



# Integrating Jazz Chants Techniques in High School English Teacher Competency Training at English Teachers' Learning Community, Tangerang Regency in 2023

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**Abstract:** The 2013 Curriculum uses the application of a scientific approach to the learning process. The scientific approach includes inquiry learning that is inspired by constructivism. Attitudes are acquired through activities: receiving, carrying out, appreciating, experiencing, and practicing. Knowledge is acquired through activities: remembering, understanding, applying, analysing, evaluating, and creating. Meanwhile, skills are acquired through activities: observing, asking, collecting information/trying, associating, and communicating. The 2013 Curriculum with scientific approach and three learning models that support it; project-based learning, problem-based learning and discovery-learning, as well as the integration of co-operative and collaborative learning strategies in the implementation of the three models above. In implementing the approach and the three models, there needs to be a learning technique that is essentially a level of implementing activities in the classroom. The technique is used by English teacher in competency improvement training for high school English teachers at the English High School Teachers' Learning Community in Tangerang Regency in 2023. The use of the technique in various activities showed it stimulate the authentic and communicative language covering various situations according to the age and needs of students and teachers. In conclusion, integrating Jazz chant technique in pedagogic ways can improve students and teachers communicative skills.

**Key Words:** technique; jazz chants; competence, teacher

**Abstrak:** Kurikulum 2013 menggunakan penerapan pendekatan ilmiah atau scientific approach pada proses pembelajaran. Sasaran pembelajaran dengan pendekatan ilmiah mencakup pengembangan ranah sikap, pengetahuan, dan keterampilan yang dielaborasi untuk setiap satuan pendidikan. Sikap diperoleh melalui aktivitas: menerima, menjalankan, menghargai, menghayati, dan mengamalkan. Pengetahuan diperoleh melalui aktivitas: mengingat, memahami, menerapkan, menganalisis, mengevaluasi, dan mencipta. Sementara itu, keterampilan diperoleh melalui aktivitas: mengamati, menanya, mengumpulkan informasi/mencoba, mengasosiasi, dan mengkomunikasikan. Kurikulum 2013 melalui pendekatan scientific dan tiga model pembelajaran yang mendukungnya; project-based learning, problem-based learning dan discovery-learning, serta terintegrasinya strategi pembelajaran co-operative dan collaborative learning. Dalam mengimplementasikan pendekatan dan ketiga model tersebut, perlu adanya teknik pembelajaran yang hakekatnya merupakan tataran pelaksanaan aktivitas di dalam kelas. Penggunaan teknik pembelajaran jazz chants dalam berbagai kegiatan pembelajaran mampu menstimulasi keterampilan komunikasi yang baik bagi siswa maupun oleh guru. Kesimpulannya, integrasi penggunaan teknik Jazz Chants pada siswa maupun guru bahasa Inggris dalam pembelajaran bahasa Inggris pada jenjang SMA yang dilaksanakan pada diklat peningkatan kompetensi guru bahasa Inggris SMA di MGMP Bahasa Inggris SMA di Kabupaten Tangerang tahun 2023 mampu meningkatkan keterampilan komunikasi yang baik.

**Kata Kunci:** teknik; jazz chants; kompetensi; guru

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## INTRODUCTION

Process Standards are criteria regarding the implementation of learning in educational units to achieve Graduate Competency Standards. Process Standards are developed with reference to Graduate Competency Standards and Content Standards that have been set in accordance with the provisions of Government Regulation Number 19 of 2005 concerning National Education Standards as amended by Government Regulation Number 32 of 2013 concerning Amendments to Government Regulation Number 19 of 2005 concerning National Education Standards. The Learning Process in educational units is carried out interactively, inspiringly, fun, challenging, motivating students to participate actively, and providing sufficient space for initiative, creativity, and independence in accordance with the talents, interests, and physical and psychological development of students. For this reason, each educational unit carries out learning planning, implementation of the learning process and assessment of the learning process to increase the efficiency and effectiveness of achieving graduate competency.

