EXPLORING STUDENTS' SELF CONFIDENCE IN ENGLISH TEACHING USING JAZZ CHANTS FOR THAI EFL YOUNG LEARNERS

THESIS

Written by:

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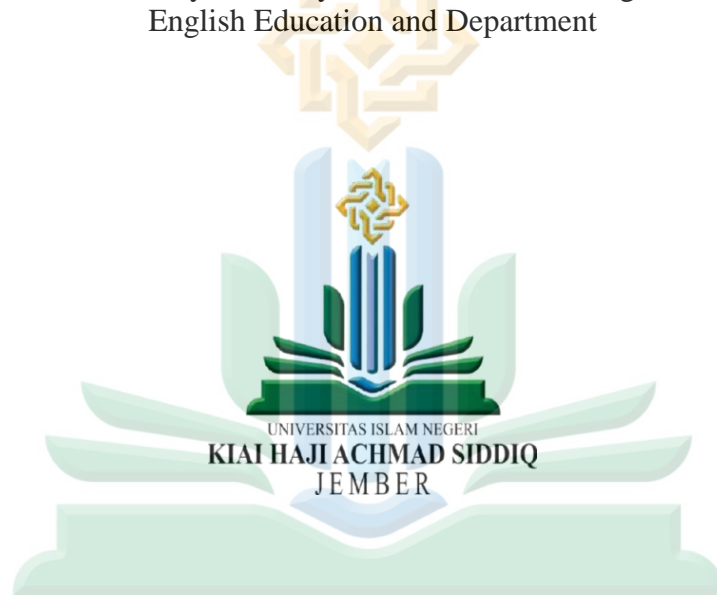
**STATE ISLAMIC UNIVERSITY
OF KIAI HAJI ACHMAD SHIDDIQ JEMBER
FACULTY OF EDUCATION AND TEACHER TRAINING
ENGLISH EDUCATION DEPARTMENT
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Submitted to Islamic State University of Kiai Haji Achmad Siddiq Jember
To fulfill the requirement of Bachelor Degree (S.Pd.)
Faculty of Tarbiyah and teacher Training
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To fulfill the requirement of Bachelor Degree (S.Pd)
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Day: Wednesday
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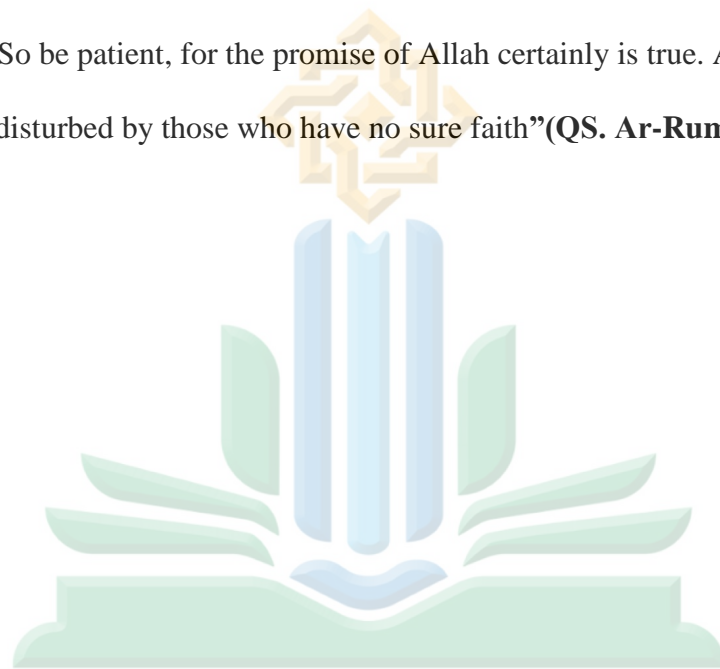Dean of Tarbiyah and Teacher Training Faculty

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MOTTO

فَٱصۡبِرۡ إِنَّ وَعۡدَ ٱللَّهِ حَقٌّ ۚ وَلَا يَسۡتَخِفَّنَّكَ ٱلَّذِينَ لَا يُوقِنُونَ ۝

Meaning: ''So be patient, for the promise of Allah certainly is true. And do not be

disturbed by those who have no sure faith**''(QS. Ar-Rum: 60)**[1]

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[1]Quran.com, (1995), https://quran.com/ar-rum/60

DEDICATION

I would like to dedicate this thesis to:

1. My mother, Suci Indrawati, a strong woman who is always patient and never forced me to do anything. Without her, I would never reach this point.

2. My father, Siamad, a man who always comforts me and is always there for me.

3. My family, for my brother, sister, aunt, uncle, grandfather, grandmother, who always gave me encouragement and prayers so that I could complete this thesis.

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Therefore, the researcher would like to express his gratitude and appreciation to those who have helped the author work on this thesis to completion:

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ABSTRACT

Agustin Indrawati, 2024: *Exploring Students' Self Confidence in English Teaching Using Jazz Chants for Thai Efl Young Learners*

Keywords: Teaching English, Jazz Chants, Self Confidence

The contemporary teaching of English as a foreign language presents significant challenges for educators, especially when addressing young learners. Teachers sometimes find it difficult to find suitable methods for teaching. This not only has an impact on students' skills, but also has an impact on psychological aspect, namely, students' self-confidence. Therefore the researcher interested in investigating students` self-confidences in learning English by using the Jazz Chants strategy.

In this study researcher has two aims. The objective of the study: 1) to describe the enacting of teaching English using Jazz Chants for THAI EFL young learners. 2) to describe how Jazz Chants can build students' self-confidence in teaching English for THAI EFL young learners

This research employed a qualitative case study. It was conducted at Kindergarten Anuban Santiwit Songkhla Technological Collage Thailand. The researcher chooses 16 students of kindergarten level 2 as the participants of this study. The data was obtained from observation, interview, document review, and video recordings. The data were analyzed using data analysis proposed by Miles, Hubermen, and Saldana that compasses data condensation, data display, and drawing and verifying conclusion.

The result of this study revealed that: 1) the teacher taught the lyrics in a traditional way by writing the lyrics on the whiteboard. The lyrics was taught by the teacher by giving them the lyrics taught by chunks   by chunks, body movement, and translate the lyrics into culturally appropriate translation in THAI, which follow the concept of ICC particularly the knowledge by Londono. 2) jazz chants build students` self-confidence because there were repetition include it, used rhythm and melody to Sparks students enthusiasm, then dancing and body movement which made to be joyful learning environment. Teachers can use visual aids, such as videos or sounds, to make students more interested in jazz singing and feel more excited about the material provided.

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CHAPTER I

INTRODUCTION

The first chapter contains some aspects related to the topic of study. They are research context, research questions, research objectives, research significance, and definition of key term, and systematic discussion.

A. Research Context

The contemporary teaching English presents significant challenges for educators, particularly when addressing young learners. According to Bahri, teachers have difficulty in preparing activities, techniques, and worksheets that will be used during learning[2]. While preparing these things, teachers must also understand the culture in the school. Chinh argues that language and cultural differences can affect how students understand the material, so teachers must be more careful in choosing teaching methods that can overcome these barriers.[3] This is one of the main challenges that occurred in this study. These differences require teachers to not only teach the language, but also understand students' cultural backgrounds to make learning more effective.

Language differences are a serious problem that often occurs when teaching English, especially in Thailand. Kostikova acknowledges, culture plays a

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[2] Bahri, N. F., & Yunus, F, Rhythmic Technique in Preliteracy of English Language Learning in Increasing Prehoolers Vocabulary. (*Creative Education* 2020), *12*(01) : 17, https://doi.org/10.4236/ce.2021.121001

[3] Chinh, N. D, Cultural Diversity in English Language Teaching: Learners' Voices. *English Language Teaching,* (2013) , *6*(4), 1-7, http://dx.doi.org/10.5539/elt.v6n4p1

crucial role in English language teaching.[4] In this country, English still acts as a foreign language. Unlike second language environments where students are frequently exposed to English through media, interactions, and everyday communication, in Thailand, English is often limited to the classroom. According to Saiphet, students in Thailand struggle to learn English during school, but hardly use it in daily life.[5] This creates a gap between what students learn in lessons and their practical ability to use the language outside the classroom.

To address this gap, it is imperative for students and teachers to develop Intercultural Communication Competence (ICC). According to Gulbinskienė D, ICC is the ability to achieve successful outcomes in cross-cultural communication situations.[6] During classroom learning, there is a need for ICC between teachers and students. Teachers who come from other countries should respect the cultural differences, so that teachers can establish relationships with students and provide more meaningful learning experiences. Teachers can introduce the communication methods, values or customs of the two different countries to provide a broader perspective on the use of English in different cultural contexts.

Not only teachers, students also need ICC early on to help them understand the linguistic aspects of a language and also appreciate the cultural

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[4] Kostikova, L., Prishvina, V., Ilyushina, A., Fedotova, O., & Belogurov, A. Culture in teaching English as a foreign language. In *2nd International Conference on Culture, Education and Economic Development of Modern Society (ICCESE 2018)*, Atlantis Press, Volume 205, 13-17, doi : 10.2991/iccese-18.2018.4

[5] Saiphet, P, Please Mind the Gap between the English Lessons and Students' Real Lives An Autoethnography of a Thai EFL Teacher. *MEXTESOL Journal*, University of Massachusetts Amherst, (2024), *48*(1), 18.

[6] Gulbinskienė D., & Lasauskienė R, Intercultural communicative competence (ICC) of EFL students at university level. *Žmogus ir žodis/Svetimosios kalbos* (2014), *16*(3), 150-159.

nuances that come with it. Issoulah report, ICC enables students to effectively communicate with people from other cultures, which is critical in today's globalized society.[7] During the lesson, students not only learn about the structure of the language, but also learn how to use English in different situations and understand the different kinds of language used. This will be an important foundation for them to become a global generation that is aware of the diversity of communicating values in different countries.

For young learners in Thailand, the problem of limited exposure to English outside the classroom becomes even more pronounced. Young learners, who are still in the early stages of language development, rely heavily on consistent and in-depth exposure to acquire a new language effectively. Without enough interaction outside the classroom, students will find it difficult to cope with learning during class. Teachers also play an important role in motivating students' enthusiasm in English learning, because a comfortable classroom environment will make students feel happy during class learning. According to Rachmajanty, the character of the classroom environment and the character of the teacher affect student motivation in learning English.[8] Do to this, teachers must find interesting and fun methods so that students do not feel bored and burdened.

According to government regulation from the Ministry of Education and Culture No 32, 2013 on National Education Standards paragraph 1, the learning

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[7] Fatima Zahra Issoulah, Intercultural Communicative Competence In English Language Teaching, School Of Foreign Studies, Nantong University, 226019 Nantong City, China, August 2022, 10 (8) : 9-12.

[8] Rachmajanti, S. Impact of English Instruction at the Elementary Schools on the Students Achievement of English at the Lower Secondary School. *Historically speaking*, TEFLIN Journal, (1997), (19):2, 89.

process in educational units is organized in an interactive, inspiring, exciting, challenging manner, motivating students to participate actively, and providing sufficient space for initiative, creativity, and independence according to the talents interests, and physical and psychological development of students.[9] This approach also fosters a supportive atmosphere where students can freely express their ideas, explore new concepts, and enhance their critical thinking skills, which are essential for mastering an English language. By using interactive, inspiring and student-centered learning environments, educators can motivate students to actively participate and develop their language skills while maintaining their enthusiasm and interest in learning English.

One of effective methods that teachers can implement to enhance student engagement and language acquisition is the use of songs, as they not only create a fun and enjoyable learning atmosphere but also aid in the retention of vocabulary, pronunciation, and sentence structures. Octaberlina, L. R. states that using songs is a fun method that teachers can use to teach English to young learners.[10] Thus, employing songs as a teaching approach conforms to national education requirements and provides an engaging for Thai young learners to overcome their limited exposure to English outside of the classroom.

