IMPROVING THE STUDENTS' PRONUNCIATION THROUGH HOMOPHONE GAMES AT GRADE XI SMA N 5 PADANGSIDIMPUAN

A Thesis

*Submitted to the State Islamic University Syekh Ali Hasan
Ahmad Addary Padangsidimpuan as a Partial Fulfillment of the
Requirement for Graduate Degree of Education (S.Pd) in English*

Written by:

TRI RAMADANI HARAHAP
Reg. Num. 19 203 00051

ENGLISH EDUCATIONAL DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN
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TARBIYAH AND TEACHER TRAINING FACULTY
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PADANGSIDIMPUAN
2023

LETTER OF AGREEMENT

Term: Thesis
a.n. Tri Ramadani Harahap

Padangsidimpuan,\2 September 2023
To:
Dean Tarbiyah and Teacher Training Faculty
In-
Padangsidimpuan

Assalamu'alaikum Wr. Wb

After reading, studying and giving advice for necessary revision on thesis belongs to **Tri Ramadani Harahap** entitled **"Improving the Students' Pronunciation Through Homophone Games at Grade XI SMA N 5 Padangsdimpuan"** we approved that the thesis has been acceptable to complete the requirement to fulfil for the degree of Graduate of Education (S. Pd) in English.

Therefore, we hope that the thesis will soon examined in front of the Thesis Examiner Team of English Department of Tarbiyah and Teacher Training Faculty UIN SYAHADA Padangsidimpuan. Thank you.

Wassalamu'alaikum Wr. Wb

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DECLARATION OF SELF THESIS COMPLETION

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The Tittle of the Thesis   : **Improving the Students' Pronunciation Through Homophone Games at Grade XI SMA N 5 Padangsidimpuan**

    I hereby declare that I have arranged and written the thesis by myself, without asking illegal help from others, except the guidance from advisors, and without plagiarism along with the ethic code of UIN SYAHADA Padangsidimpuan in article 12 verses 2.

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Padangsidimpuan, 6 Oktober 2023
Declaration Maker,

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Kind : Thesis

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Date : November, 01st 2023

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IPK : 3.63

Predicate : Sangat Memuaskan

LEGALIZATION

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ABSTRACT

Nama   : Tri Ramadani Harahap

NIM   : 1920300051

Judul Skripsi/ Thesis   : The Improving Students' Pronunciation Through Homophone GameS at XI Grade SMAN 5 Padangsidimpuan

This research was conducted at SMA Negeri 5 Padangsidimpuan and discussed improving the students' pronunciation through homophone games. focused on students' Pronunciation through homophone games. The problem of students is they are low in pronunciation. The purpose of this study is to find out whether the results of homophone games can improve students' pronunciation in class 11 Mipa 1. This researcher's method is CAR (Classroom Action Research) according to Kemmis and Taggart's Classroom Action Research, there are two cycles and have stages or steps consisting of 4 stages namely planning, action, observation, and reflection. The population of this study was 25 students in the 11 Mipa 1. Based on the results of the study that had been conducted, students' pronunciation improved. In pronunciation cycle 1, student pronunciation is low based on the researcher's observation that the students were confused about homophones, lacked enthusiasm, and had incomplete roles. In Pronunciation cycle 2, Students' pronunciation is very good based on what the researcher observed in the learning process students were focused and following the pronunciation lesson and were enthusiastic about learning. The result of the first cycle is 20% and the second cycle is 96% percentage. That means the application of homophone games can improve students' pronunciation and the hypothesis is acceptable.

Keywords: Homophone Games, Improving, Pronunciation, Students

ABSTRAK

Nama   : Tri Ramadani Harahap

NIM   : 1920300051

Judul Skripsi/ Thesis : Upaya Meningkatkan Pengucapan Siswa Melalui
                                    Permainan Homofon di XI SMAN 5 Padangsidimpuan