In line with that, the trend of the 21st century education world is more oriented towards developing human potential and not focusing on technical abilities in exploring and exploiting nature. The point is how teachers can optimize the potential of the mind and brain to achieve civilization achievements quickly and effectively. With the assumption; if humans are able to use their reasoning and emotional potential accurately, they will be able to make a leap in their achievements that they did not expect before.

Based on the background of study above, the writers formulate the problem as follows: How far does the jazz chants technique integrated with teaching-learning models influence students' learning outcomes significantly and teachers' pedagogic competence all at once?

Hence, the purpose of this research is to describe how far the jazz chants technique integrated with teaching-learning models influences students' learning outcomes and teachers' pedagogic competence significantly?

The learning approach developed under the name scientific approach is a way or mechanism to gain knowledge with procedures based on a scientific method. Scientific approach is promoted as the main learning approach for all subjects, including English, in the 2013 Curriculum (Abidin, 2014). It is claimed that scientific approach is "a more effective learning approach to reinforce students' learning outcomes; learner is an active subject of learning or learner is subject of learning process" (Minister of Education Regulation No.68, 2013). Scientific knowledge can only be obtained from the scientific method. The scientific method views specific (unique) phenomena with specific and detailed studies to then formulate conclusions. Thus, reasoning is needed in the context of searching (discovery).

The scientific work process prioritizes inductive reasoning rather than deductive reasoning. Inductive reasoning views specific phenomena or situations to then draw overall conclusions. Inductive reasoning places specific evidence into a broader idea relationship. Deductive reasoning looks at general phenomena to then draw specific conclusions. In contrast, the scientific method generally places unique phenomena with specific and detailed studies to then formulate general conclusions.

Nowadays, English has been recognized as a foreign language (English as a Foreign Language), in many countries and is considered a compulsory subject taught from Elementary School to College. For years, students have learned English through the use of traditional methods, without interacting with each other. Teachers focus more on grammar rules and repetition exercises without giving students the opportunity to learn English naturally. As a result, many students dislike English and see it as something difficult. Students learn English because it is part of the curriculum; they have to follow lessons, but they do not achieve communicative competence. Some Teachers also don't improve and apply their pedagogic

competence well to achieve well-communication in English teaching-learning. The communicative approach to language teaching suggests that students should learn English in context or through language functions. Jazz Chants is a technique that can facilitate the process of teaching and learning English in a communicative way. A Jazz Chant is a rhythmic presentation of natural language, linking the rhythms of spoken American English to the rhythms of traditional American jazz (Graham, 2006: 7). Carolyn Graham designed Jazz Chants to teach the natural rhythm, stress and intonation pattern of conversational American English. Jazz Chant is different from nursery rhymes or songs that distort the spoken language for poetic effect. Thus, jazz Chants can be constructed by anyone and anywhere easily. Jazz chants stimulate and appeal to multiple senses of learning. Students do speak, sing, tap, stamp, and move while chanting. Thus jazz chants coupled with music and songs, offer students an enjoyable way to learn English (Tang : 2002). This technique is used by the teachers to enhance their pedagogic competence to construct students' English learning in a different way.

Jazz chants can stimulate several senses of students to learn. Students can do activities of speaking, singing, hitting, and moving while shouting. Thus jazz chants accompanied by music and songs offer students a fun way to learn English. Children can also develop existing songs and poems and if necessary compete. Teachers can ask students to create their own songs, write poems, and tell their life stories, thus creating a learning atmosphere where learners are encouraged to use language in creative ways.

The rhythmic presentation of natural language is the key to the success of jazz chants. Jazz chants connect the rhythm of speaking American dialect English with the rhythm of traditional American jazz" (Graham, 1998:3). The rhythm of Jazz chants stimulates memory to function well and strongly. Strong rhythmic beats accompanied by meaning make the chant internalized in one's mind together with music, movement, and role playing.