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[9]Meni Handayani, Mendukung Kualitas Pembelajaran Melalui Sekolah Aman Dan Menyenangkan, (Pusat Penelitian Kebijakan Pendidikan Dan Kebudayaan Badan Penelitian Pengembangan Dan Perbukuan, Kementrian Pendidikan Dan Kebudayaan (2020), 1-2.

[10] Octaberlina, L. R, English for young learning method through games and songs for elementary school. *World Journal of English Language* (2023), *13*(6), 203-209, https://doi.org/10.5430/wjel.v13n6p203

Teaching English using songs plays an important role in learning English as a foreign language, especially for young learners. Saldıraner G expressed that songs help students improve pronunciation and intonation in English because they can hear the pronunciation of words clearly and repeat them naturally.[11] There are many types of songs that can be used for teaching in English. Jazz Chants become one of the method that can be used to improve listening and speaking skills. Zhang J acknowledged, these chants practice stress and rhythm, are highly motivating and encourage role-playing and pair activities.[12] They reinforce language structure and the ability to speak everyday English. The chants are simple, provide language that children actually use and repeated, especially for young learners, is necessary. Therefore, the use of jazz chants is an appropriate choice in teaching English.

Jazz Chants is an innovative method of learning English that utilizes musical elements to improve vocabulary and pronunciation. Hashim H reported that generally Jazz Chants are able to guide students to master the acquisition of vocabulary.[13] This method make students to remember difficult words or phrases and students are being themselves while singing, clapping, or shouting. Jazz Chants are often built around common situations or topics, providing students with vocabulary relevant to daily life, such as greetings, school and shopping.

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[11] Saldıraner, G., & Cinkara, E. Using songs in teaching pronunciation to young EFL learners. *Pasaa* (2021) , *62*(1), 119-141.

[12] Zhang, J. (2011). Jazz chants in English language teaching. *Theory and Practice in language studies*, *1*(5), 563-565.

[13] Singh, P. K. P., & Hashim, H. Using Jazz Chants to Increase Vocabulary Power among ESL Young Learners. *Creative Education* (2020), *11*(03), 262, https://doi.org/10.4236/ce.2020.113020

This contextual learning helps students understand how vocabulary is used in real-world settings. Through the use of distinctive rhythmic patterns, students can easily internalize new vocabulary and pronunciation, which makes language learning more enjoyable and effective.

Effective learning is not only about gaining knowledge, but how to create a positive classroom environment so that it can foster student confidence. A pleasant classroom atmosphere makes students more comfortable and easy to express themselves. According to Singh, Jazz Chants can help students feel more confident and boost their self-esteem.[14] The use of jazz chants that use simple lyrics do not make students feels difficult to understand and memorize the lyrics. Assisted by music, it makes students more excited and not afraid to speak English.

Based on the observation, the researcher found that young learners at kindergarten in Thailand have not mastered English. In Thailand, English still acts as a foreign language so that teachers have difficulty in providing material for students. In addition to classroom learning, students also need practice outside the classroom. However, this cannot be done because of the unsupportive environment. Students also sometimes feel shy to come forward to the front of the class.

For this reasons, this research aims to explain how the enacting that teachers will do by using Jazz Chants for young learners in Songkhla, Thailand.

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[14] Singh, P. K. P., & Hashim, H, Using Jazz Chants to Increase Vocabulary Power among ESL Young Learners. *Creative Education* Universiti Kebangsaan Malaysia (2020), *11*(03), 262.

Then to describe how jazz chants built students confidents in learning English. This research will be done with the title "*Exploring Students' Self Confidence in Teaching English Using Jazz Chants for THAI EFL Young Learners*"

B. Research Focus

Based on the background of research above, the researcher presents the research focus as follows:

a. How is the enacting of teaching English using Jazz Chants for THAI EFL young learners?

b. How can Jazz Chants build students' confidence in teaching English for THAI EFL young learners?

C. Research Objective

Based on the research focus above, the researcher presents the research focus as follows:

a. To describe the enacting of teaching English using Jazz Chants for THAI EFL young learners.

b. To describe how can Jazz Chants build students' confidence in teaching English for THAI EFL young learners.

D. Research Significant

1. Theoretical Significant

This research provides a broad understanding of language learning using Jazz Chants as an effective learning medium for beginners. Not only that, this research also contributes to developing language learning methods and strategies for beginners. In addition, this research also adds to language teaching strategies that use music and rhythm, especially in English teaching for young learners at Santiwit Songkhla Technological College.

2. Practical Significant

    a. English Department

        This research can provide preferences on planning, implementation, assessment in English teaching using Jazz Chants to increase students' confidence.

    b. English Teacher for Young Learners

        This research can give preference to schools that have English lessons for young learners in enacting English language teaching using Jazz Singing to increase students' confidence.

    c. Researcher

        This study can also assist researchers in developing better methodologies for future research, particularly in the use of music and rhythm-based teaching methods.

d. Students

For students, the use of Jazz Chants can effectively improve their English skills, especially in terms of listening, speaking, grammar and vocabulary. This method makes learning more fun and reduces anxiety when learning a foreign language.

E. Definition of Key Term

1. Teaching English

English language teaching refers to the process of assisting students in learning English to improve their English ability. In this research, teaching English was conducted with young learners in Kindergarten at Santiwit Songkhla Technological College. The students were between 5 and 6 years old and had different backgrounds, such as using different alphabets.

2. Jazz Chants

Jazz Chants was an interesting method that could be used by teachers to teach English. Jazz Chants helped students practice English more easily. Jazz Chants usually consisted of a series of simple sentences or phrases that were spoken or sung following a rhythmic pattern. It was very useful in English teaching to build students' self-confidence. This technique was suitable for use in classes that focused on oral communication skills for young learners.

3. Self Confidence

Self-confidence in children is their belief in their own ability to face situations, try new things, and complete tasks without fear of failure or rejection. In this research the self-confidence students were observed through by research the self Confidence observed through an observational checklist done by both the researcher and the teacher

F. Systematic Discussion

The structure of the discussion includes a description of the flow of the thesis discussion from the introduction to the conclusion. A descriptive narrative, not a table of contents, was the format of systematic writing. The following is an explanation of the first, core, and final parts:

Chapter I the introduction of the thesis was discussed, including the research context, research questions, research objective, research significances, definitions of key terms, and discussion structure.

Chapter II discussed a review of related literature, which included earlier research from this study and a theoretical framework.

Chapter III this study's research methodology was discussed, which included the research design, research subject, data source, data collection and analysis, and data validity.

Chapter IV discussed about research object description, research finding and discussion.

Chapter V discussed about the conclusions and suggestions of this research.

CHAPTER II

LITERATURE REVIEW

This chapter provided a literature review on the subject. It is made up of prior research and a theoretical framework.

A. Previous Research

In this part, the researcher discusses findings from previous studies that are relevant to future research. Thus, the level of uniqueness and desirable position of the research can be determined. Here are some prior researches on teaching English using Jazz Chants:

1. The first previous study was conducted by Nur Hidayah Abdullah and Kee Li Li entitled "TESL pre-service teachers' perceptions on the use of Jazz Chants in primary ESL classroom". This study was use a survey design method for collecting information from a large number of respondents. The study included 203 TESL pre-service teachers from five Institutes of Teacher Education (ITEs) who completed a questionnaire about using jazz chants to improve vocabulary learning. The questionnaire was sent online via WhatsApp and Telegram in June 2018. The researcher collected data by documenting the number of responses he received. The data from the questionnaires were processed with the Statistical Package for the Social Sciences (SPSS) version 20 program. The survey used quantitative data, with descriptive analyses given in the form of mean scores and standard deviations. Inferential analyses were

also evaluated utilizing the Pearson Correlation Interpretation Table. The findings revealed that the majority of respondents gave favorable comments, were familiar with Jazz chants, and used them regularly while teaching vocabulary.[15] The researcher concluded that TESL pre-service teachers had a high degree of understanding and regularity of implementing Jazz chants in primary ESL classrooms, as evidenced by their high mean score across all criteria. Additionally, the study discovered that there is a weak positive link between these two traits.

2. The second previous study was conducted by Hanita Hanim Ismail entitled "Jazz Chants to Motivate Language Learning among Sarawakian Primary Pupils towards Positive School Climate: An Inquiry on Teachers' Perspectives". Researcher was use qualitative for research. This study investigated the possibilities of adopting Jazz Chants in Malaysian English learning classes, as well as teachers' impressions of their use. To accomplish so, five experienced teachers from Sarawak were chosen for a semi-structured interview. Experts evaluated the interview questions prior to conducting the interviews. Thematic analysis was used to analyze the interview data in three prepared themes: 'benefits, challenges, and suggestions. Using jazz chants for language acquisition can be engaging and effective, particularly for young learners.[16] The findings also highlighted the problems that Malaysian

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[15] ABDULLAH, Nur Hidayah; LI, Kee Li. TESL pre-service teachers' perceptions on the use of Jazz chants in primary ESL classroom. *U-JET*, 2023, 12.1: 33-42.

[16] Rakey, S. A. A., & Ismail, H. H. Jazz Chants to Motivate Language Learning among Sarawakian Primary Pupils Towards Positive School Climate: An Inquiry on Teachers' Perspectives, (2023), 12 (1), 1993, doi: 10.4236/ce.2021.121001

instructors experience while implementing Jazz Chants activities in the classroom. Time constraints and a lack of exposure to the instructional technique undermine their trust in its overall effectiveness. As a result, the findings were able to draw attention to other stakeholders' efforts to provide teacher training in order to improve teachers' abilities and knowledge and make them more relevant in the current educational system.

3. The third previous study was conducted by Nor Fazila Bahri and Faridah Yunus entitled "Rhythmic Technique in Preliteracy of English Language Learning in Increasing Pre-Schoolers Vocabulary". This study used a case study design to collect scores on young children's vocabulary knowledge and evaluate the pattern of scores using a series of tasks/questions. Researchers used purposive sampling to select 300 respondents from 5 kindergartens near Universiti Kebangsaan Malaysia in Bangi. The families' socio-cultural backgrounds included Malays (M), Chinese (C), Indians (I), indigenous people, and Indonesian immigrants (IM). Two female and one male teacher with early childhood education backgrounds were also present. The purpose of this study was to determine whether rhythmic approach can be used to help youngsters gain pre-literacy skills. It sought to comprehend and investigate the applicability of rhythmic strategies in vocabulary mastery among kindergarten students. Following these sessions of incorporating rhythm into the teachings, the students were examined on five levels of skill: noun, verb, part of body, rhyming, and personal information. In this study, researchers discovered that

rhythmic approach is an effective tool to use in the TLF process.[17] Researchers anticipate that this data will provide hope for practitioner-researchers who want to try approaches other than paper and pencil.

4. The fourth previous study was conducted by Rakhmonova Shakhnoza entitled "The Usage Of English Songs And Music As Pedagogical Tools In Teaching English As A Foreign Language Contexts". The researcher's methodology included both qualitative and quantitative approaches. The author's proposed experiment includes a pretest, an experiment, and post-tests. The participants include 20 pupils at the intermediate level. A written, multiple-choice pretest was employed to assess the pupils' prior subject knowledge. This was done to eliminate any persons from the study. Each group member took a pre-test consisting of 25 multiple-choice questions covering superstition-related vocabulary. The pupils were then trained using the song "Bad Luck" by Social Distortion. The song's major theme is superstition. This study discovered that songs can give useful speaking, listening, and language practice both within and outside of the classroom.[18] English songs depict today's world from the perspective of native speakers. Those songs can represent hopes, motivations, cultural trends, worries, anxieties, joys, and opinions, allowing EFL learners to better comprehend the culture of the target language.

