency and relate them to daily activities.

Pertemuan ke 3

TAHAP PEMBELAJARAN	KEGIATAN GURU	Alokasi Waktu
Opening/ Kegiatan Pendahuluan (10 minutes)		
a. Mempersiapkan siswa untuk siap dalam melaksanakan pembelajaran (berdoa, absensi, dan menyiapkan sumber pelajaran) b. Memberikan Pertanyaan Pemantik terkait menyebutkan aktivitas sehari-hari dengan menggunakan adverb of frequency (always, usually, etc). - <i>What do you do at?/ what does (she/he at?)</i> c. Menyampaikan topik dan agenda pembelajaran		10 minutes
Main Activities/ Kegiatan Inti (50 minutes)		
a. Step 1: Preview (10 minutes) 1) Talking about the title of the chants, what the students think it is about and explain collection to cultural context - Guru menggambarkan sekilas tentang judul chant (lagu) dan menghubungkannya dengan materi terkait - Chant tentang “ <i>I get up at seven thirty</i> ” dan menghubungkannya dengan materi terkait yaitu menyebutkan kegiatan sehari-hari dengan menggunakan adverb of frequency b. Step 2: Listen (15 minutes) 1) Familiarizing students with the chant, singing it or playing on a video, and 2) stressing the rhythm of the chant by using different rhythm instrument (drum, tambourines, just hands, pencils or feet) - Guru membiasakan siswa dengan mencontohkan nyanyian - Pada tahap berikutnya guru terlebih dahulu menekankan irama chant (lagu) dengan instrument (tangan dan pena)		50 minutes

<p>c. Step 3: Choral Chanting (10 minutes)</p> <ol style="list-style-type: none"> 1) Students open their jazz chant sheet and teacher writes the text of the chant on the blackboard, so they can repeat it after the teacher or video. 2) If students have some difficulty to pronounce individual words or phrases, teacher can isolate them from the rest of the teks and practice it with learners only with some small chunk of the teks <ul style="list-style-type: none"> - Setelah guru mencontohkan nyanyian di depan peserta didik, peserta didik dapat mengulanginya dengan melihat salinan teks lagu (chant) dan guru menuliskan teks di papan tulis juga - Jika siswa kesulitan dalam mengucapkan kata-kata atau frasa, guru dapat membantunya secara per individual <p>d. Step 4: Group/ Individual chanting (15 minutes)</p> <ol style="list-style-type: none"> 1) Students try the chant as a whole class 2) Teacher can divide them into several groups in order to practice different part of it (for example: question and answer) 3) Students can also pantomime or act the chants out while singing. <ul style="list-style-type: none"> - Peserta didik diberikan kesempatan untuk bernyanyi bersama-sama - Setelah peserta didik hafal, guru membagi menjadi 2 kelompok (tanya jawab) - Jika sudah terbiasa dengan nyanyian, peserta didik dapat melakukan pantomime (memperagakan nyanyian sambil bernyanyi) 	
Kegiatan Penutup (10 minutes)	
<ol style="list-style-type: none"> a. Peserta didik diajak untuk menyebutkan kembali semua kosa kata tentang jenis-jenis adverb of frequency yang telah dipelajari sebelumnya b. Peserta didik membaca doa untuk menutup proses pembelajaran, mengucapkan salam dan berterima kasih 	10 minutes

Pertemuan ke 4

TAHAP PEMBELAJARAN	KEGIATAN GURU	Alokasi Waktu
Opening/ Kegiatan Pendahuluan (10 minutes)		
<ol style="list-style-type: none"> a. Mempersiapkan siswa untuk siap dalam melaksanakan pembelajaran (berdoa, absensi, dan menyiapkan sumber pelajaran) b. Memberikan Pertanyaan Pemantik terkait aktivitas sehari-hari dalam hubungannya dengan waktu. <ul style="list-style-type: none"> - <i>What do you do at?/ what does (she/he at?)</i> c. Guru memeriksa prior knowledge siswa dengan mengajukan pertanyaan tentang pertemuan sebelumnya 	10 minutes	
Main Activities/ Kegiatan Inti (50 minutes)		
<ol style="list-style-type: none"> a. Teacher asks the students try the chant as a whole class b. Teacher divides them into several groups in order to practice different part of it (for example: question and answer) 	50 minutes	

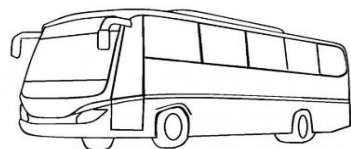
<p>c. Students can also pantomime or act the chants out while singing.</p> <ul style="list-style-type: none"> - Peserta didik diberikan kesempatan untuk bernyanyi bersama-sama - Setelah peserta didik hafal, guru membagi menjadi 2 kelompok (tanya jawab) - Jika sudah terbiasa dengan nyanyian, peserta didik dapat melakukan pantomime (memperagakan nyanyian sambil bernyanyi) 	
Kegiatan Penutup (10 minutes)	
<p>a. Peserta didik diajak untuk menyebutkan kembali semua kosa kata tentang jenis-jenis adverb of frequency yang telah dipelajari sebelumnya</p> <p>b. Peserta didik membaca doa untuk menutup proses pembelajaran, mengucapkan salam dan berterima kasih</p>	10 minutes

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

In this meeting, students learn about how to mention and identify types of transportations such as Bus, plane, etc (Mengidentifikasi jenis-jenis kendaraan). Types of transportations is concluding in this chant:

Gus Always Takes the Bus

Gus always takes the bus



_____ Why?

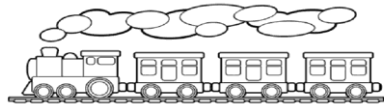
Gus always takes the bus

Why? Why, does he take the

bus?

Because he likes it

Because he likes it?



Bob always takes the train

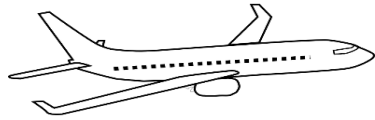
Why?

Bob always takes the train

Why? Why does she take the train?

Because he loves it

She loves it?



Jane never takes the plane

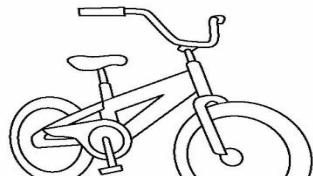
Why not?

Jane never takes the plane

Why? Why doesn't she take the plane?

