

MILIK PERPUSTAKAAN
UNIV. NEGERI PADANG

Teaching Jazz Chants to Improve Speaking

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Jazz music

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Teaching Jazz Chants to Improve Students' Speaking Ability
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A. So far the Language Laboratory of UNP has not only given services to their internal clients but also to their external clients whom as well are a great source generating income for both UNP and The Language Laboratory itself. However, from the analysis of self evaluation that had been carried out lately at Balai Bahasa UNP it was found out that The Language Laboratory of UNP is still lack of class programs teaching techniques and materials appropriate to the needs of the market. Therefore, this small paper would like to share a teaching technique suitable for many kinds of class programs at Balai Bahasa especially for the **Children Classes** namely "Jazz Chants".

B. Jazz Chants : What, Why and How

Jazz Chants are the rhythmic expressions of Standard American English as it occurs in situational context. Although Jazz Chanting's primary purpose is to improve speaking and listening comprehension skill, it also works well in reinforcing specific structures used in a situational context. Therefore, it is just appropriate to apply Jazz Chants in all kinds of classes from the beginner to the advance students or from the children classes to adult classes. The natural

rhythmic and humor of the chants are highly motivating especially for young students or children.

In this case, the students are being trained to comprehend the language of an educated native speaker in natural conversation.

It is extremely important that the students have a clear understanding of the meaning of the words they are saying and the appropriate situations in which they might occur. Particular attention should be given to pointing out the polite and rude forms. For example the contrast between *Please be quite* and *Shut Up!*

Jazz Chants

What is Jazz chants ?

Jazz chants are the rhythmic expression of Standard American English as it occurs in situational context.

Although Jazz Chanting's primary purpose is the improvement of speaking and listening comprehension skill, it also works well in reinforcing specific structures used in a situational context. The natural rhythmic and humor of the chants are highly motivating.

The students are being trained to comprehend the language of an educated native speaker in natural conversation.

How a Jazz Chant Works

The essential element in presenting a Jazz chant is the clear, steady beat and rhythm.

By setting the dialogue to a beat, we are not distorting the line but simply heightening the student's awareness of the natural rhythmic patterns present in spoken American English. A student practicing a specific rhythm and intonation pattern within the Chant form should be able to use that same pattern in normal conversation and be readily understood by a native speaker. The Chants are based on a combination of repetition and learned response.



Presenting a Jazz chant step by step

Step one:

The teacher explains the situational context of the chant. For example in *Baby's sleeping* , we are learning the different ways in which you tell someone to be quiet. In this case we are asking for silence because the baby is sleeping.

Step two:

The teacher gives the first line of the Chant at normal speed and intonation. The students repeat the beat in unison.

Step three:

The teacher establishes a clear, strong beat by clapping, using rhythm sticks or snapping his fingers. The teacher continues to demonstrate the beat and beats step two.

Step four:

The class is divided into two equal sections. There is no limit to the number of students in each section. Jazz Chant can be conducted with 10 or even two hundred students. The teacher now establishes a clear, steady beat and gives the first line of the chant, singing normal speed and intonation. The first section repeats the line. The teacher gives the second line of the chant and the second section repeats the line.

Step five:

The chant is now conducted as a two-part dialogue between the teacher and the class.

Step six:

The class is again divided into two equal sections. The chant is now conducted as a two-part dialogue between the group of students without the teacher's model.

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Sh! Sh! Baby's Sleeping!

I said, Sh! Sh! Baby's sleeping !

I said, Sh! Sh! Baby's sleeping !

What did you say ?

What did you say ?

I said, Hush! Hush! Baby's sleeping ?

I said, Hush! Hush! Baby's sleeping ?

What did you say ?

What did you say ?

I said, Please be quiet, Baby's sleeping !

I said, Please be quiet, Baby's sleeping !

What did you say ?

What did you say ?

I said, Shut up! Shut up! Baby's sleeping !

I said, Shut up! Shut up! Baby's sleeping !

WAAAAAAAAAAAAAAAAAAAA

Not anymore