

UNIVERSITI TEKNOLOGI MARA

**THE USE OF JAZZ CHANTS IN TEACHING
OF POSSESSIVE PRONOUNS TO
PRIMARY SCHOOL PUPILS**

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ABSTRACT

This study is carried out to investigate whether or not Jazz Chants help primary students to improve and understand Possessive Pronouns. According to Davies (2000), "Music has always been a way for children to remember stories and learn about the world around them. Using music as a stimulus can affect one's emotions and make information easier to remember. Music also creates an environment that is conducive to learning. It can reduce stress, increase interest, and set the stage for listening and learning. There are many similarities between literacy acquisition and musical development. Therefore, teaching that combines music with language arts instruction can be the most effective" (Davies, 2000). This research was conducted on twenty-three pupils from Year 3 and all of them have mix abilities level of English Language. Research tools were English test (pre-test and post-test), observation and interview. Meanwhile, data analysis tools were from test results (%), observation notes and pupils' response. From this research, the use of Jazz Chants totally help the pupils to increase their understanding in using Possessive Pronouns through Jazz Chants and prove that Jazz Chants contribute to making the class more interesting when teaching Possessive Pronouns.

1.0 CHAPTER I

1.1 Introduction

Jazz Chants as a tool to teach English Language. We can use Jazz Chants in a variety of fun ways. It can be used effectively, especially to help students learn problematic forms.

1.2 Background of the Study

The selected school is a rural primary national school. This school was established about 70 years ago and was the only primary school catering to the educational needs of the local villagers until a new primary school was established a year ago. Some of the pupils were moved to the new school leaving this school with a population of about 200 pupils. The school has 20 teachers and 9 classes. The population of this school consist of 100% Malay pupils from families of average wage earners to the very poor. Most parents are government employees from lower ranks while the rest are either rubber tappers or odd job workers. The language proficiency level of the pupils this class ranges from average to low. The pupils are not exposed to English outside the classroom and even during English lesson students tend to use Bahasa Malaysia in the learning process. The influence of L1 is the major problem faced by the English language teachers in this school.