Because she hates it

She hates it?



Mike always rides his bike

Why?

Mike always rides his bike

Why? Does he ride his bike

Because he loves it

He loves it?

(Adopted from Carolyn graham)

Pertemuan ke 5

TAHAP PEMBELAJARAN	KEGIATAN GURU	Alokasi Waktu
Opening/ Kegiatan Pendahuluan (10 minutes)		
a. Mempersiapkan siswa untuk siap dalam melaksanakan pembelajaran (berdoa, absensi, dan menyiapkan sumber pelajaran) b. Memberikan Pertanyaan Pemantik terkait mengidentifikasi jenis-jenis kendaraan. - <i>What is it?</i> c. Menyampaikan topik dan agenda pembelajaran		10 minutes

Main Activities/ Kegiatan Inti (45 minutes)	
<p>a. Step 1: Preview (10 minutes)</p> <ol style="list-style-type: none"> 1) Talking about the title of the chants, what the students think it is about and explain collection to cultural context <ul style="list-style-type: none"> - Guru menggambarkan sekilas tentang judul chant (lagu) dan menghubungkannya dengan materi terkait - Chant tentang “Gus always takes the bus” dan menghubungkannya dengan materi terkait yaitu mengidentifikasi jenis kendaraan. <p>b. Step 2: Listen (15 minutes)</p> <ol style="list-style-type: none"> 1) Familiarizing students with the chant, singing it or playing on a video, and 2) stressing the rhythm of the chant by using different rhythm instrument (drum, tambourines, just hands, pencils or feet) <ul style="list-style-type: none"> - Guru membiasakan siswa dengan mencontohkan nyanyian - Pada tahap berikutnya guru terlebih dahulu menekankan irama chant (lagu) dengan instrument (tangan dan pena) <p>c. Step 3: Choral Chanting (10 minutes)</p> <ol style="list-style-type: none"> 1) Students open their jazz chant sheet and teacher writes the text of the chant on the blackboard, so they can repeat it after the teacher or video. 2) If students have some difficulty to pronounce individual words or phrases, teacher can isolate them from the rest of the teks and practice it with learners only with some small chunk of the teks <ul style="list-style-type: none"> - Setelah guru mencontohkan nyanyian di depan peserta didik, peserta didik dapat mengulangnya dengan melihat salinan teks lagu (chant) dan guru menuliskan teks di papan tulis juga - Jika siswa kesulitan dalam mengucapkan kata-kata atau frasa, guru dapat membantunya secara per individual <p>d. Step 4: Group/ Individual chanting (15 minutes)</p> <ol style="list-style-type: none"> 1) Students try the chant as a whole class 2) Teacher can divide them into several groups in order to practice different part of it (for example: question and answer) 3) Students can also pantomime or act the chants out while singing. <ul style="list-style-type: none"> - Peserta didik diberikan kesempatan untuk bernyanyi bersama-sama - Setelah peserta didik hafal, guru membagi menjadi 2 kelompok (tanya jawab) - Jika sudah terbiasa dengan nyanyian, peserta didik dapat melakukan pantomime (memperagakan nyanyian sambil bernyanyi) 	50 minutes
Kegiatan Penutup (10 minutes)	

c. Peserta didik diajak untuk menyebutkan kembali semua kosa kata tentang jenis-jenis kendaraan yang telah dipelajari sebelumnya	10 minutes
d. Peserta didik membaca doa untuk menutup proses pembelajaran, mengucapkan salam dan berterima kasih	

Pertemuan ke 6

TAHAP PEMBELAJARAN	KEGIATAN GURU	Alokasi Waktu
Opening/ Kegiatan Pendahuluan (10 minutes)		
a. Mempersiapkan siswa untuk siap dalam melaksanakan pembelajaran (berdoa, absensi, dan menyiapkan sumber pelajaran)		10 minutes
b. Memberikan Pertanyaan Pemantik terkait aktivitas sehari-hari dalam hubungannya dengan waktu. - <i>What is it?</i>		
c. Guru memeriksa prior knowledge siswa dengan mengajukan pertanyaan tentang pertemuan sebelumnya		
Main Activities/ Kegiatan Inti (50 minutes)		
a. Teacher asks the students try the chant as a whole class		50 minutes
b. Teacher divides them into several groups in order to practice different part of it (for example: question and answer)		
c. Students can also pantomime or act the chants out while singing. <ul style="list-style-type: none"> - Peserta didik diberikan kesempatan untuk bernyanyi bersama-sama - Setelah peserta didik hafal, guru membagi menjadi 2 kelompok (tanya jawab) - Jika sudah terbiasa dengan nyanyian, peserta didik dapat melakukan pantomime (memperagakan nyanyian sambil bernyanyi) 		
Kegiatan Penutup (10 minutes)		
a. Peserta didik diajak untuk menyebutkan kembali semua kosa kata tentang jenis-jenis kendaraan yang telah dipelajari sebelumnya		10 minutes
b. Peserta didik membaca doa untuk menutup proses pembelajaran, mengucapkan salam dan berterima kasih		

D. PENILAIAN dan EVALUASI

a) Penilaian

Penilaian sikap : Observasi/pengamatan

Penilaian pengamatan : Test Vocabulary

Penilaian Keterampilan : Presentasi kelompok/ Berpasangan atau Individu

No	Indicators	Technique	Types	Examples
1	Peserta didik mampu menyebutkan kegiatan sehari-hari menggunakan simple present dalam hubungannya dengan	Written test	Menulis	Peserta didik dapat menyebutkan kegiatan sehari-hari dengan hubungannya dengan waktu dalam bentuk melengkapi kalimat

	waktu			
2	Peserta didik mampu menuliskan kegiatan sehari-hari dengan menggunakan adverbs of frequency	Written test	Menulis	Peserta didik dapat menuliskan kegiatan sehari-hari dengan menggunakan adverb of frequency dan mengeja jenis-jenis adverb of frequency dalam bentuk susunan kata
3	Peserta didik mampu mengidentifikasi jenis-jenis kendaraan	Written test	Menulis	Peserta didik mampu mengidentifikasi jenis-jenis kendaraan dalam bentuk mencocokkan kata dengan gambar kendaraan

Rubrik Penilaian		
No	Kriteria	Point
1	Correct answer (Jawaban benar)	1
2	Incorrect answer (Jawaban salah)	0

b) Evaluasi

$$\text{Final score} = \frac{\text{Total score (100)}}{\text{Total number of items (20)}} \times \text{Correct answer}$$

Refleksi Guru

1. Bagaimanakah reaksi peserta didik dalam mengikuti pembelajaran pada unit ini?
2. Apakah yang menjadi kendala dalam pembelajaran pada unit ini?
3. Bagaimana pencapaian keberhasilan dalam pembelajaran unit ini?
4. Apa poin penting yang menjadi catatan dalam menyelesaikan permasalahan pembelajaran pada unit ini?
5. Satu kata atau kalimat yang menggambarkan pencapaian pembelajaran pada unit ini?