The rhythm of jazz chants is meaningful and communicative. The chant uses pattern exercises in several ways because it is based on a combination of repetition and student response. However, this technique avoids boring mechanical exercises because this technique is based on meaning and communication. More importantly, this activity uses authentic and communicative language covering various situations according to the age and needs of students, such as speech acts of greeting, farewell, request and offer and others based on the language function needed according to the context.

Jazz chants are interactive, although the learning contains a lot of repetition. Repetition always occurs in response to other students or instructors, and always ends with role-playing activities. With jazz chants, learning a language is no longer a boring repetition and memorization process, but a natural, interactive, and creative process.

Graham offers teachers an effective way to present jazz chants. He has created a model/technique consisting of five steps as follows: (1) . listening and imitating; (2) simple choral repetition; (3) group response (three or four-part exchange); (4) role-playing in a situational context; (5) individual response. The Importance of Jazz Chants

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## METHOD

The method of this writing is qualitative-descriptive method. Researchers observed and got involved in the activity of integrating jazz chants technique in the training held at Senior High School Teachers' Learning Community (MGMP) in Tangerang Regency. The approach used in this activity is a scientific and andragogical approach with an emphasis on problem solving. The methods used include:

1. Brainstorming and interactive dialogue with training participants.
2. Group/class discussion.
3. Self-reflection.

### Type of Activity

Continuing Professional Development Education and Training (PKB) for Senior High School (SMA) Teachers in English Subject organized by the Senior High School English MGMP of Tangerang Regency.

### Benefits

The expected benefits through this activity are increasing the professional and pedagogical competence of teachers, especially in the following topics:

- a. Oracy Skills (Listening - Speaking)
- b. Literacy Skills (Reading - Writing)

### Implementation of the Activity

Objective: improving professional and pedagogical competence for senior high school teachers. Improving teacher competence which includes:

- 1) Oracy Skills (Listening - Speaking)
- 2) Literacy Skills (Reading - Writing) using a scientific approach using the jazz chants technique.

## Target

This activity was attended by 30 high school English teachers associated with English Teachers' Learning Community (MGMP) of Tangerang Regency.

## Using Jazz Chants in the Classroom

In using Jazz Chants in the classroom, teachers are to expose some models of jazz chants based on language aspects taught related to:

a. Jazz Chants use natural spoken American English

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

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

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

c. Jazz Chants don't require any special materials

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

d. Jazz Chants can be used with all age groups

Jazz Chants are chants that can be taught to any level of students. They can be taught to young until adult learners. We can make different Chants based on our students' stage. We can give simple Jazz Chants for young learners and grammar/structure chants for older students. With all of those advantages, Jazz Chants are appropriate as a teaching aid for teachers to improve their young learners' mastery of body parts vocabulary.

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

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

- a) A Jazz Chant must use real language. Such as; "what's your name?" is real language. "What is your name?" is not real language, because no one really talks like this.
- b) A Jazz Chant must have useful language. This point deals with grammar point in creating chants. For example;
- c) What are we going to do today? We're going to learn English.
- d) A Jazz Chant must be appropriate language. It should be relevant to the age group and its level.

Keeping the Rhythm is Crucial

- 1) 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.
- 2) The first beat is the first stressed word, which is not always the first word in the line. In the example below, the first beat is like, not do or you.

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

3) A ritual Chant Uses Common Exchanges in Every Talk Example: Have a Nice Weekend

HAVE a nice WEEKend.

1                    2  
THANKS, you TOO!  
3                    4

HAVE a nice WEEKend.

1                    2  
THANKS, you TOO!  
3                    4

4) A Vocabulary Chant Can Be Created with a Formula

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

To create a vocabulary chant:

Step One: Choose a topic.