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[17] Bahri, N. F., & Yunus, F. Rhythmic Technique in Preliteracy of English Language Learning in Increasing Pre-Schoolers Vocabulary. *Creative Education*, (2020). *12*(01), 1, doi : 10.4236/ce.2021.121001

[18] Shakhnoza, Rakhmonova. The Usage of English Songs and Music as Pedagogical Tools in Teaching English as A Foreign Language Contexts. *American Journal of Interdisciplinary Research and Development*, 2023, Volume 17, 83-89.

5. The fifth previous study was conducted by Yani Awalia Indah and Aprilia Dwi Putri entitled "Using Jazz Chants In Teaching English Speaking For Young Learners". The investigation was conducted in an elementary school in West Java. The class comprises of 20 fourth-grade kids. This study uses classroom action research (CAR). This research on CAR will include both quantitative and qualitative data. Quantitative data were gathered through tests. There were four types of tests collected during the preliminary phase: cycle one, cycle two, and cycle three. The findings suggest that Jazz Chants can help pupils grasp the acquisition of vocabulary in their English language study.[19] The observation revealed improvements in student engagement and attitudes. In cycle one, half of the students had good participation and attitude, however in cycle two, the majority of the students had good participation and attitude throughout the learning process. The test revealed improvements in fluency, accuracy, pronunciation, and intonation across all meetings and cycles. Observations revealed improvements in student engagement and attitudes across all cycles.

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[19] Indah, Y. A., & Putri, A. D. USING JAZZ CHANTS IN TEACHING ENGLISH SPEAKING FOR YOUNG LEARNERS. *ENGLISH JOURNAL*, (2016), *10*(2), Doi: https://doi.org/10.32832/english.v10i2.613

Table 2.1

Similarities and Differences between Previous Study and This Research

No.	TITLE	THE DIFFERENCE	THE SIMILARITIS
1.	TESL Pre-Service Teachers' Perceptions On The Use Of Jazz Chants In Primary ESL Classroom[20]	1. The previous study use survey design and the participants is pre-service teacher. 2. The previous research findings revealed that the majority of respondents gave favorable comments, were familiar with Jazz chants, and used them regularly while teaching vocabulary	1. Both studies used Jazz Chants for strategy.
2.	Jazz Chants To Motivate Language Learning Among Sarawakian	1. The previous study highlights the teachers' perceptions. 2. The previous study	1. Both studies used Jazz chants. 2. Both studies used qualitative method

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[20] ABDULLAH, Nur Hidayah; LI, Kee Li. TESL pre-service teachers' perceptions on the use of Jazz chants in primary ESL classroom. *U-JET*, 2023, 12.1: 33-42.

	Primary Pupils Towards Positive School Climate: An Inquiry On Teachers' Perspectives[21]	findings were able to draw attention to other stakeholders' efforts to provide teacher training in order to improve teachers' abilities and knowledge and make them more relevant in the current educational system	
3.	Rhythmic Technique In Preliteracy Of English Language Learning In Increasing Pre-Schoolers Vocabulary[22]	1. The previous study use task/ question for final task. 2. The previous study focus to determine whether rhythmic approach can be used to help youngsters gain pre-literacy skills.	1. Both studies used Rhythmic. 2. Both studies had the same participants, which is kindergarten.
4.	The Usage Of	1. This previous study	1. Both studies used

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[21] Rakey, S. A. A., & Ismail, H. H. Jazz Chants to Motivate Language Learning among Sarawakian Primary Pupils Towards Positive School Climate: An Inquiry on Teachers' Perspectives, (2023), 12 (1), 1993, doi: 10.4236/ce.2021.121001

[22] Bahri, N. F., & Yunus, F. Rhythmic Technique in Preliteracy of English Language Learning in Increasing Pre-Schoolers Vocabulary. *Creative Education*, (2020). *12*(01), 1, doi : 10.4236/ce.2021.121001

	English Songs And Music As Pedagogical Tools In Teaching English As A Foreign Language Contexts[23]	use qualitative and quantitative. 2. The previous study is aimed to discuss opinions about the impact of songs on learning and teaching English language, besides that suggests ways of using this method. 3. The previous study used 20 pupils at the intermediate level.	Jazz Chants
5.	Using Jazz Chants In Teaching English Speaking For Young Learners[24]	1. The previous study use classroom action research (CAR).	1. Both studies used Jazz Chants 2. Both studies used young learners for participants.

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[23] Shakhnoza, Rakhmonova. The Usage of English Songs and Music as Pedagogical Tools in Teaching English as A Foreign Language Contexts. *American Journal of Interdisciplinary Research and Development*, 2023, Volume 17, 83-89.

[24] Indah, Y. A., & Putri, A. D. USING JAZZ CHANTS IN TEACHING ENGLISH SPEAKING FOR YOUNG LEARNERS. *ENGLISH JOURNAL*, (2016), *10*(2), Doi: https://doi.org/10.32832/english.v10i2.613

Based on the summary of previous research above, it has been shown that there are similarities and differences between this research and previous studies. In particular, this study has similarities with previous studies in terms of examining the topic of Jazz Chants for teaching English. However, there are differences in this study with previous studies such as in terms of the level of participants, type of research, methods and how data collection is used.

This study aims to explain how the planning, implementation, and assessment of teaching English using jazz chants to students. Besides that, describes how jazz chants built students confidents in learning English. This study will explain what ways can foster students' confidence, such as repetition, rhythm or melody, dancing and body movement, and joyful learning environment.

B. Theoretical Framework

1. Teaching English

a. Definition of Teaching English

Teaching English become nuanced and challenging endeavor, requiring not only the cultivation of language proficiency but also the fostering of cross-cultural awareness and effective communication skills. There are many students who have difficulty in learning English; especially in countries where English is still a foreign language. According to Derakhshan A, learning English is challenging for learners since they are accustomed to learning sentences in

textbooks rather than in real life.[25] The teacher facilitates the development of students' speaking, listening, reading, and writing skills. This process necessitates an interactive method so that students not only learn the language's structure, but can also use it in real-world circumstances.

Effective and enjoyable English learning is very important for students because it will affect the final results of students' abilities. Shen C acknowledges ,language learning using a combination of music and lyrics, has many intrinsic benefits, such as cultural kaleidoscope, expressive, easy to memories, and therapeutic functions, which make it an invaluable resource.[26] One of the interesting songs that can be used to teach English is Jazz Chant. This song is a combination of music, rhythm, and simple lyrics that can be used to teach English especially to young learners. Teaching English using Jazz Chants strategies can improve students' English skills including:

- Listening

Listening plays an important role as it is the basis for effective communication. Listening is the main thing that humans do to learn a language. Once a person hears something then that person can practice it, so this is important for a person to practice their listening skills. According to Shen C, Jazz

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[25] Derakhshan, A., & Shirmohammadli, M, The difficulties of teaching English language: The relationship between research and teaching. *International Journal of linguistics* (2015), *7*(1), 102-103.

[26] Shen C, Using English songs: An enjoyable and effective approach to Elt. *English language teaching* ,Zhejiang Gongshang University, (2009), *2*(1), 88-94.

Chants can be used to improve listening skills because they have simple lyrics.[27] A person who has good listening skills can respond faster in conversations, understand material in learning, and overall be a better communicator.

- Speaking

Speaking is the ability a person has to convey ideas, thoughts, and feelings verbally to others. In language learning, speaking skills include the use of appropriate vocabulary, correct pronunciation, good grammar, and the ability to adapt language to different social contexts. Speaking is one of the difficult skills to master in English. Therefore, it is important for teachers to use effective methods so that students do not find it difficult to practice their speaking skills. Jazz chants are a teaching technique that combines musical rhythms with English phrases. According to Alfajri R, Jazz chants are a very helpful method for practicing the English sound system, particularly for improving the spoken language's intonation, stress, and pronunciation.[28] In addition, this activity encourages interaction, makes students more confident in public speaking, and helps them adapt to various communication situations naturally.

- Reading

Reading is the process of comprehending and interpreting meaning from written texts. It entails decoding the symbols of letters and words, as well as the

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[27] Kung, F. W, Rhythm and pronunciation of American English: Jazzing up EFL teaching through Jazz Chants. *Asian EFL Journal*, Queen's University Belfast UK, (2013). *70*, 4-27.

[28] ALFAJRI, Rahmat, et al. The Effect of Jazz Chants and Students Motivation Toward Students Speaking Ability. In: *7th International Conference on English Language and Teaching (ICOELT 2019)*. Atlantis Press, 2020. p. 260-263

ability to connect the text to prior information, so that the reader may grasp the author's intended message. Reading requires a variety of skills, including word recognition, sentence structure comprehension, and critical content analysis. Kawai k argues, by using Jazz Chants can make the reading process more fun and interactive, thus increasing students' motivation to read and understand texts.[29] Chants help students develop the ability to recognize English phonetic and intonation patterns, which is important in the reading process.

- Writing

Writing is a communication process that uses written symbols to convey ideas, thoughts, or information. Writing includes various aspects, such as the ability to compose sentences, organize paragraphs, and understand text structure. Writing involves not only writing techniques, but also an understanding of the audience and the purpose of writing. Writing becomes the final assessment in English language skills. Thus make writing the most difficult skill in English. Therefore, in teaching English, teachers must find the right method so that students can easily understand. According to Sukesti (2016) the implementation of jazz chants makes students more enthusiastic and serious in learning.[30] Through the rhythms and patterns present in jazz chants, students can learn about sentence structure in a fun way. This helps them when writing, as they are already familiar with certain sentence patterns.

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[29] KAWAI, K. (2019). Effects of Reading Aloud Using a Chant Method: A Comparison of Acoustic Analysis and Human Ears. *ARELE: Annual Review of English Language Education in Japan*, *30*, 193-208.

[30] Sukesti, L. A. Teaching Writing Through Jazz Chants And Film. *The 5th English Language Teaching, Literature, And Translation*, (2016). 359.

- Grammar

The structures and rules of grammar control how words and sentences are put together in a language. It consists of tenses, part of speech, and other components that help in clear and accurate communication. By mastering grammar, you can communicate more effectively orally and in writing. To improve the ability to understand grammar, Jazz Chants can be used. According to Rakhmanina L, students can learn grammar patterns, such as tenses, preposition usage, and sentence forms, in a fun and interactive way.[31] This not only makes grammar easier to understand, but also improves students' ability to use grammar rules in real contexts.

- Vocabulary

Vocabulary is the collection of words contained in a language. In the context of language learning, vocabulary refers to the words learnt by students to be able to understand, speak, read and write in the language. Good vocabulary mastery is essential for students to communicate effectively. Using jazz chants can be a fun and effective method to improve students' vocabulary mastery. According to Hashim H (2020), generally Jazz Chants are able to guide students to master the acquisition of vocabularies in their learning of English Language.[32]

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[31] RAKHMANINA, Lisa. Learning English grammar through jazz chants viewed from students' attitude in SD IT Hidayatullah, Kota Bengkulu. *Literary Criticism*, 2018, 4.1: 1-10.

[32] Singh, P. K. P., & Hashim, H, Using Jazz Chants to Increase Vocabulary Power among ESL Young Learners. *Creative Education*, Universiti Kebangsaan Malaysia, (2020), *11*(03).