Refleksi Peserta didik

1. Siswa mengucapkan kosa kata/vocabulary pada pembelajaran hari ini?

E. KEGIATAN PENGAYAAN DAN REMEDIAL

1. Pengayaan adalah kegiatan pembelajaran yang diberikan pada peserta didik dengan capaian tinggi agar mereka dapat mengembangkan potensinya secara optimal
2. Remedial diberikan kepada peserta didik yang membutuhkan bimbingan untuk memahami materi atau pembelajar mengulang. Saat

merancang kegiatan pengayaan, perlu diperhatikan mengenai diferensiasi contohnya lembar belajar/kegiatan yang berbeda dengan kelas.

F. DAFTAR PUSTAKA

(Buku Jazz Chants, 1986 *Small Talk More Jazz Chants*, Penulis: Carolyn Graham), dan Lembar kerja peserta didik

Mengetahui
Guru Bidang Studi,

Curup, Mei 2023
Peneliti

Emrawati, S.Pd.I
NIP.

Mengetahui
Kepala Sekolah,

Umi Kualima
NIM. 19551062

Uminah, S.Pd. SD.
NIP. 19701205 199409 2 001

TEACHING MODULE OF MERDEKA CURRICULUM 2023

Bahasa Inggris SD/Fase B (Controlled class)

A. INFORMASI UMUM

IDENTITAS MODUL	
Penyusun/Tahun	(Nama Penyusun Modul)/2023
Kelas/Fase Capaian	IV/Fase B
Elemen/Topik	Menyimak – Berbicara Membaca – Memirsa Menulis – Mempresentasikan
Alokasi Waktu	2x35 menit (2 Jam Pelajaran)
Instansi	SDN 17 Rejang Lebong
Profil Pelajar Pancasila	Creative (diambil dari halaman awal bab)
Sarana Prasarana	LCD, Proyektor, Papan Tulis,
Target Peserta Didik	Regular/tipikal
Model Pembelajaran	Problem-Based Learning
Mode Pembelajaran	Tatap Muka

B. KOMPONEN INTI

1. Tujuan Pembelajaran

- Peserta didik dapat mengidentifikasi waktu dalam bahasa inggris
- Peserta didik mampu menuliskan kegiatan sehari-hari menggunakan simple present dalam hubungannya dengan waktu
- Peserta didik dapat menuliskan jenis-jenis adverb of frequency serta dapat menuliskan kegiatan sehari-hari dengan menggunakan adverbs of frequency (always, usually, sometimes, never) dalam bahasa Inggris *serta dapat menuliskan*
- Peserta didik dapat mengidentifikasi dan mengetahui jenis-jenis kendaraan dalam bahasa inggris

2. Pertanyaan Pemantik

What does (she/he) do at?
What is it?

3. Persiapan Pembelajaran

- Guru melakukan asesmen diagnostik dalam bentuk kuis sebelum pembelajaran.
- Guru menyiapkan kosakata dan media mengajar lainnya

4. Materi Pembelajaran

- a. I go to school after having breakfast (Unit IX Page.49)
- b. He always gets up at 5 o'clock (Unit X Page.54)
- c. How do you go to school (Unit XI Page.60)

C. LANGKAH-LANGKAH PEMBELAJARAN

1. Pertemuan ke-1 (2 JP)

a. Kegiatan Pendahuluan (10 minutes)

- 1) Mempersiapkan siswa untuk siap dalam melaksanakan pembelajaran (berdoa, absensi, dan menyiapkan sumber belajar.
- 2) Memberikan Pertanyaan Pemantik terkait aktivitas sehari-hari dalam hubungannya dengan waktu.
What do you do at? / What does he do at?
- 3) Menyampaikan topik dan agenda pembelajaran

b. Kegiatan Inti (50 minutes)

- 1) Guru memberitahukan kegiatan hari ini yaitu peserta didik belajar menanyakan dan menyebutkan aktivitas sehari-hari dan mengubungkannya dengan waktu
- 2) Guru melafalkan beberapa kegiatan sehari-hari yang ada pada gambar dengan benar dan peserta didik menikan
Example: (get up, take a bath, have breakfast, etc).
- 3) Guru memberikan contoh cara menanyakan aktivitas sehari-hari dengan menggunakan gambar
Guru : What do you do at seven o'clock in the morning?
Students : I take a bath
- 4) Peserta didik melakukan survey kepada 5 temannya dengan bertanya seperti yang telah dicontohkan guru
- 5) Peserta didik menuliskan jawaban yang diberikan temannya pada kolom pada buku peserta didik di halaman 104

c. Kegiatan Penutup (10 minutes)

- 1) Peserta didik diajak untuk menyebutkan kembali semua kosa kata tentang aktivitas sehari-hari yang telah dipelajari sebelumnya
- 2) Peserta didik membaca doa untuk menutup proses pembelajaran
- 3) Peserta didik mengucapkan salam dan berterima kasih.

2. Pertemuan ke-2 (2JP)

a. Kegiatan Pendahuluan (10 minutes)

- 1) Mempersiapkan siswa untuk siap dalam melaksanakan pembelajaran (berdoa, absensi, dan menyiapkan sumber belajar.
- 2) Memberikan Pertanyaan Pemantik terkait aktivitas sehari-hari dalam hubungannya dengan waktu.
- *What do you do at?/ what does (she/he at?)*
- 3) Menyampaikan topik dan agenda pembelajaran

b. Kegiatan Inti (50 minutes)

- 1) Guru meminta masing-masing peserta didik untuk menyebutkan Kembali jawaban dari temannya pada pertemuan sebelumnya di depan kelas
- 2) Peserta didik maju satu persatu
- 3) Guru memberikan kritik dan saran kepada peserta didik

c. Kegiatan Penutup (10 minutes)

- 1) Peserta didik diajak untuk menyebutkan kembali semua kosa kata tentang aktivitas sehari-hari yang telah dipelajari sebelumnya
- 2) Peserta didik membaca doa untuk menutup proses pembelajaran
- 3) Peserta didik mengucapkan salam dan berterima kasih.