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

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

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

Example: A Vocabulary Chant with Classroom Items

Rul-er (2 syllables)

E-ra-ser (3 syllables)

Chair(1 syllable)

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

RULer, eRASer, CHAIR (clap)

1            2            3            4

RULer, eRASer, CHAIR (clap)

1            2            3            4

RULer, eRASer, CHAIR (clap)

1            2            3            4

RULer, eRASer, CHAIR (clap)

1            2            3            4

5) Grammar Chant reinforces a Grammar Point.

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

I Like It A Lot  
I LIKE it. (clap) I LIKE it a LOT  
1 2 3 4  
I LIKE it. (clap) I LIKE it a LOT  
1 2 3 4  
I LIKE it. (clap) I LIKE it a LOT  
1 2 3 4  
  
I LOVE it! (clap) (clap) (clap)  
1 2 3 4

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

I Like It A Lot  
  
Do you LIKE it? (clap) YES, I DO.  
1 2 3 4  
I do TOO. I do TOO.  
1 2 3 4

## RESULT

In practice, the application of Jazz Chants in learning can be placed either in the initial, core, or final activities. So it depends on the importance of the Jazz Chants technique. The following will describe the Jazz Chants insertion model in the RPP and in the teaching materials produced by English teachers of high schools/vocational schools in Tangerang Regency.

### Learning Implementation Plan Model

#### Lesson Plan

School : SMAN 2 Kabupaten Tangerang  
Subject : English Class/Semester: X / 1 (Compulsory)  
Main Material : Expressing Intentions to do something  
Time Allocation : 4 hours (4x45 minutes)

#### A. Core Competencies (KI)

KI 1: Embracing and practicing the teachings of their religion

KI 2: Embracing and practicing honest, disciplined, responsible, caring (mutual cooperation, cooperation, tolerance, peace), polite, responsive and pro-active behaviour and demonstrating attitudes as part of the solution to various problems in interacting effectively with the social and natural environment and in positioning themselves as a reflection of the nation in world relations

KI 3: Understanding, applying, analysing factual, conceptual, procedural knowledge based on their curiosity about science, technology, art, culture, and humanities with insights into humanity, nationality, statehood, and civilization related to the causes of phenomena and

events, and applying procedural knowledge to specific fields of study according to their talents and interests to solve problems. KI 4: Processing, reasoning, and presenting in concrete and abstract domains related to the development of what is learned in school independently, and being able to use methods according to scientific principles

## B. Basic Competencies and Indicators

### Basic Competencies

- 1.1. Being grateful for the opportunity to learn English as a language of international communication that is manifested in the spirit of learning
- 2.2. Demonstrating honest, disciplined, confident, and responsible behaviour in carrying out transactional communication with teachers and friends.
- 3.3. Analysing social functions, text structures, and linguistic elements to express and ask about intentions to do something, according to the context of their use Indicators:
  - a. Students understand the social function, text structure, and linguistic elements to express and ask about intentions to do something
  - b. Students identify social functions, text structures, and linguistic elements to express and ask about intentions to do something
  - c. Students apply social functions, text structures, and linguistic elements to express and ask about intentions to do something
- 4.4 Compose oral and written texts to express and ask about intentions to do something, by paying attention to social functions, text structures, and linguistic elements, which are correct and in context.

#### Indicators:

Students are skilled in using oral and written texts to express and ask about intentions to do something.

## C. Learning Objectives

Students are skilled in using expressions to express and ask about intentions to do something in oral and written texts according to context by paying attention to social functions, text structures, and linguistic elements, which are correct and demonstrate honest, disciplined, confident, and responsible behavior.