By focusing on repeating words and phrases in a certain rhythm, students can more easily remember and understand new words.

b. ICC for Young Learners in English Teaching

Intercultural Communicative Competence (ICC) is an important aspect of English language teaching, especially for young learners. This ability used to communicate effectively involves not only language acquisition, but also understanding of other cultures. For young learners, the early introduction of ICC helps them develop communication skills that are sensitive to cultural differences, while instilling an attitude of tolerance and curiosity towards the outside world. ICC helps teachers to develop effective strategies for teaching English to young learners. Below are the points to consider in building ICC in young learners[33]:

1) Attitude

Attitudes represent one of the pillars of the ICC. Byram represent values, opinions, and willingness to accept, understand, and realize not only the own culture but also features, views and experiences of others as well. Young learners sometimes reject foreign cultural features, because lack of experience about new things or knowledge that makes young learners judgment about the topic or material discussed. However, despite the initial rejection from the young learners, they still show tolerance for new things, such as greetings or daily conversations.

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[33] Londoño, V. C., Pulido, J. F. L., Campos, C. F., Velasquez, K. V. L., & Granados, I. J. R.. Decolonizing the EFL Materials: A Strategy to Teach English to Children and Foster their ICC. *Ciencia Latina Revista Científica Multidisciplinar*, (2024), *8*(2), 6773-6796.

2) Knowledge

In this context students develop knowledge of their own and foreign cultures, through activities that build cross-cultural understanding. Teachers begin to introduce the alphabet, numbers, colors and greetings to try to develop English in young learners.

3) Skills

ICC skills encompass diverse abilities for facilitating successful intercultural communication. Teachers use verbal communication strategies which include of new vocabulary to participate in oral and conversational activities. Teacher support is essential to equip students with sufficient linguistic resources to interact. In addition, the use of non-verbal communication, such as facial expressions and gestures, allows students to express their interest in communication.

c. Teaching English Using Jazz Chants

English language teaching requires an approach that is not only effective but also able to create an enjoyable learning atmosphere, especially for young learners. One method that fulfills this need is Jazz Chants, which combines rhythm, intonation, repetition and movement to teach English interactively. There are four steps for teaching jazz chants for teaching English speaking to young learners[34]:

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[34] Indah, Y. A., & Putri, A. D. Using jazz chants in teaching English speaking for young learners. *English Journal*, Bogor Ibn Khaldun University, (2016). *10*(2), 59.

1) Preview

- Talking about the title of the chant, what the students think it is about, explain connection to cultural context.

2) Listen

- Familiarize students with chants, sing them or play them on a CD player, and emphasize the rhythm of the chants by using different rhythmic instruments.

3) Group/ individual chanting

   First of all students try the chant as a whole class, then the teacher can divide them into several groups in order to practice different parts of it.

2. Jazz Chants

a. Definition of Jazz Chants

Jazz Chants is a language teaching method created by Carolyn Graham that combines the rhythm and intonation of English with elements of jazz music. According to Karima, Jazz Chants is a simple technique that emphasizes the number of syllables in a word, phrase or sentence used to teach English not only to young children, but also to English learners at all levels, because jazz chants promote active learning.[35] Jazz Chants uses rhythmic patterns and word repetition to help students learn pronunciation, intonation, grammar and vocabulary

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[35] Karima, R. F. H., & Destriani, D. (2015). Strategi Jazz Chants sebagai Alternatif Pembelajaran English Young Learners1. *Media Penelitian Pendidikan: Jurnal Penelitian dalam Bidang Pendidikan dan Pengajaran*, *9*(2) DOI: https://doi.org/10.26877/mpp.v9i2%20DESEMBER.910.

naturally. Through this approach, students can experience how English sounds and functions in everyday life.

Besides that, Jazz Chants play an important role in building students' confidence in speaking English. When students follow the rhythm and intonation of the Jazz Chants, they engage in repetition exercises that encourage successful speaking without fear of mistakes. This activity reduces students' anxiety in public speaking and increases confidence as they get used to the correct pronunciation and natural rhythm of English. Students' success in following the Jazz Chants pattern also strengthens their confidence to participate more actively in language learning.

b. How to Create Jazz Chants

The researcher used jazz chants as a strategy to teach English. Here, the researcher made jazz chants by remaking the 'Hello Song' from The Singing Walrus. There are several steps that the researcher will use in making jazz chants, including:[36]

1) Choosing an interesting topic for students.

The researcher chose a greeting topic and shaped it like a conversation.

2) Use 'real' language that is useful and age-appropriate for your students.

For example, researchers use 'Hello' and 'Nice to meet you'.

3) In vocabulary selection, you can use 3 vocabulary words or 2-syllable words, 3-syllable words, and 1-syllable words and combine them with a little repetition or movement:

For example:

"How are you?"

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[36] Barbara Hoskins Sakamoto, May 23, 2010, How to create Jazz Chants, https://www.teachingvillage.org/2010/05/23/how-to-create-a-jazz-chant/index.html

"I'm good, I'm good" (Show thumbs up)

4) The selection of lyric should pay attention to grammar.

For example:

Do you wanna play? Do you wanna play?

Yes! Yes! Yes!

5) After composing the lyrics, rhythm, and movement, the researcher made it all into a jazz chant, here are the results:

Greeting Song

Hello, Hello! (Wave your hand)

Nice to meet you, Nice to meet you (Handshake)

How are you?

I am good, I am good (Show the thumbs up)

Do you wanna play? (Pointing out)

Yes, yes, yes! (Jump)

3. Self Confidence

a. Definition Of Self Confident

Self-confidence is something that everyone should have within themselves. Self-confidence is a sense of confidence and courage to take action. It is important to instill self-confidence from an early age because it will affect adulthood. If you do not have self-confidence, it will be difficult to interact socially. Therefore, teachers play an important role in fostering self-confidence in young learners. Self-confidence in young learners refers to student's belief in their abilities to grasp, master, and apply what they have learned. According to Zoltan

Dornyei, when someone has low self-confidence they will perceive the task to be a threat and feel afraid of themselves.[37] However, when someone has high self-confidence they will think more about completing the task. Therefore self-confidence greatly affects how young learners participate in classroom activities, such as public speaking, communicating with classmates, or even daring to try new skills such as speaking and listening. Good self-confidence in young learners can increase their motivation to learn, as they feel more comfortable to make mistakes, ask questions and keep trying to improve their skills. Conversely, a lack of confidence can make students tend to be passive, hesitant and risk-averse in the learning process. Here are some ways that teachers can build students' self-confidence[38]:

- Encouraging The Learners

    Students' self-confidence is formed from social interactions, especially from the feedback they receive, such as encouragement from teachers. Encouragement is a positive way to show that one believes students are capable of achieving their goals. Encouragement can be in the form of praise and motivation that teachers give to students. By providing regular encouragement, teachers can strengthen students' belief in their abilities. Teachers are advised to highlight students 'strengths and abilities and show confidence in students' efforts to learn and complete tasks. This

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[37] Zoltan Dornyei, Motivational Strategies in the Language Classroom, Cambridge University Press, 2001, 86-94.

[38] Zoltan Dornyei, Motivational Strategies in the Language Classroom, Cambridge University Press, 2001, 86-94

can be very helpful, especially for students who need extra support to stay motivated.

- Reducing Language Anxiety

    Students often feel anxious when classroom learning begins. Therefore, this stage will explain how to reduce anxiety in language learning, which often arises due to mistakes, judgments, and public interactions in the classroom.

- Teaching Learning Strategies

    Students' confidence in coping with subject matter depends not only on the difficulty of the task or their competence, but also on the support available. These supports include strategies taught by teachers to help students respond to various tasks. One type of strategy is learning strategies, such as techniques for memorizing vocabulary and ways of organizing and rehearsing learned material.

b. Developmental Psychology In Early Childhood

    Early childhood development is an extremely important stage in a person's life since it allows youngsters to grow rapidly physically, cognitively, socially, and emotionally. At this age, children begin to lay significant foundations for their lives, which will influence their capacity to learn, interact with others, and overcome future problems. Vygotsky acknowledges that early childhood development emphasize social, cultural

historical and individual interactions as key to human development.[39] Each of these factors is interrelated and serves as a strong basis for a child's development. For example, children's developing speech skills are vital not just for communicating but also for understanding their surroundings. Similarly, children's social and emotional development has a significant impact on their capacity to engage with other people or social environment. To provide a supportive atmosphere, an in-depth understanding of early childhood developmental psychology is required. As a result, early childhood developmental psychology is crucial for both psychology and education. It is intended that by using a psychologically informed approach, children will grow into healthy, intelligent persons who are prepared to handle life's challenges in the future.

Piaget divided children's cognitive development into four periods, one of which is the preoperative period (2–7 years old). [40] This stage serves as a prelude to the planning of concrete operations. Since the child's thinking at this age is more grounded tangible experience than in logic. The children will claim that objects that appear different are also different. Children at this age are still in the pre-operational stage and do not yet comprehend the principle of conservation, which includes conservation of area, conservation of length, and conservation of matter. Other than that,

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[39] Wardani, I. R. W., Zuani, M. I. P., & Kholis, N. (2023). Teori Belajar Perkembangan Kognitiv Lev Vygotsky dan Implikasinya dalam Pembelajaran. *DIMAR: Jurnal Pendidikan Islam*, *4*(2), 332-346.

[40] Pakpahan, F. H., & Saragih, M. Theory of cognitive development by jean Piaget. *Journal of Applied Linguistics*, (2022). *2*(1), 55-60, doi:. https://doi.org/10.52622/joal.v2i2.79

children at this stage lack comprehension and are unable to think about multiple things at once.In English teaching context, self-confidence can be through a few items:

1) Pronunciation

Pronunciation referred to how young learners produced sounds and words in English. It involved the correct articulation of vowels, consonants, stress, and intonation patterns.[41] Pronunciation helped learners communicate clearly and be easily understood by others.

2) Expression

Expression in language learning was how learners feel calm, confidence, and used facial expressions.[42] It also included using gestures to emphasize or clarify what they were saying. For young learners, expression enhanced communication and helped them engage in conversations more effectively.

3) Eye Contacts and Body Language

Eye contact and body language were important non-verbal aspects of communication. Young learners used these cues to showed the body movement. Proper eye contact and body language also helped them understand others better and improved interaction in the classroom.

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[41] H. Douglas Brown (2004), Language Assessment Principles and Classroom Practices, San Francisco State University, fourth edition, 172-173.

[42] Zeki, C. P. The importance of non-verbal communication in classroom management. Procedia-Social and behavioral sciences, (2009), 1(1), 1443-1449.

4) Fluency

Fluency referred to the ability to speak English naturally without unnecessary pauses or hesitations.[43] For young learners, it meant being able to string sentences together easily and express ideas clearly. Fluency helped learners build confidence in speaking and improved their ability to participate in conversations.

5) Engagement and Enthusiasm

Engagement was how actively young learners participated in learning activities, while enthusiasm referred to their excitement and motivation to learn.[44] These factors were critical for keeping young learners interested and focused during lessons. When learners were engaged and enthusiastic, they were more likely to retain information and enjoy the learning process.

These five characteristics will be broken down into several sub-variables to provide a score that matches the student's ability. This evaluation is used to described how the jazz chants can build students` self-confidence at Kindergarten Santiwit Songkhla Technological Collage.

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[43] H. Douglas Brown (2004), Language Assessment Principles and Classroom Practices, San Francisco State University, fourth edition, 172-173.

[44] asif Sheikh, A., & Khurram, S. The Impact of communication on self-confidence of kindergarten's students. Hamdard Educus, (2023), 2(1), 48-59.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Approach and Design

This research used qualitative methods. This method was a method that focused on in-depth observation of social phenomena. According to Harvey, qualitative research aimed to address questions concerned with developing an understanding of the meaning and experience dimensions of humans' lives and social worlds.[45] In collecting data, this method used observation, interviews, and document review. The outcomes of qualitative research were often narratives, findings, or themes identified in the data.