Penelitian ini dilakukan di SMA Negeri 5 Padangsidimpuan dan membahas peningkatan pengucapan siswa melalui permainan homofon. berfokus pada Pengucapan siswa melalui permainan homofon. Permasalahan siswa adalah pengucapannya yang rendah. Tujuan dari penelitian ini adalah untuk mengetahui apakah hasil permainan homofon dapat meningkatkan pengucapan siswa di kelas 11 Mipa 1. Metode yang digunakan peneliti adalah CAR (Penelitian Tindakan Kelas) menurut Penelitian Tindakan Kelas Kemmis dan Taggart, terdapat dua siklus dan memiliki tahapan atau langkah yang terdiri dari 4 tahap yaitu perencanaan, tindakan, observasi, dan refleksi. Populasi penelitian ini adalah 25 siswa di 11 Mipa 1. Berdasarkan hasil penelitian yang telah dilakukan, pengucapan siswa meningkat. Pada pengucapan siklus 1, pengucapan siswa rendah berdasarkan pengamatan peneliti bahwa siswa bingung tentang homofon, kurang antusias, dan peran tidak lengkap. Pada Pronunciation cycle 2, Pronunciation Siswa sangat baik berdasarkan pengamatan peneliti dalam proses pembelajaran siswa fokus dan mengikuti pelajaran Pronunciation serta antusias dalam belajar. Hasil siklus I sebesar 20% dan siklus II persentasenya 96%. Artinya penerapan permainan homofon dapat meningkatkan pengucapan siswa dan hipotesis dapat diterima.

Kata Kunci: Permainan Homofon, Meningkatkan, Pengucapan, Murid

خلاصة

الاسم	:	تري رمضاني هارهاب
نيم	:	١٩٢٠٣٠٠٠٥١
عنوان الأطروحة/الأطروحة	:	الجهود المبذولة لتحسين نطق الطلاب من خلال الألعاب المتجانسة في الحادي عشر سمان ٥ بادانجسيديمبوان

في البحث هذا إجراء تم اختبارسما نيجيري ٥ بادانجسيديمبوان الألعاب خلال من الطلاب نطق تحسين وناقش هذه من الغرض .النطق ضعف هي الطلاب مشكلة .المتجانسة الألعاب خلال من الطلاب نطق على ركز .المتجانسة الفصل في الطلاب نطق تحسن أن يمكن المتجانسة الألعاب نتائج كانت إذا ما معرفة هو الدراسة١١ ميبا ١ طريقة . Kemmis لـ الدراسي الفصل في العمل لبحث وفقًا (الدراسي الفصل في العملي البحث) CAR هي الباحث هذا من تتكون خطوات أو مراحل لها و دورتان هناك ،Taggartو٤ .والتفكير والملاحظة والعمل التخطيط وهي مراحل الدراسة هذه مجتمع كان٢٥ في طالبا ١١ ميبا ١ .الطلاب نطق تحسن ،إجراؤها تم التي الدراسة نتائج على وبناء . بشأن مرتبكين كانوا الطلاب بأن الباحثة ملاحظة على بناءً منخفضاً الطلاب نطق كان ،الأولى النطق دورة وفي بناءً جيدًا الطلاب نطق كان ،الثانية النطق دورة وفي .مكتملة غير وأدوارهم ،الحماس إلى ويفتقرون ،المتجانسات الأولى الدورة نتيجة .للتعلم وحماسهم النطق درس ومتابعة الطلاب تركيز من التعلم عملية في الباحث لاحظه ما على ٢٠ الثانية والدورة والدورة ٩٦% الطلاب نطق يحسن أن يمكن المتجانسة الألعاب نطق تطبيق أن يعني وهذا .مئوية نسبة % بناء جدا جيدا الطالب نطق كان الثانية الدورة في ثم ،قليلا الطالب نطق تحسن الأولى للدورة النطق .مقبولة والفرضية .الفرضيات قبول ويمكن الطلاب نطق يحسن أن يمكن المتجانسة الألعاب نطق تطبيق إن .الرابع اللقاء في النطق اختبار على اختبار إجراء تم ثم ،جدًا منخفضًا يزال لا كان أو منخفض بشكل الطالب نطق تحسن الأولى للدورة النطق اختبار في أن ذلك من ويستنتج .الرابع اللقاء في النطق اختبار على بناءً جدًا جيدًا وكان الطالب نطق تحسن الدورة الثانية في الفرضية قبول ويمكن الطلاب نطق يحسن أن يمكن المتجانسة الألعاب نطق تطبيق.