### Learning Materials

“Oral and written texts of statements and questions about intentions to do something”

1. Social Function: Stating plans
2. Text Structure
  - I'd like to tell my name,
  - I will tell him about my job,
  - I'm going to introduce my friend.
  - I plan to go to Aceh tomorrow.
  - I intend to build a school.
3. Linguistic Elements
  - Verbs in expressions:
    - I'd like to + V1 + C
    - I will + V1 + C
    - I'm going to + V1 + C
    - I want to+ V1 + C
  - I plan to+ V1 + C

## E. Learning Methods

1. Scientific approach
2. Discovery based learning
3. Role play

## F. Media, Tools, And Learning Resources

### 1. Media: video

2. Tools: Laptop, loudspeaker, whiteboard and In focus.
3. Learning Resources: Curriculum 2013, Audio CD/VCD/DVD, TEACHER'S VOICE, English newspapers/magazines, [www.dailyenglish.com](http://www.dailyenglish.com), [http://americanenglish.state.gov/files/ae/resource\\_files](http://americanenglish.state.gov/files/ae/resource_files), <http://learnenglish.britishcouncil.org/en/>, [http://www.youtube.com/watch?v=whmVL8\\_ijv0](http://www.youtube.com/watch?v=whmVL8_ijv0)

## G. Steps of Learning Activities

### Meeting 1

#### 1. Introductory Activities (15 minutes)

- a. Greeting and praying together
- b. Providing learning motivation
- c. Providing brainstorming in the form of questions that are in accordance with the material to be delivered such as:
  - What are you going to do in the rest time today?
  - Suppose you have graduated from this school now. What are you going to do?
- d. Explaining the learning objectives or basic competencies to be achieved. (Based on my questions previously, Now, please guess! what topic are we going to discuss today?)
- e. Delivering the scope of the material and explanation of the activity description according to the syllabus.

(Namely material about expressions of stating and asking about the intention to do something, how social functions, text structure, linguistic and grammatical elements, intonation, word stress, etc.)

#### 2. Core Activities (65 minutes)

##### Observing

- a. Students listen and read many sentences that state and ask about the intention to do something contained in the video "What are you going to do?" that is played.
- b. Students follow the interaction about statements and questions about stating and asking about the intention to do something with teacher guidance (What trick is he going to do?, He is going to take a rabbit out of his hat, What are you going to do?, I'm going to say a magic rhyme, I'm going to play a magic tricks, I'm going to make Toni disappear etc.)
- c. Students imitate examples of sentences that state and ask about the intention to do something (E.g: I'm going to play a magic tricks, I'm going to make Toni disappear)
- d. Students identify the characteristics of sentences that state and ask about the intention to do something with teacher guidance and direction. (E.g. I'm going t + V1 + C.)

##### Questioning

With teacher guidance and direction, students question, among others, the differences between various expressions of stating and asking about the intention to do something in English, the differences between expressions and those in Indonesian, the possibility of using other expressions etc.

### Exploring

- a. Students are given a script in the form of a dialogue and practice the expressions in it in pairs at their respective desks.
  - b. Students create conversations based on examples in the video and in the dialogue in their own language.
  - c. Students act out the conversations they create (role-play) in front of the class in pairs.
3. Closing (10 minutes)  
Students are given the task to find from other sources such as textbooks and the internet that contain expressions stating and asking about the intention to do something.

## Meeting 2

### 1. Introductory Activities (15 minutes)

- a. Saying hello and praying together
- b. Asking about previous assignments
- c. Reviewing previous material briefly

### 2. Core Activities (65 minutes)

#### Observing

- a. Students listen to a jazz chant I'll climb the highest mountain<sup>2</sup> that is broadcast
- b. Students imitate examples of sentences that state and ask about the intention to do something contained in the jazz chant.

#### Questioning

With the guidance and direction of the teacher, students question, among other things, the differences between various expressions stating and asking about the intention to do something in English, the differences between expressions and those in Indonesian, the possibility of using other expressions, etc.