3. Pertemuan ke-3 (2 JP)

a. Kegiatan Pendahuluan (10 minutes)

- 1) Mempersiapkan siswa untuk siap dalam melaksanakan pembelajaran (berdoa, absensi, dan menyiapkan sumber belajar.
- 2) Memberikan Pertanyaan Pemantik terkait materi *Penggunaan adverb of frequency (always, usually, sometimes, never)*
- 3) Menyampaikan topik dan agenda pembelajaran

b. Kegiatan Inti (50 minutes)

- 1) Guru memberitahukan kegiatan hari ini yaitu peserta didik akan belajar mengungkapkan dan menuliskan kegiatan sehari-hari dengan menggunakan adverb of frequency
- 2) Pada aktivitas ini peserta didik diminta membaca dan menjawab pertanyaan berdasarkan teks
- 3) Guru memberikan instruksi kepada salah satu peserta didik untuk membaca teks
Example: (ok students lets read the teks)
Diana, please read the teks loudly!
- 4) Setelah dibaca, guru melakukan tanya jawab dengan peserta didik tentang isi teks yang telah dibaca

Guru : Does Aisyah get up at 04.00 o'clock?

Students : yes.

- 5) Guru memberikan instruksi kepada peserta didik untuk membaca teks kembali dan menuliskan T (*true*) or F (*false*) pada kolom yang tersedia di halaman 115.

c. Kegiatan Penutup (10 minutes)

- 1) Guru mengajak peserta didik mengulang kembali kata-kata yang sudah dipelajari pada unit sebelumnya dengan cara mengucapkan bersama-sama
- 2) Peserta didik membaca doa untuk menutup proses pembelajaran
- 3) Peserta didik mengucapkan salam dan berterima kasih.

4. Pertemuan ke-4 (2JP)

a. Kegiatan Pendahuluan (10 minutes)

- 1) Mempersiapkan siswa untuk siap dalam melaksanakan pembelajaran (berdoa, absensi, dan menyiapkan sumber belajar.
- 2) Memberikan Pertanyaan Pemantik terkait penggunaan adverb of frequency
- 3) Menyampaikan topik dan agenda pembelajaran

b. Kegiatan Inti (50 minutes)

- 1) Guru meminta masing-masing peserta didik untuk membacakan kembali kalimat yang ada dibuku dan menyebutkan jawaban dari peserta didik apakah (*true* atau *false*) sesuai dengan tugas pada pertemuan sebelumnya
- 2) Peserta didik maju satu persatu membaca kalimat dan langsung menyebutkan apakah jawaban *true* or *false* sesuai dengan jawaban peserta didik
- 3) Guru memberikan applause kepada peserta didik.

c. Kegiatan Penutup (10 minutes)

- 1) Peserta didik diajak untuk menyebutkan kembali semua kosa kata tentang jenis-jenis adverbs of frequency yang telah dipelajari sebelumnya
- 2) Peserta didik membaca doa untuk menutup proses pembelajaran
- 3) Peserta didik mengucapkan salam dan berterima kasih.

5. Pertemuan ke-5 (2 JP)

a. Kegiatan Pendahuluan (10 minutes)

- 1) Mempersiapkan siswa untuk siap dalam melaksanakan pembelajaran (berdoa, absensi, dan menyiapkan sumber belajar.
- 2) Memberikan Pertanyaan Pemantik terkait jenis-jenis kendaraan
- *What is it?*

- 3) Menyampaikan topik dan agenda pembelajaran

b. Kegiatan Inti (50 minutes)

- 1) Guru melakukan tanya jawab tentang alat transportasi apa saja yang mereka lihat dalam perjalanan menuju sekolah
- 2) Guru menanyakan gambar alat transportasi pada halaman 118
- 3) Guru mengajak peserta didik untuk mengamati alat transportasi pada halaman 120-121
- 4) Guru membimbing peserta didik melafalkan nama alat transportasi sesuai gambar
It is a bike, it is bus.
- 5) Peserta didik diminta untuk menuliskan nama-nama alat transportasi pada buku peserta didik 122 sesuai gambar

c. Kegiatan Penutup (10 minutes)

- 1) Peserta didik diajak untuk menyebutkan kembali kata-kata yang sudah dipelajari dengan cara diucapkan bersama-sama
- 2) Peserta didik membaca doa untuk menutup proses pembelajaran
- 3) Peserta didik mengucapkan salam dan berterima kasih.

6. Pertemuan ke-2 (2JP)

a. Kegiatan Pendahuluan (10 minutes)

- 1) Mempersiapkan siswa untuk siap dalam melaksanakan pembelajaran (berdoa, absensi, dan menyiapkan sumber belajar.
- 2) Memberikan Pertanyaan Pemantik terkait jenis-jenis kendaraan
- *What is it?*
- 3) Menyampaikan topik dan agenda pembelajaran

b. Kegiatan Inti (50 minutes)

- 1) Guru meminta masing-masing peserta didik untuk menyebutkan kembali nama-nama jenis kendaraan yang peserta didik identifikasi pada pertemuan sebelumnya
- 2) Peserta didik maju satu persatu
- 3) Guru memberikan applause kepada peserta didik

c. Kegiatan Penutup (10 minutes)

- 4) Peserta didik diajak untuk menyebutkan kembali semua kosa kata tentang aktivitas sehari-hari yang telah dipelajari sebelumnya
- 5) Peserta didik membaca doa untuk menutup proses pembelajaran
- 6) Peserta didik mengucapkan salam dan berterima kasih.