B. Research Settings

This research was conducted at Anuban (Kindergarten) Santiwit Songkhla Technological College, Thailand. The reason for choosing this school as a research site was that the researcher had participated in teaching assistance for two months in Thailand. The researcher found that English was still a foreign language and was treated as local content in classroom subjects. Students only learned the basics, such as letters and numbers, without any conversation between students and teachers. Furthermore, due to the different cultural backgrounds, the researcher chose this place to explore how the English language learning system for young learners in Thailand worked. This

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[45] S Fossey, E., Harvey, C., McDermott, F., & Davidson, L. (2002). Understanding and evaluating qualitative research. *Australian & New Zealand journal of psychiatry*, *36*(6), 717-732.

was different from Indonesia, where the implementation was more flexible as English for Young Learners (EYL) was not required nationally and depended on regional or school decisions. Therefore, this research provided an opportunity to describe how Jazz Chants could build students' confidence in learning English.

C. Research Participants

This study used purposive sampling to determine students based on characteristics, criteria, or factors that supported the research. Based on the criteria, the sample was selected from Kindergarten level 2 students aged 5–6 years. In addition, the characteristics of the sample were also selected based on the teacher's recommendation. The students were young learners who had received English lessons or participated during the study. The participants were drawn from one class of 16 students. The reason for choosing these participants was the lack of confidence in learning English, especially in early childhood, at Anuban Santiwit Songkhla Technological College, Thailand.

D. Data Collection

In qualitative research, there are three ways to collect data. According to Creswell in his book entitled Educational Research, data collection consists of several categories, including[46]:

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[46] John C. Creswell, Educational Research: Planning, Conducting, Evaluating Quantitative and
Qualitative Research 4th edition (Boston: Pearson Education, 2012), 212-224.

a. Observation

Observation was an important first step in collecting data in the field. According to Creswell, by making observations, researchers could record information as it was in a place, study actual behavior, and study individuals who had difficulty expressing their ideas. In this study, the researcher used non-participant observation to focus on observing and collecting data. The researcher observed the students, focusing on their self-confidence.

b. Interview

An interview was a method of collecting data by asking informants directly to obtain information. Interviews provided useful information when researchers could not observe participants. Researchers conducted interviews in a variety of ways, including structured interviews, unstructured interviews, and semi-structured interviews. In this study, the researcher used a semi-structured interview. The researcher interviewed the teacher via video call on Messenger regarding the use of Jazz Chants in increasing students' self-confidence.

c. Document Review

Documents consisted of public and private records obtained by qualitative researchers about participants in a study. These could include newspapers, meeting minutes, personal journals, and letters. These sources provided valuable information in helping researchers understand key phenomena in qualitative research. Collecting documents in qualitative

research was an important process for obtaining data that supported research analyses and findings.

E. Data Analysis

In this section, the data that has been collected will be analyzed to answer the research questions that have been formulated. According to Miles Hubermen and Saldana, analyzing data in qualitative research is divided into 3 stages and using thematic analysis including[47]:

a. Data Condensation

Data condensation referred to the process of selecting, placing, simplifying, abstracting, or transforming data that appeared in the complete corpus of written field notes, interview transcripts, documents, and other empirical material. This process occurred continuously during the analyzing stage. In this study, the researcher summarized the data to be more organized and easier to analyze and draw conclusions.

b. Data Display

Data display referred to the presentation of data to be used. Data display was a collection of detailed information that made it possible to draw conclusions. In this study, the data was presented in the form of words and narratives to obtain appropriate conclusions. The researcher used descriptive narratives and tables to present the findings.

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[47] Matthew B. Miles, A. Michael Huberman, and Johnny Saldana, Qualitative Data Analysis (USA: SAGE Publishing, 2014), 12-14.

c. Drawing and Verifying Conclusions

The final stage in analyzing data was drawing conclusions. After all the data was collected, the researcher summarized the data to draw conclusions. To ensure the accuracy of the conclusions, the researcher verified the data using triangulation. Through the processes of data condensation, structured data presentation, and conclusion drawing and verification, the researcher provided a deeper and valid understanding of how Jazz Chants were implemented in English language teaching and the effect they had on building students' confidence during English language learning.

F. Data Validity

a. Source Triangulation

This technique was used to determine valid data by crosschecking the same information from different sources. Methods used to collect data included interviews, surveys, and observations to examine the same phenomenon from different perspectives. This technique used data collected from specific times, places, or groups. In this study, the researcher used an interview with one of the teachers and compared it with previous studies to increase reliability.

b. Technique Triangulation

To determine the validity of the data, the researcher crosschecked the same information using different methods. The researcher used

observations, interviews, and document reviews to compare the results of previous studies. If the results from these various techniques were in line, the research findings were considered stronger.

H. Research Procedure

1. Pre-Field Stage

   This stage contained activities that the researcher conducted before collecting or analyzing data:

- Creating a research design that was used, including the title, research questions, research objectives, and methods or strategies.
- Selecting research locations and subjects.
- Requesting permission through a formal letter from the campus to proceed to the next stage.
- Making observations to assess the suitability of the research location.
- Preparing tools or materials such as books, pencils, pens, and laptops.

2. Stage of Field Work

   This stage included activities conducted during the research:

- Data Collection: The researcher collected data through interviews, observations, and document reviews.
- Data Analysis: The researcher analyzed the data using data condensation, data display, and data verification to identify findings. After analyzing, the

researcher double-checked the data using source and technique triangulations. Finally, the researcher concluded the findings.

CHAPTER IV

RESEARCH FINDING AND DISCUSSIONS

A. Description of Research Object

1. The History of Santivit Songkhla Technological School[48]

A private college of vocational education, Songkhla Technological College is overseen by the Private Education Commission's Administrative Office. With the goal of creating human resources to effectively serve society, Mr. Sa-nguan Suksawee founded this school in 1981 under the name Songkhla Vocational School, using the abbreviation "Sor Sor." On June 6, 1981, the school was officially authorized to begin instruction. The name was then changed to "Songkhla Technology School" in 1989, using the acronym "Sor Khor Tor," and the Ministry of Education announced the change in 2012. Private vocational schools are now permitted to use the prefix educational institution as a college name according to the announcement. Thus, "Songkhla Technological College" became the new name of the institution.

2. The Profile of Santivit Songkhla Technological College Thailand[49]

a. School Identity

1) School Name : Santivit Songkhla Technological College Thailand

2) School Code : 1190100146

3) Village : 13/6 Village No. 6

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[48] Basic Information and Teaching Module
[49] Basic Information and Teaching Module

4) Sub District : Ban Na

5) District : Chana

6) Province : Songkhla

7) Post Code : 90130

8) Country : Thailand

9) Affiliation : Office of Private Education, Songkhla Province

10) Telephone : 074-802150

11) E-mail :santiwit@hotmail.com

b. Vision and Mission[50]

1) Vision

"Committed to providing quality education and professions to meet the needs of society adhering to morality, ethics and Islamic principles as a way of life."

2) Mission

a) To educate students to have quality professional competence.

b) To organize extra-curricular activities that integrate the Islamic way and the principles of Sufficiency Economics Philosophy. Train students to have good morals, ethics, and behavior and character in accordance with Islamic teachings.

c) Organizing education to be modern Consistent with the needs of the labor market and entrepreneurial Living in accordance with economic conditions.

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[50] Basic Information and Teaching Module

d) Create networks and co-operation for academic and professional services with various sectors both domestically and abroad.

e) Promote and develop research, discovery, innovation, and technology to benefit the community and society.

f) Develop Education quality assurance system, Vocational education standards and encourage educational institutions to be in line with the ASEAN Community.

B. Data Presentation and Analysis

Chapter III has shown the methods and theories that will be used to develop the data and conclusions, which will then be incorporated into the data analysis. The data descriptions in this study are organized into categories based on the research topic. Every research must present data because data is evidence that the author conducted direct observation and research on the object of research, conducted interviews with different informants in order to obtain data, and obtained various supporting documents. Furthermore, this is relevant to the data collection strategy that has been determined by the researcher, namely interview techniques, observation, and document review.

After the data is collected, it is then analyzed, where the results of the interviews are supported by the results of observations and also various document reviews needed in the research, so that the data related to the enacting and how can jazz chants build students' self-confidence at Anuban Technological College Songkhla, Thailand are obtained as follows:

1. How is the enacting of teaching English using Jazz Chants for THAI EFL young learners at Santiwit Songkhla Technological College?

English as a foreign language (EFL) learning in Thailand often faces challenges, particularly in engaging young students to actively participate and build their confidence. Conventional teaching methods are sometimes less effective in creating a fun and interactive learning atmosphere. In this context, Jazz Chants emerged as one of the creative approaches to help students develop their English proficiency, especially in speaking skills.

> 'Firstly, I wrote the lyrics of the jazz song on the blackboard and decorated it with pictures. In the execution, I greeted them and prayed together. Then I divided them into pairs and asked them to follow the movements and what I said. For evaluation, I observed the students; they had good pronunciation and were very enthusiastic in singing the jazz chants"

Base on the result of interview, the implementation of Jazz Chants in English language teaching was carried out through a structured approach, starting with writing the lyrics on the blackboard and decorating them with pictures to capture the students' attention. The lesson began with a positive atmosphere through greetings and a group prayer, followed by pairing the students and asking them to follow the movements and instructions. The evaluation showed that this method effectively improved the students' pronunciation and fostered enthusiasm in singing the Jazz Chants, proving that it is an effective and engaging strategy for language learning.

This is related to the researcher's observation in teaching English using jazz chants for Thai EFL young learners. The researcher found that when the

teacher entered the classroom, she greeted the students and invited them to recite the prayer. Then the teacher asked the students to follow the movements and the lyrics. This is supported by the teaching module in the core activities regarding learning activities that contain the steps of teaching English.

2. The ways how Jazz Chants can build students' confidence in teaching English.

After collecting student data, the next thing to do will conduct interviews with teachers to get validity from teachers in Thailand. The interviews were conducted using video calls on messenger. The researcher revealed that there are several themes that can build students' self-confidence, including:

a. Repetition

This section asks about how jazz chants can increase students' confidence in the classroom. Repetition is one of the ways that can be used to grow students' confidence. Repetition is a repetition of an action, word, idea or element in a particular context. This is evidenced by the following interview results:

> "In class, there is constant repetition and this makes children more interested in learning English. This makes the children feel happy and enjoy learning, instead of feeling anxious about English pronunciation. The children forget the mistakes in pronunciation and enjoy the process more. This makes them happy and able to sing and dance happily, especially with the addition of music."

In the interview above, it was explained how the use of Jazz Chants can help build students' confidence. Constant repetition in the classroom makes children more interested and engaged in learning, so they enjoy the learning

process more and reduce the anxiety that often comes with English pronunciation. By using music and movement such as singing and dancing, learning becomes more fun, which leads to a more positive experience. Children tend to forget about mistakes in pronunciation and focus more on the fun, which ultimately build their confidence.

This is related to the researcher's observation in teaching English using jazz chants for Thai EFL young learners. This song is suitable to be given to young learners because it has simple lyrics. Not only that, the lyrics contained in Jazz Chants also easy for students to remember because there is repetition in the lyrics. The lyrics of the song are known: Hello, Hello!, Nice to meet you, Nice to meet you, I am good, I am good, Yes, yes, yes!. This is also supported by the teaching module at meetings 1 2 3 in the material section that has been attached.

b. Rhythm and Melody

This section explains which aspects are more prominent in students when using Jazz Chants. In the process of learning English, especially for young learners, interesting and fun approaches are keys to improving language skills. One effective method is the use of Jazz Chants, which combines rhythm and melody to help students learn the language in a natural and interactive way. Jazz Chants not only provide a fun learning experience, but also contribute to the development of important aspects of students' speaking skills, especially in

terms of pronunciation and intonation. This is evidenced by the following interview results:

> "The most obvious thing is the clear pronunciation and melody that helps children practice speaking English naturally"

In the interview above, jazz chants have a significant impact on students' pronunciation. The melodies in jazz chants train students to speak English in a more natural and fun way. The melodies in the songs help students remember the pronunciation patterns and rhythms of the language, which makes it easier for students to speak with more precise and regular pronunciation.