#### Exploring

1. Students sing jazz chant together and repeat it until fluent
2. Students modify jazz chant with their own language.

#### Associating

- a. Students compare between expressions of intention to do something in English that have been learned (in videos, dialogues, jazz chants and other sources they find at home)
- b. Students compare expressions of stating and asking about the intention to do something in English and in Indonesian

#### Communicating

Students state and ask about the intention to do something in English in the context of a classroom simulation, for example to a candidate for OSIS (Student's Organisation), Pramuka (Scout) or ROHIS (Islamic Student's Organisation) chairman.

### 3. Closing (10 minutes)

- Students are given the task of writing down problems in a learning journal.
- Greetings

## H. Assessment

### 1. Types/assessment techniques

Written tests and performance tests

The assessment process takes place during the learning process which starts from the activities of observing, asking, exploring, associating to communicating.

Attitude:

- Observation, self-assessment, peer  
(student achievement is assessed by the teacher, the students themselves and their friends using a checklist or rating scale accompanied by a rubric.
- Journal, inside and outside the classroom, in the form of educator notes.  
The teacher observes and records student behavior that includes attitudes and skills

Knowledge:

Students' knowledge of text structure, linguistic elements is evaluated using written/oral tests & assignments.

Skills:

Performance/Practice, journal.

Forms of instruments and instruments

Role play (acting out dialogue using expressions stating

- a. Greeting and praying together
- b. Providing learning motivation
- c. Providing brainstorming in the form of questions that are in accordance with the material to be presented such as:
  - What are you going to do in the rest time today?
  - Suppose you have graduated from this school now. What are you going to do?
- d. Explaining the learning objectives or basic competencies to be achieved. (Based on my previous questions, Now, please guess! what topic are we going to discuss today?)
- e. Delivering the scope of the material and explanation of the description of the activities according to the syllabus.

### 1. Design of Materials and Learning Models of Jazz Chants

The following are learning activities based on a scientific approach with a discovery learning model:

#### ***“EXPRESSING INTENTIONS TO DO SOMETHING”***

First Meeting (2 X 45 minutes)

##### **A. Introduction**

Pre-Activities: Warmer

Look at the pictures below.

Do you know these places?

Why do you think people visit these places?

What can they do there?

Which one do you prefer to visit?

Why? Discuss with your friends.



Source: <http://tipsberwisatamurah.com/wp-content/uploads/2013/07/Wisata-Tereksotis-di-Bali-Pantai-Kuta.jpg>

Picture 3.2

Beach



Source: <http://www.ancol.com/upload/photo/2012/12/08/ed5547c2f9f5402566ecd8ff78e846da.JPG>

Picture 3.3

Amusement park

## B. Main Activities:

### 1. Observing

#### Activity 1

1. Watch and listen carefully to the dialogue played in the video!
2. Pay attention to the 'expressing intentions' in the video! (E.g : I'm going to play a magic tricks)
3. Follow the expressions used in the video ! (I'm going to make Toni disappear.....etc)
4. Identify the characteristics of the expressing intentions" in the video!

**WATCHING VIDEO**  
**"What are you going to do?"**

#### **Video Script**

Jenny : "What are you going to do?"

Gogo....No, come back.

Tony : That's Jenny. I'm her friend. Oh, Gogo!

She's on stage

Look ! She's playing the violin.

Tony : I'm sorry Jenny.

Gogo : That's all right, Gogo.

MC : And now, ladies and gentlemen

Please, welcome Tony the magician

**What are you going to do to make magic tricks!**

Jenny : **What trick is he going to do?**

Gogo : **He is going to take a rabbit out of his hat**

Tony : For my first trick. I'm going to take a rabbit out of this hat.

There is nothing in the hat

There is nothing up my sleeves  
**I'm going to say a magic rhyme**  
"Rabbit, rabbit, soft and white jump out of this hat tonight!"  
Where's the rabbit?  
Oh...

Gogo : **Oh Jenny, what's he going to do?**  
Jenny : Poor Tony. I don't know  
Help him please Gogo

Gogo : Tony, may I do a trick? All right.  
Tony : And now.....ladies and gentlemen  
Please welcome my friend, Gogo

Jenny : **What are you going to do Gogo**  
Gogo : **I'm going to make my friend, Toni, disappear**  
Watch carefully, please!