D. PENILAIAN dan EVALUASI

a) Penilaian

Penilaian sikap : Observasi/pengamatan

Penilaian pengamatan : Test Vocabulary

Penilaian Keterampilan: Presentasi kelompok/ Berpasangan atau individu

No	Indicators	Technique	Types	Examples
1	Peserta didik mampu menyebutkan kegiatan sehari-hari menggunakan simple present dalam hubungannya dengan waktu	Written test	Menulis	Peserta didik dapat menyebutkan kegiatan sehari-hari dengan hubungannya dengan waktu dalam bentuk melengkapi kalimat
2	Peserta didik mampu menuliskan kegiatan sehari-hari dengan menggunakan adverbs of frequency	Written test	Menulis	Peserta didik dapat menuliskan kegiatan sehari-hari dengan menggunakan adverb of frequency dan mengeja jenis-jenis adverb of frequency dalam bentuk susunan kata
3	Peserta didik mampu mengidentifikasi jenis-jenis kendaraan	Written test	Menulis	Peserta didik mampu mengidentifikasi jenis-jenis kendaraan dalam bentuk mencocokkan kata dengan gambar kendaraan

Rubrik Penilaian		
No	Kriteria	Point
1	Correct answer (Jawaban benar)	1
2	Incorrect answer (Jawaban salah)	0

b) Evaluasi

$$\text{Final score} = \frac{\text{Total score (100)}}{\text{Total number of items (20)}} \times \text{Correct answer}$$

Refleksi Guru

1. Bagaimanakah reaksi peserta didik dalam mengikuti pembelajaran pada unit ini?
2. Apakah yang menjadi kendala dalam pembelajaran pada unit ini?
3. Bagaimana pencapaian keberhasilan dalam pembelajaran unit ini?
4. Apa poin penting yang menjadi catatan dalam menyelesaikan permasalahan pembelajaran pada unit ini?
5. Satu kata atau kalimat yang menggambarkan pencapaian pembelajaran pada unit ini?

Refleksi Peserta didik

1. Siswa mengucapkan kosa kata/vocabulary pada pembelajaran hari ini?

E. KEGIATAN PENGAYAAN DAN REMEDIAL

1. Pengayaan adalah kegiatan pembelajaran yang diberikan pada peserta didik dengan capaian tinggi agar mereka dapat mengembangkan potensinya secara optimal
2. Remedial diberikan kepada peserta didik yang membutuhkan bimbingan untuk memahami materi atau pembelajar mengulang. Saat merancang kegiatan pengayaan, perlu diperhatikan mengenai diferensiasi contohnya lembar belajar/kegiatan yang berbeda dengan kelas.

F. DAFTAR PUSTAKA

(Kementerian Pendidikan, Kebudayaan, Riset, Dan Teknologi Republik Indonesia, 2021 *My Next Words Grade 4 Students' Book for Elementary School*, Penulis: EYLC Team), Lembar kerja peserta didik

Mengetahui
Guru Bidang Studi,

Curup, Mei 2023
Peneliti

Emrawati, S.Pd.I
NIP.

Mengetahui
Kepala Sekolah,

Umi Muallima
NIM. 19551062

Uminah, S.Pd. SD.
NIP. 19701205 199409 2 001

APPENDIX 5
INSTRUMENT OF THE RESEARCH

Pre-Test

1. The pre-test is divided into three forms of questions, The first form of pre-test is you was organized into the match the words meaning and picture format (words meaning test) which includes the material about transportation
2. The second form of pre-test is jumbled words (spelling test) which is you will spell the words that related about adverb of frequency (always, never, ever, etc).
3. The last form of pre-test is sentence completion (using words into sentences test) which is you will give instruction to use words into simple sentence that related about daily activities in relation to time
4. You have 30 minutes to answer the questions.

Post-Test

1. The post-test is divided into three forms of questions, The first form of post-test is you was organized into the match the words meaning and picture format (words meaning test) which includes the material about transportation
2. The second form of pre-test is jumbled words (spelling test) which is you will spell the words that related about adverb of frequency
3. The last form of pre-test is sentence completion (using words into sentences test) which is you also will give instruction to use words into simple sentence that related about daily activities in relation to time
4. You have 30 minutes to answer the questions

The pre-test and post-test questions are the same type but to maintain the consistency of the pre-test and post-test questions, the researcher changes the order of the post-test questions so that the pre-test and post-test question numbers are different but the questions are still the same.

APPENDIX 6
EXPERT VALIDATION FORM

BLUEPRINT OF THE VOCABULARY TEST

NO	INDICATOR OF THE TEST	FORM OF THE TEST	NUMBER OF QUESTIONS
1	To understand the meaning of the vocabulary	Match words and picture	5
2	To understand the spellings of the vocabulary	Word Spellings	5
3	To understand the use of the vocabulary in sentences	Sentence completion	10
TOTAL			20

Students Worksheet (Instrument)

Name :

Class :

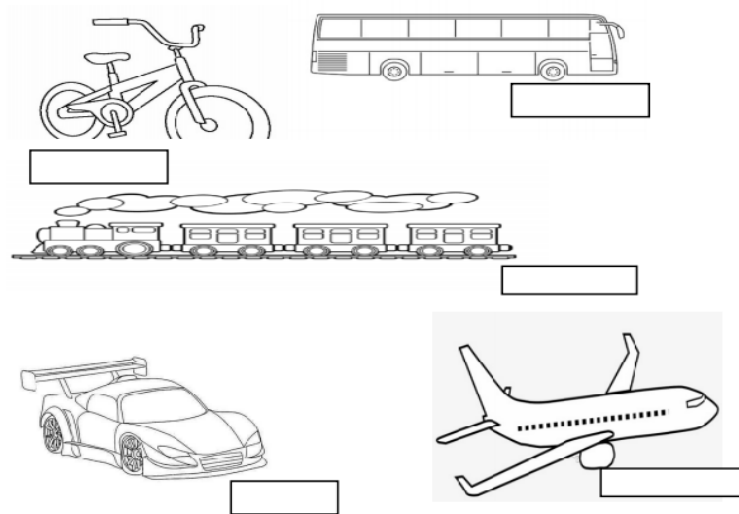
Pre - test (Vocabulary test)

1. MEANING TEST

Please Match Words and picture!

(Cocokkan kata dengan gambar yang sesuai dibawah ini!)

Car Plane Bus Train Bike



2. SPELLING TEST

Please Spell the words below correctly!

(Ejalah kata-kata di bawah ini dengan benar!)

Sometimes Usually Never Always Ever

	S			E		Y
N			V	E		
A		W		Y		
		V				R
	Θ	M		T		M

3. USING WORDS INTO SENTENCES TEST

Please Complete this paragraph by using **the** word in the box!

Lengkapi paragraph ini menggunakan kata di box!

