CHAPTER I

INTRODUCTION

This chapter presents several topics related to the study. They are the background of the study, formulation of research problem, objective of the research, scope, and delimitation of the study, significance of the study and definition of key terms.

Basic Consideration

Pleasantness or being comfortable is the main factor that influences the result of learning process. Logically, when the students feel comfortable in the classroom, learning process will be better and it will influence the result of learning process. Based on that assumption, the researcher think that this is the key of every single learning process, because when the students feel comfortable, they will focus on learning itself. In fact, this is so interesting because when we talk about comfort so we also talk about mood. Moreover, every single student brings different mood from their home. Students not only bring different mood from their home but also their problem in campus and automatically that will affect their mood.

In case on October 24th 2016 my preliminary study toward students of class E in the third-grade of English Department, researcher found that the students in listening 1 mostly got less satisfying score, three students got C+, four students got B+, seven students got B, three students got B-, and one student got A. furthermore, researcher also got some information from the students by interviewed. There are Students need a warming up before the class begin, students also need cheerful lecturer, and students did not like flat methods in learning process because it makes them bored (need a different method).
By seeing the preliminary study, when we talk about enjoying the class there is some ways to create a good atmosphere and make student feel comfortable in the class, such as organize the classroom do warming up before the learning process. Alternatively, using music before the learning process it can make student more relax to receive the study. According to Campbell (2002, p.220) “music brings a good atmosphere and makes the classroom relax and comfortable…” in addition Nguyen (2013) stated that there are benefits of music such as by using music can reducing muscle tension because music can help to improve body coordination and movement, when someone plays an instrument or listens to the music it can be beneficial for relaxation, and the last one is listening to the music such as classical or raga music, it can help to reduce stress and bad mood. By seeing that theory researcher assumed that by using music it can help people specifically student more pleasant before or during learning process.

Based on the explanation above, researcher think of bringing music into the class, allowing students to listen to the music can make them feel comfortable and more creative. According to theory of suggestopedia by Lozanov (1970’s) there are methods of learning process, one of the method is using music in the class. The purpose of using music in the class is that music can bring students into the high mental condition to receive the material. It means that by using music in the class it will be easier for students to receive the material because student is already in the good situation.

As a matter of fact that music can create a good atmosphere and make student feel comfortable in learning process, therefore this research focused on listening skill because music is identically related to hearing and listening is identically related to focusing and concentration.
Moreover this research used a method namely Jazz Chants. Chants it seems like sing a song but a short song. For example chants in football game, many people or supporter sing a short song for their team, but actually some of them did not know the lyrics. Even probably it was the first time for they heard about the chants; so the question is how can they so easily to sing or remember the chants? It is because a chant is a short song that has a good rhythmic and sometimes has a repetition of lyrics, so that is why it can memorize them to more understand the chants. To get back the point, as graham claimed that Jazz chant is a rhythmic expression of natural language which links the rhythms of spoken American English to the rhythms of traditional American jazz. The rhythms, stress and intonation pattern of the chant should be an exact replica of what the student would hear from an educated native speaker in natural conversation. That is to say, by using this method researcher believe this is can help student more easily understand and fun when they learn English.

In addition, there were already researches regarding of using jazz chants method. There is Wasimin (2004) “Improving student’s interaction through Jazz Chants Model.” This research clearly has been applied in students’ interaction and the purpose of the research is to improve the student’s ability to interact in English. Then the main focus of first researcher is the improvement of (1) the use of finite, (2) pronunciation and intonation, (3) the fluency in giving responses. The result of the research in cycle 1, the ability of the students in using finite in simple present tense increased from 4 to 33 students, pronunciation and intonation increased from 2 to 33 students, the fluency in giving response increased from 2 to 29 students. In the second cycle on focus simple past tense increased from 31 to 33 students, pronunciation and intonation increased from 29 to 33 students, fluency in giving response increased from 28 to 32 students. In the third cycle, focus on simple future tense the ability in the use of finite the simple future tense from 20 to 38
students, pronunciation and intonation increased from 25 to 38 students, and fluency in giving responses increased from 21 to 35 students.

Ardiani (2013) “Improving student’s speaking competence by using Jazz Chants”. This research clearly focus on (1) whether jazz chants can improve students speaking ability, (2) the strengths and weakness of the implementation of jazz chants to improve students speaking ability. The researcher conducted to the third semester students of English department. The research procedures were into four stages, there are planning, action, observing, and reflecting. In collecting the data, the researcher used observation, interview, questionnaire, and test. The data were analyzed through descriptive statistics for qualitative data, and constant comparative for the qualitative ones. The final result was (1) jazz chants could improve the student’s speaking competences in terms of pronunciation, grammar, vocabulary, fluency and comprehension as the speaking aspect and could gain the minimum score of passing grade, (2) the strength of jazz chants in teaching speaking in this research were: jazz chants provided experiences of learning speaking which they had never done before and the opportunities to express their creativity through the activity of making jazz chants on their own. Meanwhile, the weaknesses of jazz chants were: they are topic-oriented, inflexible, and the monotonous. By seeing the previous study above, it proves that the two researchers on speaking performance and students interaction whereas my study focus on improving student’s listening skill. Consequently from all explanations above, researcher assumed that by using Jazz Chants it can help teaching and learning process of the student especially the student of English Department in the third-grade.
**Research Question**

Referring to the explanation above, researcher formulated the problem statement as follow “Can the students ability improved by using jazz chants method?”

**The Objectives of Research**

The objective of this research, can jazz chants method improve students listening ability or not. Providing that, by seeing jazz chants theory it can help them more memorizing language especially in listening class. So, researcher cleared the purpose this research by proving that the effect of jazz chants toward students English Listening Skill.

**The Significances of Study**

This research hopefully can give well contribution in teaching-learning process, especially in listening class by using media Jazz Chants. Also hopefully there are some sides that get good impact of this research, they are as follows:

a. Teacher/lecturer: The output of this study can help teacher utilize a variety method in class. Nowadays many methods already exist to help students easy to understand learn about language. So by taking advantages of jazz Chants teacher/lecturer will more advanced to pay attention what students need to improve their skill especially in listening.

b. Students: By this research hopefully students will more competitive in listening class. So by taking advantages of jazz chants, it can help students more understand and feeling comfort in the classroom.
c. Researcher: this study can be used by the secondary researcher as references of research.

The Scope of Research

The scope of this research, researcher used several issues related listening subject by using jazz chants method. So, this research used multiple choice for measure some indicators in listening such as noun, verb, and sentences. Moreover the object of this research, researcher used population from English Department student’s 2015 third grade, and being the sample is class E.