

# Using Don't Stop the Music Game to Improve Students' Vocabulary Mastery for Junior High School

Novi Oktavia<sup>1</sup>, Fitrawati<sup>2</sup>

Program Studi Pendidikan Bahasa dan Sastra Inggris  
FBS Universitas Negeri Indonesia  
Email: [novioktavia62@yahoo.com](mailto:novioktavia62@yahoo.com)

## ABSTRAK

Artikel ini membahas tentang teknik yaitu Don't Stop the Music's Game pada pengajaran dalam kosakata bahasa Inggris. Dalam artikel ini dibahas bagaimana pengaplikasian teknik Don't Stop the Music's Game dalam proses pembelajaran di dalam kelas bahasa Inggris, yang dapat membantu siswa untuk meningkatkan dan memotivasi kemampuan dalam kosakata. Teknik ini melatih siswa untuk lebih berfikir kritis dan bekerjasama untuk menghasilkan kosakata dari teks bacaan. Tidak hanya itu, melalui teknik pembelajaran ini, siswa juga lebih terbiasa membaca dan bias mengerti akan teks bacaan. Dan salah satu alternatif bagi guru untuk meningkatkan dan memperkaya kosakata siswa dalam belajar bahasa Inggris bias tercapai secara optimal.

Kata Kunci : Don't Stop the Music's Game, Teaching Reading, Recount text, Junior High School Students

### A. Introduction

Vocabulary is an important and essential element in language learning since it helps someone to express his feelings and opinions well. Students who have many vocabularies tend to be easy to understand the material that is taught by the teacher accurately and effectively.

Vocabulary as one of the main components should be taught since the beginning until intermediate level. It is important because the mastery of vocabulary affects the mastery of the four language skills. As Richard (2005) states vocabulary is the core components of (listening, speaking, reading and writing). It is due to the fact that learning vocabulary is essential, its aspect cannot be separated from learning other English skills. For instance, in reading, it influences they read will help them to draw the ideas from the reading. Meanwhile in writing, it shows how students choose the word to express their ideas.

There are many advantages that students can get from building and improving vocabulary. First, students can improve their speaking skills. If they speak with limited vocabulary and use the same words over and over, the listener will feel very bored, but if they have much vocabulary, speaking in English will be

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<sup>1</sup> Writer is English Department Students of FBS UNP graduated on September 2012

<sup>2</sup> Advisor Lecturer of FBS Universitas Negeri Padang

interesting for them. Second, understanding the words will help them to draw the ideas from reading. Third, students can find that it is easy to listening in English. A good the understanding in the words brings a good understanding in the speakers saying. And last, students can write well, with much vocabulary students can develop their ideas, especially in writing.

In genre-based approach, teaching vocabulary is integrated in teaching language skills; reading, speaking, listening and writing. In this paper, the writer is going to teach vocabulary in reading skill. There are five monologue texts introduced in reading at Junior High School; they are procedure text, descriptive text, narrative text, recount text and report text. Those texts are very important for the students. The students are expected to understand the texts after learning. Recount text is the selected text by the writer to teach vocabulary.

For some students or teachers learning vocabulary is not always easy to do. Based on the writer's interview with one of the English teachers at SMP in Solok, there are some factors that students commonly face in learning vocabulary. First, it is a foreign language, not our mother tongue. Since it is a foreign language, they do not usually find people use it in communication. The second, it is also difficult to memorize the words since they have different ways in spelling and pronouncing. This situation become worse because those students also do not really get interested in reading text in English even when it is provided in magazines, books, or others. Lack of understanding in using dictionary also become another problem for them to understand more words. Related to fells students lazy to bring dictionary so they do not help self them to understand those vocabulary.

Related to the problems above, the teacher to have an interesting technique and get the students involved actively in learning new words. The teacher has to consider about this beca use it can arise students students motivation in learning English. When the teacher has good technique, the students are motivated to learn. Based on the factors above, it is hoped that the teacher will be able to motivate students in learning vocabulary by using interesting technique. There are many techniques which have been used since long time ago such as games, puzzles, songs etc. In this paper, the writer wants to suggest “ don't stops the music” as game the improve students vocabulary mastery.