This is related to the researcher's observation in teaching English using jazz chants for Thai EFL young learners. The melody or rhythm in this song was inspired by 'Hello Song' from The Singing Walrus. The melody and rhythm of this song has a cheerful melody so that this can increase students' enthusiasm. Then the researcher added body movements as a beat to the song. These movements are wave your hand, handshake, showing palms, show the thumbs up, pointing out, and jump. This is also supported by teaching modules 1 2 3 in the material section that has been attached.

c. Dancing and Body Movement

Learning English for children requires a fun and interactive approach to capture their interest. One effective way is to integrate dancing and body movement into the learning process. This activity not only makes the learning

atmosphere livelier, but also helps children connect language with movement, thus creating a more immersive learning experience. This is evidenced by the following interview results:

> "From my experience, I think children are very happy whenever they sing English songs. Sometimes, I see children taking the songs they learnt out of the classroom and dancing happily. The children are also tested and given questions to speak in English phrases"

In the interview above, it was explained that jazz chant has a good effect on the accuracy and fluency of students' speaking in English. When asked about changes in students' accuracy or fluency, the teacher shared that the children showed great enthusiasm when singing English songs. Teachers also noted that students often take the songs they learnt outside the classroom, indicating that they feel quite confident and motivated to use English in informal contexts.

This is related to the researcher's observation in teaching English using jazz chants for Thai EFL young learners. Dancing and body movement are proven to build confidence and reduce anxiety in learners, especially in language learning situations or speaking skills. They seem more enthusiastic when expressing themselves through movement, rather than just sitting still. This is supported by the teaching module when students practice jazz chants. These movements are wave your hand, handshake, showing palms, show the thumbs up, pointing out, and jump.

d. Joyful Learning Environment

A joyful learning environment plays an important role in fostering student engagement and motivation, especially in learning English as a foreign language. When students feel comfortable, supported, and enthusiastic, they tend to embrace new challenges and actively participate in learning activities. As reflected in the teacher's observation, the ability of students to apply suggestions effectively, despite challenges, highlights the positive impact of creating a supportive and enjoyable atmosphere. This reinforces the idea that a joyful and engaging learning setting can significantly contribute to students' progress and confidence in acquiring English language skills. This is evidenced by the following interview results:

> "Based on what I have seen, the children are making good progress in learning English. Although there are some parts that I need help with, but every time I teach, they are able to apply my suggestions very well."

In the interview above, the teacher emphasized that the students showed good progress in learning English. This shows that Jazz Chants, as a teaching method, is able to create a supportive learning environment so that students can feel more comfortable to try speaking. The teacher also mentioned that although there were still some aspects that required additional guidance, students were able to apply the suggestions well each time they were taught. This shows that Jazz Chants helps to create a structured yet flexible learning experience, where students can learn from feedback without feeling pressurized. This method most likely helps shy students to be more confident

in speaking, as they are encouraged to participate in fun and pressure-free activities such as singing with rhythm and melody.

This is related to the researcher's observation in teaching English using jazz chants for Thai EFL young learners. Based on observations, the implementation of a Joyful Learning Environment using jazz chants has a significant impact on learner motivation, engagement and learning outcomes. Jazz chants have upbeat melodies and playful movements that create a learning atmosphere designed to provide comfort, excitement and positive interactions proven to create more meaningful and effective learning experiences. This is supported by the lyrics and boy movement of jazz chants, including:

Hello, Hello! (Wave your hand)

Nice to meet you, Nice to meet you (Handshake)

How are you? (Showing Palms)

I am good, I am good (Show the thumbs up)

Do you wanna play? (Pointing out)

Yes, yes, yes! (Jump)

This is evidenced in the picture contained in the teaching module and the jazz chants materials used.

C. Discussion

1. To describe how is the enacting of teaching English using Jazz Chants for THAI EFL young learners at Santiwit Songkhla Technological College.

Teaching English as a foreign language (EFL) to young children in Thailand faced various challenges, such as limited exposure to English in daily life and a lack of confidence in students. Therefore, teachers were required to implement innovative and engaging learning methods to create a positive learning atmosphere and encourage students' active involvement. One effective method in this context was the use of Jazz Chants.

Based on the results of observation, interviews, and document review, the enactment of English teaching for Thai EFL young learners was as follows: 1. before the class started, the teacher prepared Jazz Chants for the students by writing the lyrics on the blackboard and decorating them with pictures. 2. the lesson began with a positive atmosphere through greetings and praying together. 3.the teacher divided the students into pairs. 3. the teacher asked the students to imitate what the teacher said and follow the movements. 4. the evaluation showed that the students effectively improved their pronunciation and fostered enthusiasm in singing the Jazz Chants.

Regarding the findings above, there were five steps for teaching English using the Jazz Chants strategy. This activity was relevant to Indah's statement that there were several steps in teaching English using Jazz Chants for young

learners.[51] First, in the preview, the teacher started the lesson with a positive atmosphere by greeting the students and praying together. Second, in the listening stage, the teacher asked the students to imitate what the teacher said. Third, in group/individual chanting, the teacher prepared Jazz Chants for the students by writing the lyrics on the blackboard and decorating them with pictures. Finally, the teacher divided the students into pairs to practice singing Jazz Chants and created the evaluation.

In addition, based on the observation results, it was explained that the teacher did not directly explain about Jazz Chants. The teacher did not immediately ask the students to memorize the Jazz Chants, but instead provided an explanation about their own knowledge and foreign cultures, through activities that built cross-cultural understanding. This was relevant to Londoño's statement that to teach students, the teacher needed an ICC (Intercultural Communicative Competence) about students' knowledge and foreign knowledge to make learning effective.[52] This was proven when the teacher wrote the lyrics on the white board along with the lyrics, including: nice to meet you, how are you?, I am good, do you wanna play?.

The conclusion regarding the findings of the implementation of teaching English using Jazz Chants to young Thai EFL learners was in line with existing learning theories. The use of teaching modules and ICC with the Jazz Chants

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[51] Indah, Y. A., & Putri, A. D. Using jazz chants in teaching English speaking for young learners. *English Journal*, Bogor Ibn Khaldun University (2016) *10*(2), 59.

[52] Londoño, V. C., Pulido, J. F. L., Campos, C. F., Velasquez, K. V. L., & Granados, I. J. R.. Decolonizing the EFL Materials: A Strategy to Teach English to Children and Foster their ICC. *Ciencia Latina Revista Científica Multidisciplinar*, (2024), *8*(2), 6773-6796.

strategy provided a clear and systematic approach that facilitated teachers in delivering lessons effectively while creating an engaging and fun learning environment. Jazz Chants became an effective tool to support teachers and students in overcoming challenges in English language learning.

2. The ways how Jazz Chants can build students' confidence in teaching English.

Building students' confidence is an important aspect of English language teaching especially for young learners. In Thailand, where exposure to English in daily life is still limited, teachers must therefore create a supportive and fun learning environment to boost students' confidence. One effective approach to address this challenge is the use of Jazz Chants, a teaching method developed by Carolyn Graham that combines rhythm, repetition and movement to teach language patterns in an interactive and fun way.

Based on the result of observation, interview, and document review, the ways to build students` self-confidence using jazz chants for THAI EFL young learners including:

a. Repetition

Constant repetition in the classroom made children more interested and engaged in learning, so they enjoyed the learning process more and reduced the anxiety that often came with English pronunciation. By using

music and movement such as singing and dancing, learning became more fun, which led to a more positive experience. Children tended to forget about mistakes in pronunciation and focused more on the fun, which ultimately built their confidence. This was similar to Shen's statement that Jazz Chants were suitable to be given to young learners because they had simple lyrics and repetition.[53] Therefore, it became easier for students to remember the Jazz Chants. The lyrics of the song were known: "Hello, Hello! Nice to meet you, Nice to meet you, I am good, I am good, Yes, yes, yes!" This was also supported by the teaching module at meetings 1, 2, and 3 in the material section that had been attached.

b. Rhythm and Melody

The teacher revealed that the pronunciation aspect was the most noticeable improvement. The melody in Jazz Chants helped students practice pronunciation patterns more naturally and enjoyably. The rhythm and tone patterns in the songs made it easier for students to remember the pronunciation of words and phrases. This was relevant to Alfajri R's statement that Jazz Chants were a very helpful method for practicing the English sound system, particularly for improving the spoken language's intonation, stress, and pronunciation.[54] This confirmed that the use of Jazz Chants could be an effective strategy in helping students internalize

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[53] Shen C, Using English songs: An enjoyable and effective approach to Elt. *English language teaching*, Zhejiang Gongshang University, (2009), *2*(1), 88-94.
[54] ALFAJRI, Rahmat, et al. The Effect of Jazz Chants and Students Motivation toward Students Speaking Ability. In: 7th International Conference on English Language and Teaching (ICOELT 2019). Atlantis Press, 2020. p. 260-263

correct pronunciation patterns. In addition, this strategy could also facilitate students to speak with clearer and more organized pronunciation.

The melody or rhythm in this song was inspired by the 'Hello Song' from The Singing Walrus. The melody and rhythm of this song had a cheerful melody, so it could increase students' enthusiasm. Then the researcher added body movements as a beat to the song. These movements were waving your hand, handshakes, showing palms, showing the thumbs up, pointing out, and jumping. This was also supported by teaching modules 1, 2, and 3 in the material section that had been attached.

c. Dancing and Body Movement

Jazz Chant had a good effect on the accuracy and fluency of students' speaking in English. When asked about changes in students' accuracy or fluency, the teacher shared that the students showed great enthusiasm when singing English songs. Teachers also noted that students often incorporated dancing or body movements with the songs, indicating that they felt quite confident and motivated to use English in informal contexts. Dancing and body movements were proven to build confidence and reduce anxiety in learners, especially in language learning situations or speaking skills. This was similar to Shakhnoza's findings that Jazz Chants could provide useful speaking, listening, and language practice both within

and outside of the classroom.[55]   The students seem more enthusiastic when expressing themselves through movement, rather than just sitting still. This is supported by the teaching module when students practice jazz chants. These movements are wave your hand, handshake, showing palms, show the thumbs up, pointing out, and jump.

d. Joyful Learning Environment

Jazz Chants, as a teaching method, was able to create a supportive learning environment so that students could feel more comfortable trying to speak. The teacher also mentioned that although there were still some aspects that required additional guidance, students were able to apply the suggestions well each time they were taught. This showed that Jazz Chants helped to create a structured yet flexible learning experience, where students could learn from feedback without feeling pressurized. This method most likely helped shy students to be more confident in speaking, as they were encouraged to participate in fun and pressure-free activities such as singing with rhythm and melody. Jazz Chants had upbeat melodies and playful movements that created a learning atmosphere designed to provide comfort, excitement, and positive interactions, which were proven to create more meaningful and effective learning experiences. This was similar to Karima's statements that Jazz Chants was a simple technique that emphasized the number of syllables in a word, phrase, or sentence used to teach English not

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[55] Shakhnoza, Rakhmonova. The Usage of English Songs and Music as Pedagogical Tools in Teaching English as A Foreign Language Contexts. American Journal of Interdisciplinary Research and Development, 2023, Volume 17, 83-89.

only to young children but also to English learners at all levels because Jazz Chants promoted active learning.[56] This was evidenced in the picture contained in the teaching module and the Jazz Chants materials used.