Jenny : Very good, Gogo. Where's Tony?  
Gogo : Oh yes....er.....er...  
Toni : Gogo, where am I? Help!  
Jenny : Think, Gogo. Think!  
Gogo : Ah I remember  
Toni : Gogo  
Gogo : Sorry, Toni  
Gogo : Let's have a concert  
Jeeby : Oh yes Gogo. I like concerts  
May I go first?  
Gogo : All right, Jeeby  
(song, singing together)  
"What are you going to do, Jeeby?  
What are you going to do?  
I'm going to sing Gogo (2x)

Tra la la la la la la....  
What are you going to do, Tappy?  
I'm going to dance, Gogo  
I'm going to dance.  
What are you going to do, Pad?  
I'm going to sleep, Gogo  
I'm going to sleep....."

## Activity 2:

Read the following conversation. Take turns with your friends doing the roles.

### HOLIDAY PLANS

A long weekend is coming. Riri, Santi, and Bayu are talking about their plans.

Riri : It will be a long weekend soon. Do you have any plans?

Santi : Uhm, I'm not sure. I don't have any idea yet. I think I might stay at home.

Bayu : Stay at home? Well, you could do something more interesting!

Santi : So, what about you Bayu? Do you have any plans?  
 Bayu : Definitely! My dad and I are going to go fishing.  
 Santi : Fishing? It sounds boring too! Are you going to go fishing in the river near your house?  
 Bayu : No. We plan to go fishing in a lake near my uncle's house. Would you like to come with us?  
 Santi : Fishing? I don't really like fishing. I would rather stay at home than go fishing.  
 Bayu : What about you, Riri? What would you like to do on the long weekend?  
 Riri : I have made a plan with my mother about what to do on this long weekend. We are going to practice baking cookies.  
 Santi : That sounds like a very good plan!  
 Bayu : Are you going to bake choco chips cookies like the last time?  
 Riri : Well, yes. That is my favorite. But we will also try to make ginger cookies.  
 Santi : Oh, how I envy you. My mother is going to accompany my little brother to attend a drawing competition. I don't think I can ask her to teach me baking cookies.  
 Bayu : Ha ha, I guess you should enjoy staying at home alone.  
 Riri : Oh, would you like to join me to learn baking cookies? You can come to my house.  
 Bayu : It's a good idea! Or will you go fishing with me and my dad?  
 Santi : Uhm, not fishing I guess. But I think I would like to bake cookies with Riri. Thanks for asking me to join you Riri.  
 Riri : No problem. I will call you on Friday to let you know the time when we can start.  
 Santi : Thanks a lot. I will be waiting for your call.  
 Bayu : Have a nice long weekend everyone.  
 Riri, Santi : You too.

## 2. Questioning:

- a. Do you have any questions about the dialogues?
- b. Who wants to ask something relating to the dialogue? Think about our Indonesian culture in the expressing intention

## 3. Experimenting

### Activity 1:

**Later, Riri, Bayu, and Santi talk again about the plan. This time they want to do something together. Continue the conversation based on the given hint.**

Riri : Let's do something together this long weekend.  
 Santi : It's a great idea! What about \_\_\_\_\_ ?  
 Bayu : Or we could \_\_\_\_\_ ?  
 Riri : \_\_\_\_\_ .  
 Santi : \_\_\_\_\_ .  
 Bayu : \_\_\_\_\_ .  
 Riri : We will \_\_\_\_\_ .  
 Santi : \_\_\_\_\_ .  
 Bayu : I would rather \_\_\_\_\_ .  
 Riri : \_\_\_\_\_ .