## **B. Discussion**

### **Preparation before to improve vocabulary mastery using don't stop the music game**

Before applying the teaching procedures, there are some preparations that have to be followed by the teacher, such as: choosing material, preparing the media, and lesson plan.

#### **1. Choosing material**

The preparation of materials is necessary in teaching and learning process. The material also has to be based on basic competence of curriculum.

Teacher has to choose familiar topic which is interesting and familiar with the students. In *don't stop the music* game; the teacher prepares an example of a recount text. The title of the text is "Visiting in Bali Island"

## 2. Preparing the media

Media is necessary in teaching and learning process. By using appropriate media, it will help and motivate the students in learning English. So, by using the media, teaching and learning process become effective and efficient. There are some kinds of media: audio media, for example: tape recorder and radio, visual media, such as: picture, poster, chart, and audio visual media such as: TV and film. In this game, the teacher only needs to prepare a recount text, marker, board, some music and Lesson plan

## 3. Lesson plan

The teacher has to prepare a lesson plan. Lesson plan helps teacher to control or manage the teaching and learning process effectively. At this point, the teacher has to state what is expected from the students at the end of the lesson. If the teacher teaches about reading recount text, the teacher has to make the students able to identify and comprehend the content of the text. Then the teacher has to consider how many times to spend for each meeting and for each topic.

The time allocation that the teacher needs to teach the recount text in junior high school grade one is 2x40 minutes. In pre-teaching the teacher needs 15 minutes. The activities in pre-teaching are greeting, checking attendants and play game. In whilst-teaching, the teacher needs 55 minutes. The activities in whilst-teaching are explaining the recount text and divide into some students of group. In the group Students read and to comprehend the text. After that, teacher order to students' to improve vocabulary in the text. In addition, teacher gives students to listen the music. When, teacher stop the music one of students have marker and to front of class to explain five new vocabulary. The post teaching, the teacher needs 10 minutes. The activities in post-teaching are asking the difficult words to the students and get the conclusion of the lesson.

- **Pre-teaching activities (15 menit)**

- a. Guru menyapa siswa

*Teacher: good morning everyone! How are you today?*

*Students: good morning, Mom. I'm fine, and you?*

*Teacher: I'm very well, thanks*

- b. Guru mengecek kesiapan siswa

- c. Guru menyegarkan kelas dengan memberikan satu permainan yang berhubungan dengan pelajaran yang akan dipelajari siswa.

- d. Guru memperkenalkan permainan kepada siswa.

*Teacher: well students, before reading the text we will play a game. Do you like playing game?*

*Students: yes Mom*

*Teacher: are you ready?*

*Students: yes Mom*

e. Guru menjelaskan permainan kepada siswa.

*Teacher: Now I have an interesting game for you to make you enjoy. This game relates to our lesson today. It is called "don't stop the music" game.*

f. Guru menjelaskan aturan dalam permainan "don't stop the music"

*Teacher: well student I will tell how to play this game. There are some steps in playing this game:*

1. *I will divide you into some group, each of group consist of 5 students.*
2. *You have 5 vocabularies after read the text.*
3. *Then, I play the music, the marker around between us. And I says don't stop the music the marker stop your friend in the group.*
4. *Next the student to write on blackboard. If the students have mistake to write of word, he / she get punishment.*
5. *The winner of the game is the group that gets higher score.*

g. Sebelum memulai permainan, guru menggambarkan sebuah table di papan tulis dan meminta setiap kelompok untuk membuat table tersebut di kertas.

- **Whilst-teaching activities**

- a. **Explorasi**

- Guru menampilkan sebuah teks recount dengan menggunakan media lengkap dengan langkah retorikanya tentang recount text.

*Teacher: Well, here I have a text that is recount text. Before we read this text I will explain to you about the recount text. The social function of the recount text is to tell about experience someone of something in the past. In generic structure they are orientation, event1, event2, and re-orientation. The language features of recount text are using past tense and use time sequence: first, then, next. Now, we are going to read the text. Are you ready?*

*Students: Yes, Mom*

- Guru memberi informasi lain yang berkaitan dengan topik yang diajarkan dalam teks.
- Guru mengaitkan situasi teks dengan pengalaman siswa.