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[56] Karima, R. F. H., & Destriani, D. (2015). Strategi Jazz Chants sebagai Alternatif Pembelajaran English Young Learners1. Media Penelitian Pendidikan: Jurnal Penelitian dalam Bidang Pendidikan dan Pengajaran, 9(2) DOI: https://doi.org/10.26877/mpp.v9i2%20DESEMBER.910

CHAPTER V

CONCLUSION AND SUGGESTION

In this section contains conclusions from chapter IV along with suggestions which will be explained below, including:

A. Conclusion

1. To describe how is the enacting of English teaching using Jazz Chants for THAI EFL young learners

The enacting of English teaching using Jazz Chants for Thai EFL young learners was as follows: 1. Before the class started, the teacher had prepared Jazz Chants for the students by writing the lyrics on the blackboard and decorating them with pictures. 2. The lesson began with a positive atmosphere through greetings and praying together. 3. The teacher divided the students into pairs. 4. The teacher asked the students to imitate what the teacher said and follow the movements. 5. The evaluation used five criteria including: pronunciation, expression, eye expressions and body language, fluency, engagement, and enthusiasm. From the results of student evaluations more prominent on pronunciation. During the enactment, the teacher also applied ICC while teaching English by providing explanations about the alphabet and the meaning of the lyrics of the Jazz Chants.

2. **The ways how Jazz Chants can build students' confidence in teaching English.**

The use of Jazz Chants in teaching English to young EFL learners in Thailand proved to have a positive impact on improving students' confidence, accuracy, and fluency in speaking. Through the repetition of simple and memorable lyrics, students became more interested and engaged in the learning process, which helped reduce anxiety related to English pronunciation. The melodies and rhythms in Jazz Chants played a significant role in training students to speak with more natural and consistent pronunciation. The addition of body movements and dancing made the learning process more enjoyable, which, in turn, boosted students' motivation and confidence. The joyful learning environment created by Jazz Chants provided a supportive atmosphere where students felt comfortable to try speaking without feeling pressured. Thus, the use of Jazz Chants was effective in creating an enjoyable learning experience, reducing anxiety, and enhancing students' speaking skills in English.

B. Suggestion

1. Teacher

Teachers used visual aids to make students more interested in jazz singing. Tools such as videos or sounds were used to make students feel more excited about the material provided by the teacher. Visual materials also helped maintain

students' attention and excitement, making the learning process more enjoyable and effective.

2. Future Researcher

The researcher suggested that future researchers further investigate this case study. It was expected that future researchers would find new findings and could compare current research with previous research. Additionally, in teaching in Thailand, future research could explore the ICC theory.

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Appendix 1

Research Matrix

Title	Variables	Indicators	Data Collection Techniques	Research Methods	Research Questions
Exploring Students' Self Confidence In English Teaching Using Jazz Chants For THAI EFL Young Learners	1. Teaching English	1. Definition of Teaching English 2. ICC for Young Learners in English	1. Observation a. Objective condition of English Course Santiwit Songkhla Technological College b. The Enacting Of Jazz Chants Strategy in the class	1.Research Approaches : a. Qualitative 2. Research Design : Qualitative : A Case Study 3. Data Collection : (John Creswell) a. Observation b. Interview c. Document review	a. How is the enacting of teaching English using Jazz Chants for THAI EFL young learners at Santiwit Songkhla Technological College? b. How can Jazz Chants build students' confidence in teaching English for THAI EFL young learners at Santiwit Songkhla Technological College?
	2. Jazz Chants	1. Definition of Jazz chants 2. How to Create Jazz Chants	2. Interview a. Teacher 3. Document Review a. Profile of Santivit Songkhla Anuban Boarding School, Thailand b. Vision and mission of Santivit Songkhla Technological College c. Teaching Module	4. Data Analysis : (Miles, Huberman, and Saldana) a. Data Condensation b. Data display c. Drawing and verifying conclusion	
	3. Self Confidence	1. Definition Of Self Confidence 2.Developmental Psychology In Early Childhood		Data Validity : a. Source Triangulation b. Technique Triangulation	

Appendix 2

Criteria Assessments

Criteria	Pronunciation	Expression	Eye Contact and Body Language	Fluency	Engagement and Enthusiasm
1	Very unclear pronunciation, difficult to understand.	Extremely nervous and unable to focus on the performance	Does not use eye contact or body language at all.	Not fluent at all, with highly fragmented speech	Does not interact at all or shows a lack of interest.
2	Unclear pronunciation with many mistakes.	Often nervous, disrupting the performance.	Rarely uses eye contact and body language	Lacks fluency, with frequent pauses or repetitions.	Rarely interacts, appears unfocused or tends to be passive
3	Fairly clear pronunciation but with some significant errors.	Occasionally shows nervousness but remains under control.	Occasionally uses eye contact and body language but inconsistently.	Fairly fluent but with some pauses or repetitions.	Occasionally interacts, but not consistently throughout the activity.
4	Clear and accurate pronunciation with minor mistakes.	Calm most of the time, with slight signs of nervousness.	Uses eye contact and body language fairly well	Fluent with minimal pauses or repetitions.	Actively interacts with peers and teachers, though with slight limitations.

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5	Very clear and accurate pronunciation, close to native-like.	Very calm and confident throughout the performance.	Actively uses eye contact and body language appropriately.	Very fluent, with no unnecessary pauses.	Very actively interacts with peers and teachers, showing collaborative behavior and attentiveness.

Rating Points

Initial	Criteria	Score
E	Excellent	5
VG	Very Good	4
G	Good	3
S	Satisfactorily	2
P	Poor	1

TOTAL = Score (Pronunciation + Grammar + Vocabulary + Fluency + Task) = FINAL SCORE

Appendix 3

Student Assessments

Name	Criteria	Pronunciation	Expression	Eye Contact and Body Language	Fluency	Engagement and Enthusiasm
Student 1	1					
	2					
	3	✓	✓			
	4			✓	✓	
	5					✓
TOTAL				4 (Very Good)		

Name	Criteria	Pronunciation	Expression	Eye Contact and Body Language	Fluency	Engagement and Enthusiasm
	1					
	2					
Student 2	3		✓	✓	✓	
	4	✓				
	5					✓
TOTAL				3.6 (Good)		

Name	Criteria	Pronunciation	Expression	Eye Contact and Body Language	Fluency	Engagement and Enthusiasm
	1					
	2					
Student 3	3		✓	✓	✓	
	4	✓				
	5					✓
TOTAL				3.6 (Good)		

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Name	Criteria	Pronunciation	Expression	Eye Contact and Body Language	Fluency	Engagement and Enthusiasm
Student 4	1					
	2					
	3	✓	✓	✓	✓	
	4					
	5					✓
TOTAL			3.4 (Good)			

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Name	Criteria	Pronunciation	Expression	Eye Contact and Body Language	Fluency	Engagement and Enthusiasm
	1					
	2					
Student 5	3	✓	✓	✓	✓	
	4					
	5					✓
TOTAL				3.4 (Good)		

Name	Criteria	Pronunciation	Expression	Eye Contact and Body Language	Fluency	Engagement and Enthusiasm
	1					
	2					
Student 6	3	✓	✓	✓	✓	
	4					✓
	5					
TOTAL				3.2 (Good)		

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Name	Criteria	Pronunciation	Expression	Eye Contact and Body Language	Fluency	Engagement and Enthusiasm
Student 7	1					
	2					
	3	✓	✓	✓	✓	
	4					✓
	5					
TOTAL				3.2 (Good)		

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Name	Criteria	Pronunciation	Expression	Eye Contact and Body Language	Fluency	Engagement and Enthusiasm
	1					
	2					
Student 8	3	✓	✓	✓	✓	
	4					✓
	5					
TOTAL				3.2 (Good)		

Name	Criteria	Pronunciation	Expression	Eye Contact and Body Language	Fluency	Engagement and Enthusiasm
Student 9	1					
	2					
	3	✓	✓	✓	✓	✓
	4					
	5					
TOTAL			3 (Good)			

76

Name	Criteria	Pronunciation	Expression	Eye Contact and Body Language	Fluency	Engagement and Enthusiasm
	1					
Student 10	2				✔	
	3	✔	✔	✔		✔
	4					
	5					
TOTAL			3 (Good)			

77

Name	Criteria	Pronunciation	Expression	Eye Contact and Body Language	Fluency	Engagement and Enthusiasm
Student 11	1					
	2					
	3	✓	✓	✓	✓	✓
	4					
	5					
TOTAL			3 (Good)			

78

Name	Criteria	Pronunciation	Expression	Eye Contact and Body Language	Fluency	Engagement and Enthusiasm
Student 12	1	✓			✓	
	2		✓	✓		
	3					✓
	4					
	5					
TOTAL			1.8 (Poor)			

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Name	Criteria	Pronunciation	Expression	Eye Contact and Body Language	Fluency	Engagement and Enthusiasm
	1	✓			✓	
	2		✓	✓		
Student 13	3					✓
	4					
	5					
TOTAL				1.8 (Poor)		

Name	Criteria	Pronunciation	Expression	Eye Contact and Body Language	Fluency	Engagement and Enthusiasm
Student 14	1	✓			✓	
	2		✓	✓		✓
	3					
	4					
	5					
TOTAL				1.6 (Poor)		

Name	Criteria	Pronunciation	Expression	Eye Contact and Body Language	Fluency	Engagement and Enthusiasm
Student 14	1	✓			✓	
	2		✓	✓		✓
	3					
	4					
	5					
TOTAL				1.6 (Poor)		

Name	Criteria	Pronunciation	Expression	Eye Contact and Body Language	Fluency	Engagement and Enthusiasm
	1	✓	✓		✓	✓
Student 14	2			✓		
	3					
	4					
	5					
TOTAL			1 (Poor)			

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Name	Criteria	Pronunciation	Expression	Eye Contact and Body Language	Fluency	Engagement and Enthusiasm
Student 15	1	✓			✓	
	2		✓	✓		✓
	3					
	4					
	5					
TOTAL				1.8 (Poor)		

Appendix 4

Teaching Module

<div align="center">

MEETING 1

</div>

Pre-Activity

1) The teacher opens by greeting the students.

2) The teacher leads to pray together.

3) The teacher asks the students to read or memories about letters and numbers in English, Thai and Arabic.

4) The teacher motivates students to learn by using ice breaking.

While Activity

5) The teacher divides the students to role-play in pairs

6) The teacher explains jazz chants with simple examples such as "Hello, Hello"

7) The teacher repeats the chant with rhythm and asks the students to follow along.

8) Help students learn and practice the vocabulary and movements

9) Students move their bodies as they say the words, applying the vocabulary in a rhythmic way.

Post Activity

10) Have students practice and perform the chant together, increasing confidence and reinforcing rhythm.

11) Divide students into pairs. Each pair practices and performs the chant in front of the class.

12) Let the students show creativity by performing the chant.

13) The teacher gives feedback on the practice

14) After students practice jazz chants, students are asked to sit in a circle

15) The teacher prepares flowers to distribute to students

16) Students are asked to paste the flowers on the paper containing the

picture of the body

17) After finishing, students are asked to collect the paper

18) The teacher asks the students to sit at the back to have a snack and then

have lunch in the canteen.

19) Students return to class to shower then take a nap for 2 hours

20) Students wake up and get ready to eat snacks again

21) Students are asked to sit in front of the class then pray together and get

   ready to go home

MATERIAL

Activity 1

JAZZ CHANTS

GREETING SONG

Hello, Hello! (Wave your hand)

Nice to meet you, Nice to meet you (Handshake)

How are you? (Showing palms)

I am good, I am good (Show the thumbs up)

Do you wanna play? (pointing out)

Yes, yes, yes! (jump)

Activity 2

1) **Flower**

2) **Glue**

3) **Paper (Worksheet)**

WORKSHEET

MEETING 2

Pre-Activity

1) The teacher opens by greeting the students.

