

The Implementation of Grammar Chant as A Part of Teaching Speaking to Fifth Grader in Banyuwangi

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Abstrak

Penelitian ini bertujuan untuk meneliti penerapan *grammar chant* yang dilakukan pada siswa kelas 5 di salah satu sekolah dasar di Banyuwangi. Penelitian ini akan mengamati bagaimana guru melatih penekanan dan irama, bagaimana guru mereview kosakata, dan bagaimana guru mereview tata bahasa. Dalam hal ini, observasi digunakan untuk mendapatkan data. Dimana sumber data adalah kegiatan verbal dan non-verbal dari guru dan murid. Kemudian, data di analisis menggunakan metode deskriptif kualitatif. Hal ini untuk menangkap semua fenomena yang terjadi ketika observasi dilaksanakan terkait dengan penerapan *grammar chant*. Semua pertanyaan dianalisis dengan tahapan dari Ary et al (2010). Lebih lanjut, wawancara juga digunakan untuk menjawab fenomena yang terjadi selama observasi sehingga tidak hanya pertanyaan penelitiannya saja tetapi juga fenomena-fenomena lain bisa dianalisa dan dijawab pada penelitian ini. Hasil menunjukkan bahwa penerapan *grammar chant* telah di terapkan dengan sesuai berdasarkan teori yang ada meskipun ada fenomena dimana tahapan-tahapan diselesaikan tidak berurutan dan menggunakan materi yang sama selama tiga pertemuan. Menurut teori, tahapan kedua adalah mereview kosakata dan tahapan ketiga adalah mereview tata bahasa, tetapi ketika observasi tahapan kedua justru mereview tata bahasa dan dan tahapan ketiga mereview kosakata yang berarti bahwa ada perubahan antara tahapan kedua dengan ketiga. Ini tidak masalah, karena fenomena itu tidak mempengaruhi murid atau guru selama penerapan *grammar chant* dan juga menggunakan materi yang sama selama tiga pertemuan lebih efektif untuk siswa, karena ini akan teringat pada pikiran mereka dalam jangka waktu yang lama dan tidak ada efek buruk karena hal itu.

Kata Kunci: *grammar chant*, kemampuan berbicara, siswa usia dini

Abstract

This research aims to explore the implementation of *grammar chant* conducted to the fifth grade students at one of elementary school in Banyuwangi. This research observed how the teacher taught stress and rhythm, how the teacher taught vocabulary, and how the teacher taught grammar focus. In this case, the field observation was implemented to get the data. The source of data was verbal and non-verbal activities from the teacher and students. Then, the data was analyzed by using descriptive qualitative method. It was to catch all phenomena happened when the observation was done related to the *grammar chant* implementation. All of the questions were analyzed by using steps of Ary et al (2010). Furthermore, interview also used to answer the phenomena happened during the observation so that not only the questions, but also other phenomena can be analyzed and answered in this research. The result showed that *grammar chant* implementation has been implemented properly based on the theory of Graham (1978) even though some steps are not finished in order and the teacher used same material for three meetings. According to the theory of Graham (1978), the second step is to review vocabulary and the third step is to review grammar focus, but during observation the second step is to review grammar focus and the third step is to review vocabulary which means that there is an alteration between the second and the third step. It does not matter, because it does not influence the students or teacher during *grammar chant* implementation and also using the same material for three meetings is more effective for the students, because it can memorize in their mind for long time and there is no negative effect multiple times of it.

Keywords: *Grammar chant*, *Speaking skill*, *Young learners*.

INTRODUCTION

Developing speaking skill for young learners is important that should be applied in education field. It is because young learners are students in the beginning level of teaching and learning process and it will be better if they are thought with appropriate ways since in early age. One of the ways that can be used is grammar chant. Grammar chant is an activity of practicing English grammar theories for young learners by imitating and repeating something that they have listened and it can involve rhythm and short tones to make teaching and learning process more fun for them. Carolyn Graham (2006) defined Jazz Chants or grammar chant as “a rhythmic expression of natural language which links the rhythm of spoken American English to the rhythms of traditional American jazz”. She also emphasizes the fact that Jazz Chants should be “an exact replica of what the students would hear from an educated native speaker in natural conversation”. Therefore, by using grammar chant young learners could know what actually English language is like from the native speaker that is thought with fun activity.