Have	Six	I take a bath	Twelve	Go to bed
I go to	Half past	Seven	Alway	Study



- I get up at _____
- I _____ breakfast at seven o' clock
- I go to **the** bathroom and _____
- _____ by bus
- I start a class at _____
- I _____ English at nine o' clock



7. I have lunch at _____



8. I go home at _____

9. I always **watching** **watch** TV before I _____

10. I _____ go to bed at Eight o' clock

Notes from Validator:

The instruments had been validated. The validator validated the instruments into two things; *the first* is content, including the coherence between the statements and indicators stated in theory. *The second* is the accuracy of grammatical aspects used in the instrument. In addition, please pay attention to your spelling.

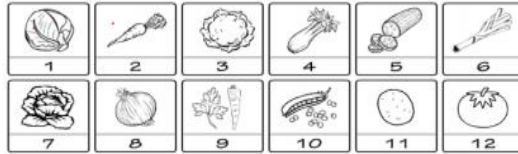
- The **blue color words or statements** mean the validator' s additional point for your instrument.
- The **red color** means something that you need to revise or delete.

Suggestions from the validator:

- Make sure your questions are appropriate for the students' level of English Competence.
- Please revise the red parts since the questions seem to be so easy to test spelling for 4th- grade of elementary school students.
- You may find some alternatives for spelling text, as in the following picture:

1. Do the crossword

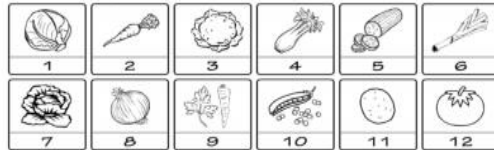
Do the crossword.



1
2
3

2. Write the Missing Letter

Write the missing letters.



1 C A A G E
2 C R R T
3 C U L F L W E R

4th Grade Jumbled Words

Grade 4 Spelling Worksheet

The letters of the words below are jumbled. Figure out what the word is and write it on the blank line provided.

AONENY _____ DEPDEN _____

AEYBM _____ PCEEXT _____

CDRWO _____ IENTUSL _____

ORESTYD _____ AEPHOMTR _____

A. except
E. depend

B. destroy
F. anyone

C. metaphor
G. maybe

D. crowd
H. utensil

Curup, 11th of May 2023

Validator

Nastiti Handayani, M.Pd

EXPERT VALIDATION FORM RESULTS

BLUEPRINT OF THE VOCABULARY TEST

NO	INDICATOR OF THE TEST	FORM OF THE TEST	NUMBER OF QUESTIONS
1	To understand the meaning of the vocabulary	Match words and picture	5
2	To understand the spellings of the vocabulary	Word Spellings	5
3	To understand the use of the vocabulary in sentences	Sentence completion	10
TOTAL			20

Students Worksheet (Instrument)

Name:

Class :

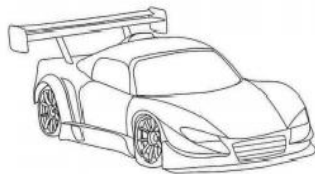
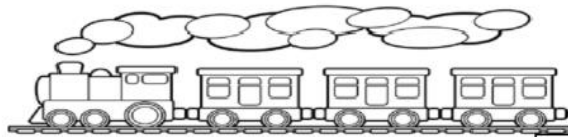
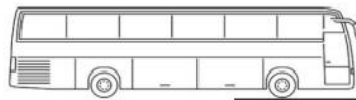
(Vocabulary test)

1. MEANING TEST

Please Match Words and picture!

(Cocokkan kata dengan gambar yang sesuai dibawah ini!)

- | | | | | |
|-----|-------|-----|-------|------|
| Car | Plane | Bus | Train | Bike |
|-----|-------|-----|-------|------|



2. SPELLING TEST

Please spell the words below correctly!

(Ejalah kata- kata di bawah ini dengan benar!)

1. M- E- S- T- O- M- E- I- S_____

2. R- E- V- E_____

3. Y- U- U- A- S- L- L_____

4. E- R- V- E- N_____

5. A- A- L- S- Y- W_____

- | |
|--------------|
| 1. Usually |
| 2. Ever |
| 3. Never |
| 4. Always |
| 5. sometimes |

3. USING WORDS INTO SENTENCES TEST

Please Complete this paragraph by using the word in the box!

Lengkapi paragraph ini menggunakan kata di box!

Have

Six

I take a bath

Twelve

Go to bed

I go to

Half past

Seven

Always

Study



1. I get up at _____
2. I _____ breakfast at seven o' clock
3. I go to the bathroom and _____
4. _____ by bus

5. I start a class at _____

6. I _____ English at nine o' clock



7. I have lunch at _____



8. I go home at _____

9. I always watch TV before I _____

10. I _____ go to bed at Eight o' clock

Curup, 11th of May 2023

Validator

A handwritten signature in black ink, consisting of several loops and a long horizontal stroke extending to the right.

Nastiti Handayani, M.Pd

APPENDIX 7

IAIN CURUP				
NO	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing I	Paraf Mahasiswa
1	23/09/2022	Menambahkan Penyebab dari Phenomenon di BAB 1 - Research GAP	<i>[Signature]</i>	Ulang
2	28/09/2022	Literature Review and Related Findings	<i>[Signature]</i>	Ulang
3	30/09/2022	Acc BAB 1	<i>[Signature]</i>	Ulang
4	08/10/2022	Instrument	<i>[Signature]</i>	Ulang
5	05/10/2023	Technique of analisis data - hasil Tri out - Analisis data about Perilaku	<i>[Signature]</i>	Ulang
6	06/10/2023	Discussion	<i>[Signature]</i>	Ulang
7	18/10/2023	Discussion and suggestion	<i>[Signature]</i>	Ulang
8	20/10/2023	Acc	<i>[Signature]</i>	Ulang

IAIN CURUP				
NO	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing II	Paraf Mahasiswa
1	01/10/2022	Phenomenon Background	<i>[Signature]</i>	Ulang
2	04/10/2022	ACC BAB 1	<i>[Signature]</i>	Ulang
3	09/10/2022	- Vocabulary Mastery (teori) - Jaza charts	<i>[Signature]</i>	Ulang
4	15/10/2022	Revisi BAB 1-3	<i>[Signature]</i>	Ulang
5	06/10/2023	literatur review and Related Findings	<i>[Signature]</i>	Ulang
6	06/10/2023	Technique of collecting data	<i>[Signature]</i>	Ulang
7	17/10/2023	Perbaikan Penulisan di Referensi	<i>[Signature]</i>	Ulang
8	20/10/2023	ACC	<i>[Signature]</i>	Ulang