2) The teacher leads to pray together.

3) The teacher asks the students to read or memories about letters and numbers in English, Thai and Arabic.

While Activity

4) The teacher divides the students to role-play in pairs

5) The teacher motivates students to learn by using ice breaking.

6) The teacher explains jazz chants with simple examples such as "Hello, Hello"

7) The teacher repeats the chant with rhythm and asks the students to follow along.

8) Help students learn and practice the vocabulary and movements

9) Students move their bodies as they say the words, applying the vocabulary in a rhythmic way

Post Activity

10) Have students practice and perform the chant together, increasing confidence and reinforcing rhythm.

11) Divide students into pairs. Each pair practices and performs the chant in front of the class.

12) Let the students show creativity by performing the chant.

13) The teacher gives feedback on the practice

14) After students practice jazz chants, students are asked to sit in a circle

15) Teacher distributes books to students

16) Students are asked to put bold lines on the letters and colour the pictures provided

17) After completion, students are asked to submit their assignments

18) The teacher asks the students to sit at the back to have a snack and then

   have lunch in the canteen.

19) Students return to class to shower then take a nap for 2 hours

20) Students wake up and get ready to eat snacks again

21) Students are asked to sit in front of the class then pray together and get

   ready to go home

MATERIAL

Activity 1

JAZZ CHANTS

GREETING SONG

Hello, Hello! (Wave your hand)

Nice to meet you, Nice to meet you (Handshake)

How are you? (Showing palms)

I am good, I am good (Show the thumbs up)

Do you wanna play? (pointing out)

Yes, yes, yes! (jump)

Activity 2

1) **Book**

2) **Pencils**

3) **Crayons**

WORKSHEET

MEETING 3

Pre-Activity

1) The teacher opens by greeting the students.

2) The teacher leads to pray together.

3) The teacher asks the students to read or memories about letters and numbers in English, Thai and Arabic.

4) The teacher motivates students to learn by using ice breaking.

While Activity

5) The teacher divides the students to role-play in pairs

6) The teacher explains jazz chants with simple examples such as "Hello, Hello"

7) The teacher repeats the chant with rhythm and asks the students to follow along.

8) Help students learn and practice the vocabulary and movements

9) Students move their bodies as they say the words, applying the vocabulary in a rhythmic way.

Post Activity

10) Have students practice and perform the chant together, increasing confidence and reinforcing rhythm.

11) Divide students into pairs. Each pair practices and performs the chant in front of the class.

12) Let the students show creativity by performing the chant.

13) The teacher gives feedback on the practice

14) After students practice using jazz chants, students are asked to do structured tasks such as thickening the letters on the dots in the book

15) Students are asked to collect the results of the assignment

16) The teacher asks the students to sit at the back to have a snack and then have lunch in the canteen.
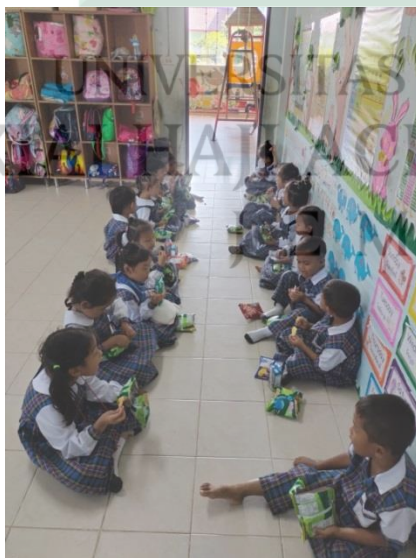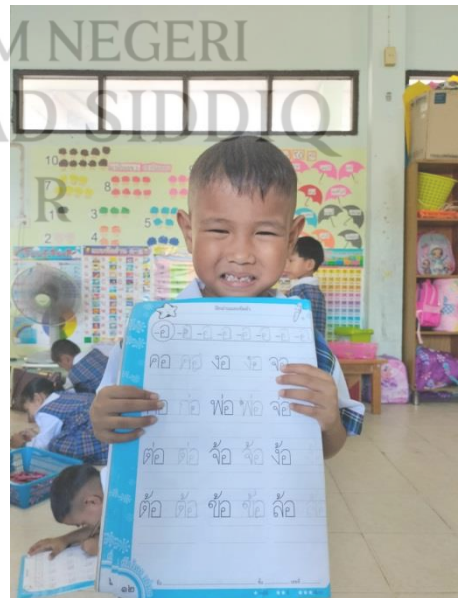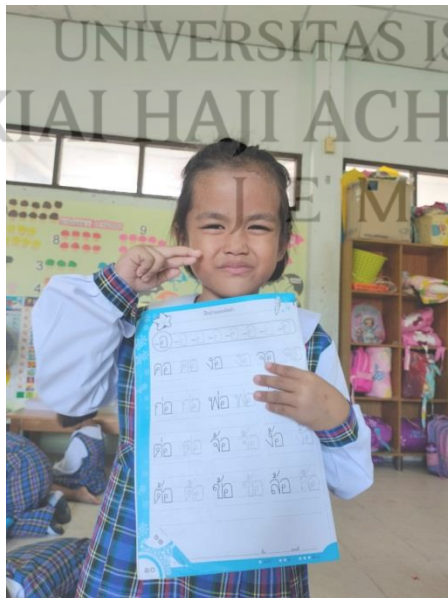
17) Students return to class to shower then take a nap for 2 hours

18) Students wake up and get ready to eat snacks again

19) Students are asked to sit in front of the class then pray together and get

ready to go home.

WORKSHEET

MATERIAL

Activity 1

JAZZ CHANTS

GREETING SONG

Hello, Hello! (Wave your hand)

Nice to meet you, Nice to meet you (Handshake)

How are you?

I am good, I am good (Show the thumbs up)

Do you wanna play? (pointing out)

Yes, yes, yes! (jump)

Activity 2

1) **Book**

2) **Pencil**

WORKSHEET

Appendix 5

RESEARCH JOURNAL

EXPLORING STUDENTS' SELF CONFIDENCE IN ENGLISH TEACHING USING

JAZZ CHANTS FOR THAI EFL YOUNG LEARNERS

No.	Date Of Time	Activity
1.	June, 5, 2024	Researchers asked for permission to conduct research
2.	June, 10, 2024	Researchers made observations
3.	June, 24, 2024	Researcher created a matrix
4.	June, 28, 2024	Researchers made jazz chants as a strategy
5.	July, 01 , 2024	Researchers collected data
6.	July, 11, 2024	Researcher organizing data
7.	21, October, 2024	Researcher analyses data
8.	28, October, 2024	Researcher represented the data
9.	4, November, 2024	Data validity
10.	22, November, 2024	Conclusion

Appendix 6

Research Instrument

A. Observation Instrument

1. Geographic condition of Santivit Songkhla Orphanage, Thailand.
2. The enacting of teaching English using jazz chants for THAI EFL young learners at Santiwit Songkhla Technological College

B. Interview Instrument

1. How is the enacting of English teaching using Jazz Chants for THAI EFL young learners?
2. How do Jazz Chants help improve students' confidence in speaking English?
3. Which aspects (pronunciation, fluency, vocabulary, grammar) show the most improvement in students when using Jazz Singing?
4. Have you noticed any changes in students' accuracy or fluency after implementing Jazz Singing? Can you share your experience?
5. To what extent do you think the use of Jazz Chants encourages students who are shy or lack confidence to speak more actively in English class?

C. Document Review Instrument

1. Profile of Santivit Songkhla Orphanage Boarding School, Thailand
2. Vission and mission of Santivit Songkhla Orphanage Boarding School, Thailand.
3. Letter of having done research in Thailand
4. The Teaching Module.

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

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Nomor : B-9513/In.20/3.a/PP.009/07/2024
Sifat   : Biasa
Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala Santiwit Songkhla Technological College Thailand
Santiwit Songkhla Technological College 13/6 Tambon Bhana Chana Profinsi Songkhla,
Thailand

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan IlmuKeguruan, maka mohon diijinkan mahasiswa berikut :

NIM   : 212101060013
Nama   : AGUSTIN INDRAWATI
Semester   : Semester tujuh
Program Studi   : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "EXPLORING STUDENTS' SELF CONFIDENCE IN ENGLISH LANGUAGE TEACHING USING JAZZ CHANTS FOR THAI EFL YOUNG LEARNERS AT SANTIWIT SONGKHLA TECHNOLOGICAL COLLEGE" selama 40 (empat puluh) hari di lingkungan lembaga wewenang Bapak/Ibu Dr. Mangsoed Mateh

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 03 Juni
2024 Dekan,
Wakil Dekan Bidang Akademik,

KHOTIBUL UMAM

SURAT KETERANGAN TELAH MELAKSANAKAN PENELITIAN

NOMOR: STC0๓1/0๖/2024

Yang bertanda tangan di bawah ini:

Naman   : Dr. Mangsod Mateh

Jabatan : Direktur Santiwit Songhkla Technological College Thailand

Alamat   : 13/6 Tambon Bana Chana Provinsi Songhkla, Thailand

Dengan ini menerangkan

Nama   : Agustin Indrawati

NIM   : 212101060013

Jurusan : Tadris Bahasa Inggris

Instansi : Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember

Alamat   : Jember Jl. Mataram No. 01 Karang Mluwo, Mangli Kec. Kaliwates, Kab. Jember Jawa   Timur 68136

Berdasarkan surat dari fakultas tarbiyah dan ilmu keguruan Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember, tanggal 5 Juli 2024 yang bersangkutan telah melaksanakan penelitian di Santiwit Songhkla Technological College Thailand dengan judul " EXPLORING STUDENTS' SELF CONFIDENCE IN ENGLISH TEACHING USING JAZZ CHANTS FOR THAI EFL YOUNG LEARNERS" selama 40 hari mulai hari Senin, 5 Juli 2024 sampai dengan 11 Juli 2024

Thailand, 10 Juli 2024

Direktur Santiwit Songhkla Technological College Thailand

Dr. Mangsod Mateh

Appendix 9

<center>AUTHENTICITY STATEMENT OF WRITING</center>

The under signed below

Name	: Agustin Indrawati
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Study program	: English Education Department
Faculty	: Education and Teacher Training
Institution	: State Islamic University Of Kiai Haji Achmad Siddiq Jember
Place and date of birth	: Jember, August 31, 2002
Address	: RT 02 RW 05, Ampel Dento, Bagorejo, Gumukmas, Jember

Hereby declares that the Analysis of the thesis entitled: "Exploring Students' Self Confidence In English Language Teaching Using Jazz Chants for Thai EFL Young Learners At Santiwit Songkhla Technological College" Is the result of my Analysis, except in part of refered by theory, sources, and data. I take references from experts.

Jember, December 08, 2024

Stated by:

Agustin Indrawati
NIM. 212101060013

Appendix 10

DOCUMENTATION

Geographic Condition Of Santiwit Boarding School

Research Location

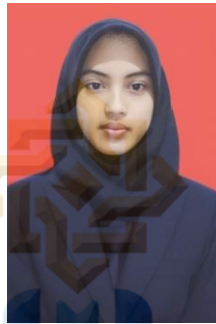**Students Practice the Jazz Chants Strategy**

Teacher Interview

Conducted Online Using Video Call on Messenger

Appendix 11

Researcher Biography

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Full name : Agustin Indrawati

NIM : 212101060013

Gender : Female

Place, date of birth : Jember, August 31, 2002

Address : Jember

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Department/majors courses: Language Education/ English Department

E-Mail Address : agustinindrawati457@gmail.com

Education Background:

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- SMPN 1 GUMUKMAS
- SMAN 1 KENCONG