In short, grammar chant gives positive effect for those who learn English through this activity. It is supported by several studies that have been conducted which show that students get good achievement when they are taught by using grammar chant, for example a research for a group of thirty students from ten-eleven years old of seventh year of basic education-parallel “a” of Santiago De Compostela elementary school (Peralta, 2010) and a research at SMP Negeri 6 Singaraja for seventh grade students (Suryani, Marha, & Wage, 2013) the result of both showed that grammar chant improves students’ ability and it is highly motivating so that students got better result after they were given English lesson by using grammar chant. It can be seen from the assessment process done by the researcher when the students showed their improvement in the class using grammar chant.

Grammar chant is useful to teach speaking for young learners because they are not only learn to speak English but also learn about pronunciation, grammar, and vocabulary which can support them to be better again in speaking English. It is supported by Graham (1992) who said that grammar chant can improve students’ pronunciation, grammar, vocabulary, fluency and comprehension and also make students speak English naturally. It has three kinds of activity that can be used in a class namely to practice stress and rhythm, to review vocabulary, and to review the grammar focus. In addition, it also contains of several good aspects like various new vocabulary, grammar, and cultural sides.

Nevertheless, most of young learners and the teachers still unfamiliar with grammar chant. Most of them tend to ask what grammar chant is like and what are the positive effects from this activity even though several research have proven that it has good effects for students to increase their ability in English lesson especially for young learners who are usually classified as the beginner in learning process. Knowing that grammar chant is an activity that can be imitated easily through song, recording, and so on; it is suitable for young learners who tend to imitate everything around them and like fun activity. Moreover, the teachers also has role as the facilitator to help the students or young learners in teaching learning process by using fun activity like this, but it is important to know whether they have implemented the grammar chant activity appropriately or not. Therefore, the problem that wants to be discussed is “how does the teacher teach grammar chant in teaching speaking for young learners?”

Thus, there are three research questions that are formulated. They are:

1. How does the teacher teach stress and rhythm?
2. How does the teacher teach vocabulary?
3. How does the teacher teach the grammar focus?

METHOD

The goal of this research is to explore the process of how the teacher conducts the teaching and learning process by using grammar chant to teach speaking to young learners. In this case, qualitative research was used based on the research objectives. Qualitative research is to explain a phenomenon in depth. Therefore, this research captured all the phenomena during the teaching learning process when grammar chant was implemented in the class. In addition, the data was collected in the form of words and the result also in the form of words. Creswell (1994) defined that the researcher develops a complex, holistic picture, investigate words or documents, report the information in detail, and conduct the research in a real situation.

The subjects of this study was the teacher at one of elementary school in Kaligondo, Banyuwangi, East Java. The researcher chose this teacher because she is an English teacher for the 5th grade in this school and the researcher had two reasons for conducting the research in this class. First, this class still uses KTSP where it means that English still become compulsory. Second, as the teacher suggestion, the students of this class are more active and understand the materials easily when the teacher explains the material and gives assignment for them.

In this research, the researcher was the key instrument because she conducted the research by herself

with teacher and students' help as the supporting system. As Lave and Kvale (1995) said that the researcher will claim that he is the instrument who really understand to learn human actuality in implementing qualitative research. Here, the researcher did everything to get the data. She looked, heard, and felt at the process of grammar chant implementation then, she noted the information and analyzed based on the stages of Ary et al (2010). She also did an interview with the teacher to make sure her curiosity about several phenomena that happened during the observation.

The observation here was the data collection technique to answer all of the question, she needed to observe the teacher to know how the teacher implemented grammar chant and whether it had matched with the theory or not. It was useful for the researcher to capture all of the phenomena that happened during the implementation of grammar chant which is done by the teacher. It is supported by Ary et al (2010) that observation can catch all phenomena during teaching and learning process in the classroom. Creswell (2008) also said that qualitative has several instruments that can be used to collect the data, such as interviews, observations, documents, and audio-visual materials. The researcher observed the teacher while made notes based on everything that she knew during the implementation of grammar chant in the class. Then, the researcher combined it with her comments related to the observation that has been done.