**b. Elaborasi**

- Guru meminta siswa untuk membaca teks yang telah diberikan dan mereka memahami teks tersebut.
- Guru menayakan dalam kelompok tentang teks yang mereka baca. Dan tentang isi dan kalimat yang dibaca oleh anak.
- Guru meminta salah satu dari siswa yang lain untuk membacakan teks-teks berikutnya, sehingga siswa yang lain memahami teks temannya yang lain.

*Teacher : In group 1, read your text.*

*Group 1 : Vacation To London : Mr. Richard's family was on vacation on London.*

*Teacher : ok, how they feel go to London?*

*Group 1 : they feel very happy.*

*Teacher : ask group 2.*

*What the title of text and can you explain about your text to your friend?*

*Group 2 : yes, mom. The title of text is "Bus was flowing right behind me"*

*The text is the experience about someone go to somewhere and he get accident on the way.*

*Teacher : well, you have write 5 vocabularies about text.*

- Begitu juga selanjutnya dengan group 3,4 dan 5.
- Setelah mereka selesai membaca dan menemukan kata-kata sulit mereka mencatat dan mengingat nya. Setelah itu guru mengambil teks tersebut dan mulai memainkan music dan membentuk marker kepada siswa.
- Kemudian apabila guru mengatakan 'don't stop the music' maka music berhenti dan melihat kelompok mana marker tersebut diberhentikan. Dan apabila berhenti pada salah satu siswa didalam kelompok maka siswa tersebut harus maju kedepan dan menuliskan 5 buah kosakata yang sulit.
- Apabila mereka lupa dengan salah satu kosakata tersebut , maka mereka akan mendapatkan hukuman dari guru.

**c. Konfirmasi**

- Guru dan siswa membahas tentang kata sulit yang ditemukan dalam teks.
  - Menguatkan informasi tentang komponen – komponen dari teks yang telah diberikan.
- **Post teaching activities**
    - Guru menanyakan kepada siswa apakah ada yang belum mengerti tentang pelajaran yang diberikan.
    - Guru mendiskusikan tentang teks yang telah di pelajari
    - Guru meminta siswa membuat kalimat dari kata yang diperoleh dari permainan stop the bus.
    - Guru meminta satu atau dua orang anak untuk menuliskan kalimat yang dibuatnya dari kata yang didapat dan mendiskusikan kalimat tersebut apakah benar atau salah.
    - Guru menyimpulkan materi yang telah dipelajari
    - Guru menutup pelajaran

**C. CONCLUSIONS AND SUGGESTIONS**

Vocabulary is the important element to be considered in learning a language because it is the basic of a language to express the idea. Since most of teachers do not have appropriate methods and strategies to interact with the students in the classroom, it is impossible to expect the students to be able to speak English well. Consequently, the students feel bored and even lack of their motivation in learning English.

Making the students enjoy studying English is really challenging to the teachers. One way to make the environment in the classroom become interesting is through don't stop the music game. This technique gives some challenging to the students and makes them active in the class. *Don't stop the music* game gets students focused and working on task as a team.

Procedures of teaching vocabulary in this game are divided into three phases. They are pre-teaching activities, whilst-teaching activities, post-teaching activities. In pre-teaching activities, the teacher applies Don't Stop The Music Game. It can build students motivation and make them enjoy in learning. In whilst-teaching activities the teacher teaches a recount text. The teacher asks one students to read one sentence and ask the idea of the sentence and it will be continued to other students. Then, in the post-teaching activities the teacher discusses about the difficult words, and make conclusion about the lesson. There are some suggestions proposed dealing with the conclusion above: First, In the Don't Stop the Music game, the teacher has to find interesting and familiar topic for the students. For example about experience, famous person, and interesting places. Second, It is better for the teacher to control the students in playing the game. Third, Don't Stop the Music Game is an interesting and useful technique that should be used by the teacher in teaching vocabulary.

**Note:** This article is written based on the writer's paper with a guidance from Fitriawati, S.S, M.P.d

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