Santi : \_\_\_\_\_  
Bayu : \_\_\_\_\_  
Riri : \_\_\_\_\_  
Santi : So, we are going to \_\_\_\_\_  
Bayu : \_\_\_\_\_

### Activity 2:

**What do you need to consider before visiting a place?**

**Destination? Budget? Safety? Usefulness? Time? Discuss with your friends.**

### Activity 3:

**1. Work in pairs, make a dialogue about the expressing intentions! Look at the example below!**

#### Dialogue

Ray : Excuse me sir! I'm Ray. I'm a salesman from PT. Hakasima.  
Head Master : So, What are you going to do?  
Ray : I would like to introduce our products.  
Head Master : What kinds of product?  
Ray : Kitchen utensil sir, such as stove, blender, mixer, juicer and microwave  
Head Master : So, what will you do now?  
Ray : I'm going to demonstrate our products to the teachers in your school.  
Head Master : Okay, if you want to do that, you should wait until the rest time.  
Ray : What time is it sir?  
Head Master : at 10.30 am.  
Ray : Where can I do it sir?  
Head Master : In the teachers' room over there.  
Ray : Okay, Thank you very much sir!

**2. Act out the dialogue in front of the class!**

#### 4. Associating

(Assignment at home). Find such dialogue using the expressing intentions from internet or another resources! Rewrite in your notebook!

## II. Meeting 2 ( 2 X 45 minutes)

### 1. Observing

Listen to the jazz chant '**I'll climb the highest mountain**' (Grammar jazz chant, unit 14, see and listen attachment 2) and read carefully the text!

Jazz Chant script :



## 2. Questioning

Eliciting and giving students ample opportunity to ask the content of the jazz chants

## 3. Experimenting

Sing the Jazz Chant together!

## 4. Associating

- Compare the expressing intentions that you have found in the video, dialogue and the jazz chant with the one that you have found in internet or another resources !
- Compare the expressions above with the Indonesian's one!

## 5. Communicating

Practise the expressing of intentions by interviewing the leader of OSIS, ROHIS, PRAMUKA, etc!

## C. Post-Activity

Write a journal relating to the topic of 'the expressing intentions!'"

## CONCLUSION

The use of Jazz chants techniques in lesson plans, teaching materials and learning models stimulate teachers to create a different strategy as their pedagogic competence to construct english learning more effectively. The teachers listen directly to the lyrics taught according to good and correct pronunciation. Furthermore, they can produce good and correct pronunciation. The words spoken often make participants laugh, because they are not used to

using this technique. Despite trained many times, they felt happy with the simple words and sentences in the chants taught as a creative new strategy to teach and learn English in High School. This is proven by the frequent practice of jazz chants in class during the activities can improve both students and teachers communicative skills in creative and fun ways. They can use the technique in their teaching-learning ways as an effective pedagogic for both teachers and students.

Based on the points above, it can be concluded that several positive factors that can be taken from learning English using the Jazz chants technique are: (1) jazz chants can use simple and easy words, phrases and sentences that are adjusted to the target students and the learner's abilities. This means that jazz chants can be taught to students of all ages and levels, (2) jazz chants have clear and easy patterns and rules, so that teachers can easily create their own chants according to existing patterns and rules, (3) Jazz chants tones are so easy to remember, because they are adjusted to English accents and dialects according to the rules that apply to the original language, (4) The pronunciation of jazz chants is also accompanied by body movements and pointing out objects that match the chants being recited, so that students can understand the contents of the chants being taught more quickly. In Summary, integrating Jazz chant technique in pedagogic ways can improve students and teachers communicative skills.

Here are things that need to be practiced by participants in designing lesson plans and learning English for high school:

1. Insert jazz chants that are in accordance with the function of the language and type of text to be taught.
2. The jazz chants taught are models, then continued by modifying and transforming them into other forms.
3. Participants are given the challenge to be able to create jazz chants independently.
4. Jazz chants activities can be used as one of the very useful extracurricular activities.
5. Jazz chants activities can be competed in class meetings or can also be competed between schools, districts and so on.

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