Besides using observation and field notes, here the researcher also added interview as the data collection technique. The interview was semi structured with open-ended question. The researcher added this instrument because she wanted to confirm several things that seemed to be unclear. For instance, why the teacher used the same material for three meetings. Therefore, the researcher did an interview with the teacher after doing the observation. As Kvale (1996: 174) said that an interview is a discussion which aimed to get everything information about the interviewee to appreciate her interpretation about the phenomenon that is being described. Here, the first step that the researcher did was preparing the question that she still questioned about the implementation of grammar chant. Then, she did an interview with the teacher. After that, transcribing the result of the interview.

In this research, the data was analyzed by using several steps namely organizing and familiarizing, coding and reducing, and interpreting and representing. Those steps were used to analyze the data in qualitative according to Ary et al (2010). The first thing that researcher did was familiarizing. She conducted the

observation while noting the activities happened in the class from beginning until the end of the class. She read and reread again the notes that she got to differentiate which one belonged to pre activity, while activity, and post-activity and also to find the activity which belonged to the stages of grammar chant implementation based on the theory of Graham (1978). Then, she continued with organizing. She classified the activities into two stages. The first is descriptive material (DM) which was done by the teacher for three meetings. It was the description of the activities that happened during observation noted by the researcher. The second is reflective material (RM). It was the researcher's reflection about the activities happened during the observation including her comment and her taught about the activity.

After doing familiarizing and organizing, the researcher continued by coding the activity from the field notes. Here, the researcher categorized the data that represented the research questions, which one belonged to the first research question that was practice stress and rhythm, which one belonged to the second question that was review the vocabulary, and which one belonged to the third question that was review grammar focus.

Then the last stage is interpreting and representing. The researcher analysed the data. She took the data from the field notes which represented the research question. Then, she matched with the theory whether it was suitable or not and she also gave some comment or explanation based on the data that she got.

RESULT AND DISCUSSION

In this part, the researcher talked about the relation between the result of the research and the related literature. The researcher analyzed the stages of grammar chant implementation in each meeting and it was compared to the theory of Graham (1978). Here, the researcher wanted to make sure that the theory met with the reality or vice versa.

The Implementation of Grammar Chant

Related to the process of implementing grammar chant, in this research, the teacher had implemented all of the stages matched with the theory of Graham (1978). It was proven with the implementation of the first step where the teacher played the song and asked the students to listen and imitate or repeat the lyric, then singing together after she taught how to sing the song with the right intonation and stress. It was followed by the second step which was proven by explaining present continuous tense by the teacher, then she played London Bridge song and asked the students to write how many times they heard the example of present continuous pattern from the song and it was ended by the third step where the teacher

played the member of family song and chose a word “baby” and asked the students to make the sentence from that word. Even though there were two stages that happened not in sequence, but it was not really a big deal because it did not influence the implementation of grammar chant and also the students. Below, the description of all phenomena that happened on each stage of grammar chant implementation which is explained in details.

The Teacher’s Way in Teaching Stress and Rhythm Using Grammar Chant

In the first stage, the teacher played the song and asked to the students whether they knew about the song or not. She asked the students to repeat the sentence or lyric that they have listened. Then, she played the song again and asked the students to listen. After that, she taught the students how to sing the song and asked them to sing together.

Below was the script of the song.

Finger Family
Daddy finger, Daddy finger, where are you? ↑ Here I am, here I am, How do you do? ↓
Mommy finger, Mommy finger, where are you? ↑ Here I am, here I am, How do you do? ↓
Brother finger, Brother finger, where are you? ↑ Here I am, here I am, How do you do? ↓
Sister finger, Sister finger, where are you? ↑ Here I am, here I am, How do you do? ↓
Babby finger, Babby finger, where are you? ↑ Here I am, here I am, How do you do? ↓
<i>Note: ↑ (raising intonation) ↓ (falling intonation) The bold words: singing with stress</i>

Teacher : “sudah tahu semua kan olahraga dalam bahasa inggris apa saja? Sekarang ibu akan putar sebuah lagu dengarkan. Ada yang tahu lagu ini?”

Student 1 : “tahu... itu lagu tentang anak-anak bu”

Teacher : “iya, sebutkan apa yang sudah kamu dengar dari lagu itu”

Student 1 : “finger finger finger finger where are you”

Teacher : “loh kok finger finger? Ayo dengarkan lagi. (teacher played the song again) ayo apa salah 1 lirik dari lagu ini yang sudah kalian dengar?”