IAIN CURUP	
KARTU KONSULTASI PEMBIMBING SKRIPSI	
NAMA	Umi Muallima
NIM	19551062
FAKULTAS/PRODI	Tarbiyah / Tadris Bahasa Inggris
PEMBIMBING I	Dr. Pendi Gusmunianna, M.Pd
PEMBIMBING II	Jumatu Hidayah, M.Pd
JUDUL SKRIPSI	The Effect of Jaza Charts on students' English Vocabulary Mastery
<p>* Kartu konsultasi ini harus dibawa pada setiap konsultasi dengan pembimbing 1 atau pembimbing 2.</p> <p>* Harapkan kepada mahasiswa yang menulis skripsi untuk berkonsultasi sebanyak mungkin dengan pembimbing 1 minimal 2 (dua) kali, dan konsultasi pembimbing 2 minimal 5 (lima) kali dibuktikan dengan kolom yang di sediakan.</p> <p>* Agar ada waktu cukup untuk perbaikan skripsi sebelum diajukan diharapkan agar konsultasi terakhir dengan pembimbing dilakukan paling lambat sebelum ujian skripsi.</p>	

IAIN CURUP	
KARTU KONSULTASI PEMBIMBING SKRIPSI	
NAMA	Umi Muallima
NIM	19551062
FAKULTAS/PRODI	Tarbiyah / Tadris Bahasa Inggris
PEMBIMBING I	Dr. Pendi Gusmunianna, M.Pd
PEMBIMBING II	Jumatu Hidayah, M.Pd
JUDUL SKRIPSI	The Effect of Jaza Charts on students' English Vocabulary Mastery
<p>Kami berpendapat bahwa skripsi ini sudah dapat diajukan untuk ujian skripsi IAIN Curup.</p>	
Pembimbing I	Pembimbing II
<i>[Signature]</i>	<i>[Signature]</i>
Dr. Pendi Gusmunianna, M.Pd NIP. 19820817 201503 1 004	Jumatu Hidayah, M.Pd NIP. 19780224 200212 3 002



IAIN CURUP

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP
FAKULTAS TARBIYAH
PROGRAM STUDI TADRIS BAHASA INGGRIS

Jalan AK Gani No. 01 Kotak Pos 108 Telp. (0732) 21010-21759 Fax. 21010
Homepage: <http://www.iaincurup.ac.id> Email: admin@iaincurup.ac.id Kode Pos 39119



SURAT KETERANGAN CEK SIMILARITY

Admin Turnitin Program Studi Tadris Bahasa Inggris IAIN Curup menerangkan bahwa telah dilakukan pemeriksaan similarity terhadap proposal/skripsi/tesis berikut:

Judul : **THE EFFECT OF JAZZ CHANTS ON STUDENTS' ENGLISH VOCABULARY MASTERY**
(An Experiment Research at the fourth Grade Students' of SDN 17 Rejang Lebong in academic year of 2023/2024)

Penulis : **Umi Muallima**
NIM : **19551062**

Dengan tingkat kesamaan sebesar 22%. Demikian surat keterangan ini dibuat dengan sebenarnya dan untuk dipergunakan sebagaimana mestinya

Curup, 20 Juli 2023

Pemeriksa,

Admin Turnitin Prodi Tadris Bahasa Inggris

Sarwo Edy, M.Pd



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP
FAKULTAS TARBIYAH

Alamat : Jalan DR. A.K. Gani No 1 Kotak Pos 108 Curup-Bengkulu Telpn.(0732)21010
Fax.(0732) 21010 Homepage [http:// www.iaincurup.ac.id](http://www.iaincurup.ac.id) E-Mail : admin@iainCurupa.id

09 Mei 2023

Nomor : 773 /In.34/FT/PP.00.9/05/2023
Lampiran : Proposal dan Instrumen
Hal : Permohonan Izin Penelitian

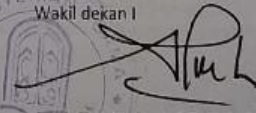
Kepada Yth. Kepala Dinas Penanaman Modal Dan
Pelayanan Terpadu Satu Pintu (PTSP)

Assalamualaikum Wr.Wb

Dalam rangka penyusunan skripsi S.1 pada Institut Agama Islam Negeri Curup :

Nama : Umi Mualima
Nim : 19551062
Fakultas/Prodi : Tarbiyah/ TBI
Judul Skripsi : The Effect Of Jazz Chants On Students' English Vocabulary Mastery
Waktu Penelitian : 09 Mei - 09 Agustus 2023
Tempat Penelitian : SDN 17 Rejang Lebong

Mohon kiranya Bapak berkenan memberikan izin penelitian kepada mahasiswa yang bersangkutan.
Demikian atas kerja sama dan izinnya diucapkan terima kasih

A.n Dekan
Wakil dekan I

Dr. Sakut Anshori, S.Pd.I.,M, Hum
NIP.1981102 1200604 1 002

Tembusan disampaikan Kepada :

1. Rektor
2. Warek 1
3. Ka. Biro AUAK
4. Arsip



PEMERINTAH KABUPATEN REJANG LEBONG
DINAS PENANAMAN MODAL
DAN PELAYANAN TERPADU SATU PINTU
Jalan S.Sukowati No.60 ■ Telp. (0732) 24622 Curup

SURAT IZIN

Nomor : 503/215 /IP/DPMPTSP/V/2023

**TENTANG PENELITIAN
KEPALA DINAS PENANAMAN MODAL DAN PTSP KABUPATEN REJANG LEBONG**

- Dasar :
1. Keputusan Bupati Rejang Lebong Nomor 14 Tahun 2022 Tentang Pendelegasian Wewenang Pelayanan Perizinan Berusaha Berbasis Resiko dan Non Perizinan Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Rejang Lebong
 2. Surat dari Wakil Dekan I Fakultas Tarbiyah IAIN Curup Nomor : 773/In.34/FT/PP.00.9/05/2023 tanggal 09 Mei 2023 Hal Rekomendasi Izin Penelitian

Dengan ini mengizinkan, melaksanakan Penelitian kepada :