Students : “daddy finger daddy finger where are you?”

Teacher : “iya bener, sekarang kira-kira ini judulnya apa?” (the students kept silent)
lo kok diem aja? Gak ada yang tahu?”

Students : “ndak bu”

Teacher : “judulnya finger of family. Sekarang ikuti ibu ya. *Daddy finger daddy finger where are you....*” (teacher taught the students how to sing the song until the end).

Students : “*daddy finger daddy finger where are you....*” (the students imitated the teacher until the end of the song).

Teacher : “nah sekarang ayo nyanyi bersama” (the students sang the song together).

Based on the theory of Graham (1978) the first stage of implementing grammar chant is to practice stress and rhythm where teacher chose a chant or song that she wanted then, she taught the students to practice stress to the specific lyrics or sentences from the song. It was clear that teacher had implemented practice stress and rhythm according to the theory of Graham (1978) in which it appeared when the teacher played the song continually and asked the students to repeat the lyric of the song. Then she taught the students how to sing the song with the right stress and intonation and she asked them to sing together. In addition, in the first stage, students always followed teacher’s instruction and they looked more enthusiastic in this stage rather than the two next stages because they only repeated and imitated the teacher or the song. However, in the process of teaching and learning, the teacher did not inform the standard competence and core competence that will be learned at that time, she discussed about the material directly based on the book. She did not give the variation in her taught and only used a book as her reference to teach the students.

The Teacher’s Way in Teaching the Grammar Focus Using Grammar Chant

In the second stage, the teacher explained about present continuous tense. Then, she played the London Bridge song and asked the student to write how many times they heard the present continuous tense from the song. After that, the students were asked to mention the example of present continuous tense use. The teacher also recalled students’ comprehension by asking their activity in the present and past. Then, she played the song again and sang together.

Teacher : “jadi ini rumusnya present continuous tense (the teacher have written the formula of present continuous tense on the white board). Present continuous tense itu adalah menceritakan sesuatu yang sedang terjadi jadi kejadiannya itu masih dilakukan missal dinda sedang menulis catatan jadi dinda is writing a note kan sekarang dinda

	masih menulis catatannya dan kejadiannya masih dilakukan jadi dinda is writing a note. Pokoknya rumusnya itu subjek + to be bentuk 1 + verb.ing + object ya. Itu contoh yang dibuku itu verb.nya playing, verb itu ada banyak ya ada playing, singing, writing, drawing, dan lain-lain. Sekarang dilihat yang contoh-contoh kalimat dibawahnya. <i>I am watching football match. Saya sedang menonton pertandingan sepak bola</i> " (and so on)	Student 4 : "empat bu...."
Students	: " <i>I am watching football match. Saya sedang menonton pertandingan sepak bola</i> "	Student 5 : "delapan"
Teacher	: "ini ada lagu dengarkan ya. Ada yang tahu judulnya?"	Student 6 : "lima wes"
Students	: "gak tau bu...."	Teacher : "kok bedo-bedo iki piye to? Yawes ayo disimak bareng sambil dihitung."
Teacher	: "judulnya London Bridge"	Teacher & students : "1,2,3,4" (counted together)
Student 1	: "artinya apa itu bu?"	Teacher : "ada 4 ternyata."
Teacher	: "bridge artinya jembatan London itu nama tempat kayak Banyuwangi, Genteng gitu. Jadi London Bridge artinya jembatan London. Tadi kan sudah ibu ajari present continuous tense yang verbnya pakai ing. Sekarang kalian bisa menemukan gak di lagu ini contoh kalimat present continuous tense? (students kept silent). Yasudah ibu putar lagi dengarkan ya. kalimat yang present continuous tense. Sudah ketemu? Ayo apa? Aji opo ji?"	Student 4 : "kan bener aku"
Student 2	: "apa bu?"	Teacher : "sekarang ibu tanya. Sekar what are you doing now?"
Teacher	: "contohe kalimat sing gawe present continuous tense ndek lagu iki lo opo?"	Student 7 : "I am studying bu"
Student 2	: "hemm apa ya? Gak ngerti bu"	Teacher : "Fajar how about your holiday yesterday?"
Student 3	: "London bridge is falling down bu"	Student 8 : "I am plyinging football"
Teacher	: "iya bener. Verbnya yang mana?"	Teacher : "lo kok I am playing football iki piye to? Hayo di ingat ibu tanya tentang kegiatanmu kemarin lo ya berarti wes lampau wes terjadi lek gawe ing iku sedang terjadi sekarang dan masih dilakukan"
Student 3	: "falling bu...."	Student 8 : "oh iya bu sorry-sorry. I played footbaal. Bener bu?"
Teacher	: "ho'o jadi verbnya falling ingat present continuous itu sebelum pake verb ing ada to benya dulu is am are. sekarang ibu putar lagi lagunya. Kalian catat ya berapa kali kalimat London Bridge is falling down muncul di lagu ini.	Teacher : "ya bener. Awas lo ya jangan terkecoh mentang mentang sekarang melajari present continuous tense tiap ditanya atau suruh bikin kalimat kabeh gawe ing. Pokoknya dilihat pertanyaannya nanyain masa lalu atau masa sekarang lek masa lalu pake past tense lek masa sekarang present tense lek sedang dilakukan atau dikerjakan pake present continuous tense ing-ing tadi. Jelas?"
Students	: "oke bu...."	Students : "Enggeh bu...."
Teacher	: "berapa kali kalimat London bridge is falling down muncul?"	Teacher : "yasudah sekarang ibu putar lagi lagunya kita nyanyi bersama"

According to the Graham (1978) using grammar chant to teach the grammar focus belonged to the third step. Even though here it became the second step in the second meeting of implementing grammar chant or it did not follow the right order of the step, but it did not matter because the teacher had implemented the process of using grammar chant to review grammar focus appropriately. In the theory, the way to review grammar focus is playing the song or recording and teacher asks the students to write the frequency of the target grammar that they hear. Then, the students are asked to underline the examples of the target grammar. Then, asking the students to speak by telling or speaking about everything based on the tenses that they have learned. The last, playing the recording or

song again and asking the students to sing together. This stage can be connected with one of the points that should be concerned in speaking that is accuracy. Therefore, the students were taught about the tenses in present continuous tense it was to make them understood when they talked about the activities that they are still doing, they could use present continuous tense. The teacher also asked about the activity in the past it was to make them could differentiate when they have to use present continuous, present, and past tense in telling their activities. If the students can use the tenses correctly based on the adverb of time, it means that they have practice the accuracy in speaking. Furthermore, as in the first meeting the students are still enthusiastic and followed the instruction from the teacher even though sometimes they were busy with their activity. Besides, the teacher did not give a brainwash for the students to open the lesson, she asked the students to open the book and explained the material. She also always translated the example from English to Indonesia and asked the students did their work without checking the result.

The Teacher's Way in Teaching the Vocabulary Using Grammar Chant

In the third stage, teacher chose a word (baby) from the song and asked the students to make it became a sentence. She gave an example: the baby is crying. Teacher asked the students to write their sentence in the white board one by one.

Teacher : "sekarang ibu akan milih 1 kata dari lagu ini nanti kalian buat kalimat ya. Ini kata baby kalian jadikan kalimat present continuous tense. Masih ingat kan present continuous tense yang minggu lalu?"

Students : "masih bu...."

Teacher : "yasudah kalau gitu sekarang kalian buat kalimat dari kata baby ya. Ini contohnya the baby is crying. Ada verb ingnya ciri-ciri dari present continuous tense"

Students : "bikin berapa bu? Ditulis dimana?"

Teacher : "I saja nanti yang sudah bisa maju kedepan ditulis dipapan terus bisa langsung istirahat"

According to the theory of Graham (1978) the ways to review the vocabulary in grammar chant implementation is by checking the vocabulary focus and choosing one word that teacher wants to review from the song or recording. Then, the students have to write the related words of the target word. In this research, teacher had implemented grammar chant in the class matched with the theory. It proved when she chose a word "baby" from the song. Then, she asked the students to write other words for the word "baby" until it became a sentence.

Moreover, the students were active in the class. They looked very cheerful and spoke loudly but, sometimes they left the class to play. The teacher did not really care with the students. She only sat at her chair without checking her students' work. Then, she asked the students to collect their work when the bell rang.