Nama /TTL : Umi Mualima/ Aremantai, 16 Juli 2002
NIM : 19551062
Pekerjaan : Mahasiswa
Program Studi/Fakultas : Tadris Bahasa Inggris (TBI)/ Tarbiyah
Judul Proposal Penelitian : The Effect Jazz Chants On Students' English Vocabulary Mastery (Quasi-Experimental Study at The Fourth Grade of SD Negeri 17 Rejang Lebong)
Lokasi Penelitian : SD Negeri 17 Rejang Lebong
Waktu Penelitian : 15 Mei 2023 s/d 09 Agustus 2023
Penanggung Jawab : Wakil Dekan I Fakultas Tarbiyah IAIN Curup

Dengan ketentuan sebagai berikut :

- a) Harus mentaati semua ketentuan Perundang-Undangan yang berlaku.
- b) Selesai melakukan penelitian agar melaporkan/menyampaikan hasil penelitian kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Rejang Lebong.
- c) Apabila masa berlaku Izin ini sudah berakhir, sedangkan pelaksanaan penelitian belum selesai perpanjangan izin Penelitian harus diajukan kembali kepada instansi pemohon.
- d) Izin ini dicabut dan dinyatakan tidak berlaku, apabila ternyata pemegang surat Izin ini tidak menaati/mengindahkan ketentuan-ketentuan seperti tersebut di atas.

Demikian Izin ini dikeluarkan untuk dapat dipergunakan sebagaimana mestinya.

Ditetapkan di : Curup
Pada Tanggal : 15 Mei 2023

Plt. Kepala Dinas Penanaman Modal dan Pelayanan
Terpadu Satu Pintu
Kabupaten Rejang Lebong



AGUS, SH
Pembina / IV.a
NIP. 19780810 200903 1 004

Tembusan :

1. Kepala Badan Kesbangpol Kab. RL
2. Wakil Dekan I Fakultas Tarbiyah IAIN Curup
3. Kepala SD Negeri 17 Rejang Lebong
4. Yang Bersangkutan
5. Arsip



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP
FAKULTAS TARBIYAH

Alamat : Jalan DR. A.K. Gani No 1 Kotak Pos 108 Curup-Bengkulu Telpn. (0732) 21010
Fax. (0732) 21010 Homepage <http://www.iaincurup.ac.id> E-Mail : admin@iaincurup.ac.id

Nomor : 365 Tahun 2023

Tentang
PENUNJUKAN PEMBIMBING I DAN 2 DALAM PENULISAN SKRIPSI
INSTITUT AGAMA ISLAM NEGERI CURUP

- Menimbang** : a. Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;
b. Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ;
- Mengingat** : 1. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;
2. Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup ;
3. Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup ;
4. Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi ;
5. Keputusan Menteri Agama RI Nomor 019558/B.II/3/2022, tanggal 18 April 2022 tentang Pengangkatan Rektor IAIN Curup Periode 2022 - 2026.
6. Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3514 Tahun 2016 Tanggal 21 oktober 2016 tentang Izin Penyelenggaraan Program Studi pada Program Sarjana STAIN Curup
7. Keputusan Rektor IAIN Curup Nomor : 0317 tanggal 13 Mei 2022 tentang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup.
- Memperhatikan** : 1. Surat Rekomendasi dari Ketua Prodi TBI Nomor : B.147/PT.5 /PP.00.9/03/2023
2. Berita Acara Seminar Proposal Pada Hari Selasa, 07 Maret 2023

MEMUTUSKAN :

Menetapkan

- Pertama** : 1. **Dr. Paidi Gusmuliana, M. Pd** 19840817 201503 1 004
2. **Jumatul Hidayah, M.Pd** 19780224 200212 2 002

Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

N A M A : Umi Muallima
N I M : 19551062

JUDUL SKRIPSI : **The Effect of Jazz Chants toward Students' Vocabulary Mastery**

- Kedua** : Proses bimbingan dilakukan sebanyak 8 kali pembimbing I dan 8 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;
- Ketiga** : Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;
- Keempat** : Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;
- Kelima** : Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;
- Keenam** : Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;
- Ketujuh** : Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku ;



Ditetapkan di Curup,
Padri tanggal 05 April 2023

Dekan,

Hamengkubuwono

Tembusan :

1. Rektor
2. Bendahara IAIN Curup.
3. Kabag Akademik kemahasiswaan dan kerja sama;
4. Mahasiswa yang bersangkutan;

PEMERINTAH KABUPATEN REJANG LEBONG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SD NEGERI 17 REJANG LEBONG



Jl. Sapta Marga, Kel. Air Putih Baru, Kec. Curup Selatan
Kab. Rejang Lebong, Kode Pos 39112



SURAT KETERANGAN SELESAI PENELITIAN

No.421.2/280/DS/SDN 17/RL/2023

Yang bertanda tangan di bawah ini Kepala SD Negeri 17 Rejang Lebong berdasarkan surat Dekan Institut Agama Islam Negeri (IAIN) Curup nomor 773/In.34/FT/PP.00.9/05/2023 Tanggal 15 Mei 2023

Dengan ini menerangkan bahwa:

Nama : Umi Muallima

Nim : 19551062

Fakultas/Prodi : Tarbiyah/Tadris Bahasa Inggris

Pekerjaan : Mahasiswa

Yang bersangkutan telah mewawancarai dan telah melaksanakan penelitian (mengambil data) pada SD Negeri 17 Rejang Lebong sejak tanggal, 15 Mei 2023 s/d 16 Juni 2023 pengambilan data penilaian ini dilakukan dalam rangkai penyusunan skripsi dengan judul *The Effect of Jazz Chants on Students' English Vocabulary Mastery in SD Negeri 17 Rejang Lebong*.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Rejang Lebong, 16 Juni 2023

Kepala SD Negeri 17 Rejang Lebong



Uminah, S.Pd. SD.

NIP. 19701205 199409 2 001

APPENDIX 8
DOCUMENTATION

Pre-Test



Treatment





Conventional (Class Control)



Post-Test



APPENDIX 9

BIOGRAPHY



Umi Mualima was born in Aremantai on July 16th 2002. She is the daughter of Mr. Saprudin and Mrs. Rakia. She has one brother, namely Ramdani and two sisters namely, Isra' Hindriani and Riza Umami.

She studied at MIN Aremantai (MIN 7 Muara Enim). She continued her study at MTs Raudhatun Nasihin Aremantai. During 2016-2018 she studied at MA Raudhatun Nasihin Aremantai. Then, she continued her study at IAIN Curup in English Tadris Study Program.