Result and Discussion of the Other Phenomena

Besides, there were other phenomena related to the process of grammar chant implementation. According to Graham (1978) the second step is review the vocabulary and the third step is review the grammar focus, but during the observation, the teacher switched the second and third step. She implemented the grammar chant to review the grammar focus in the second step or the second meeting and the grammar chant to review vocabulary in the third step or the last meeting. This thing was contradictory to the step of the theory. To know why this happened, the researcher interviewed the teacher. The script below was the chunk of the interview between the researcher and the teacher.

R: "Kenapa Ibu mengajar menggunakan grammar chant tetapi tidak berurutan sesuai dengan tahapan yang ada pada teori Graham?"

T: "Tidak sesuai bagaimana ya maksudnya?"

R: "Maksud saya kan Ibu mengajar grammar dulu pada pertemuan kedua atau tahapan ke dua baru setelah itu ibu mengajar vocabulary pada pertemuan ke tiga atau tahapan ketiga."

T: "Oh, itu karena saya mengikuti materi yang ada pada buku LKS jadi pada pertemuan kedua materinya tentang present continuous tense jadi saya ngajar itu. Lagi pula siswa juga lebih nyaman jika diajari sesuai dengan urutan materi yang ada dibuku karena paling tidak mereka sudah membaca sebelumnya dirumah"

From the interview above, it can be concluded that the teacher used the book as her guidance to teach the students and it was not a big problem, because the students still enjoyed the teaching and learning process although the step that was taught not in sequence and it did not affect students' enthusiastic or result in learning the material using grammar chant.

In addition, the teacher also used the same material for three meetings in teaching the students using grammar chant. It made the researcher wonder why the teacher used the same material for three meetings. To fulfil her curiosity about it, she did an interview with the teacher. Below was the script of the interview.

R: "Maaf bu, untuk mengajarnya apakah Ibu selalu memakai materi yang sama untuk beberapa kali pertemuan? Soalnya waktu saya observasi kemarin Ibu pakai materi tentang member of family untuk 3kali pertemuan."

T: "Oh iya kalau itu tergantung situasi, biasanya saya memang pakai 1 materi yang sama untuk lebih dari 1 kali pertemuan."

R: "Kok gitu kenapa bu?"

T: "Soalnya kan muridnya anak SD jadi biar mereka mudah mengingat tentang materi yang diajarkan. Makanya saya pakai 1 materi yang sama secara berulang ulang biar mereka benar-benar paham."

After interviewing the teacher, the researcher concluded that using the same material for three meetings was to make the students easy to remember and understand the material. It also did not affect the process of implementing grammar chant even though the teacher used the same material. It was good because the students can followed all of the process so that the teacher did not get difficulty or problem in the class.

CONCLUSION AND SUGGESTIONS

Conclusions

In the previous explanation, there are three stages of implementing grammar chant according to Graham. Here, the teacher had implemented grammar chant matched with the Graham's theory even though she implemented the second and third step not in sequence. Based on that phenomenon, it did not affect for the students because they were still enthusiastic and can follow the teacher's instruction. It can be concluded that teaching the students with grammar chant did not have to be always in order. It depended on students' condition and it did not matter for both students and the teacher. Furthermore, the teacher also used the same material for three meetings. It was because the subject was students of elementary school which means that they are still young learners and need to learn something repeatedly in order to remember the material easily. Therefore, using the same material for more than one meeting gave good contribution for the students.

Suggestion

For the teacher, it is important to understand all of the students' need in teaching and learning process. Teacher should be creative in creating something for the students to get their attention especially if the students are young learners. Teacher needs more struggle because teaching young learners is not easy. Teacher has to find an interesting way, which appropriate with students' characteristic like the grammar chant. Teacher may implement grammar chant in the class based on Graham's theory that already exist or make a modification in using grammar chant. Teacher needs to create learning atmosphere as good as possible to attract students' interest like involving song or an interesting

video in teaching and learning process. For example, the use of grammar chant in class.

For future researchers, this research hopefully can be the reference before they do the next similar research. The researchers also need to consider the skill that will be chosen. It is an advantage to know the aspects that will be focused through the research. Then, prepare all of things related to the research is also important to make sure there is no problem appears during the research.

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