طالب ,النطق ،التحسين ،المتجانس اللعب :المفتاحية الكلمات

ACKNOWLEDGEMENT

بسم الله الرحمن الرحيم

Praise be to Allah SWT, the Most Merciful and Creator, who has bestowed upon me the power, health, and time necessary to complete the thesis titled "Improving the Students' Pronunciation through Homophone Games at Grade XI SMA N 5 Padangsidimpuan." Additionally, may peace and salutations be upon the prophet Muhammad SAW. That has moved humanity out of the dark era and into the light era.

It is a pleasure to appreciate the assistance and support of all professors, organizations, families, and friends who have contributed in various ways, enabling this thesis to be processed until it is a finished composition. I received a lot of advice and inspiration from various people as I worked toward completing this thesis. Consequently, I would want to take this opportunity to offer my sincere gratitude.:

1. Dr. Hamka M. Hum, my first advisor, and Mrs. Sri Minda, M. Hum, my second advisor, have both patiently guided, encouraged, and advised me to complete this thesis.

2. Dr. H. Muhammad Darwis Dasopang, M.Ag, as the Rector of UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan who has offered his time and chance. As a result, UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan allowed me to learn and get some knowledge.

3. Dr. Lelya Hilda, M.Si., as the Tarbiyah Dean, the Faculty of Teacher Education, and all the vices.

4. Mrs. Fitri Rayani, M.Hum., as the Chief of the English Education Department.

5. All lecturers and all the academic cavities of UIN Syahada Padangsidimpuan who have been so helpful and generous with their knowledge when I was a student here.

6. My beloved parents Amir Hamzah Harahap and Netti Sahara Hutasuhut, thank you so much for teaching me about patience and persistence, have supporting me mentally and physically during and after the end of the year at UIN Syekh

Ali Hasan Ahmad Addary Padangsidimpuan. Thank you to my dear sister Amira Namora Harahap. I would like to express my deepest gratitude to my beloved sister, a dear sister who has prayed, prayed for, and encouraged me to finish this thesis. I would like to express my sincere gratitude to my beloved brothers Sutan Bosar Harahap and Riski Aditya Harahap who have provided support, prayer, and encouragement so that I can finish this thesis. Thank you very much, my brothers.

7. Thank you to the Headmaster, English teacher, and grade XI SMA N 5 Padangsidimpuan students.

8. Miss. Roslina S.Pd., who has helped and given support to me in doing my research at SMA N 5 Padangsidimpuan.

9. Thanks to my crazy friends and lovely friends, Gita S.Pd, Melda S.Pd, Nihlan S.Pd, Reni S.Pd, Sawit S.Pd, Ananta S.Pd, and also all of my friends Hindun in UIN Syahada Padangsidimpuan, thanks for your help, patience, and care to support me from the start till finishing my thesis. Good luck to you.

10. Special thanks to Park Chanyeol my bias from EXO my favourite person Ohm Pawat as my bestie and Nanon Korapat Kirdpan my bestie, for always giving motivation and support even though do not know I am living in the world.

11. Thank you to my friends Celle Azizah, Pita, Tapi, and Diva thank you for your support and caring about my thesis.

The words are not enough to say appreciation for your help and contributions to this thesis. May Allah guide you always and give you happiness in your life

I realize this thesis cannot be considered perfect without critiques and suggestions. Therefore, it is a pleasure for me to get critiques and suggestions from the readers to improve this thesis.

Padangsdiimpuan, 12 Oktober 2023

Tri Ramadani Harahap
1920300051

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Pronunciation is how a word is pronounced.[1] Pronunciation is very important in communicating, good pronunciation will make people understand more and can avoid misunderstanding.[2] Pronunciation is not only used to speak, it is necessary to communicate and to make the meaning understood by others. To make sense in a way that can be heard and understood. Human pronunciation provides the clarity necessary for listeners to select words from an audio stream and string them together into meaningful and understandable patterns. It also provides information about the speaker and creates a particular impression. Which projects a communicative context that builds commonality among speakers.

Listeners are necessary for effective communication.[3] Knowing English pronunciation is also a valuable field of study. Although a native accent is impossible for most adult L2 learners, pronunciation is closely related to social meaning within the language and is therefore a gateway to spoken language comprehension for second language learners continue to

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[1] Roswita M. Aboe, *Pronunciation Practice* (Jl.Rajawali.G Elang,no 3, Drono, Sardonoharjo,ngilikik.Yogyakarta: Deepublish, 2018). https://books.google.co.id/books/about/Buku_Ajar_Pronunciation_Practice.html?id=icRcDwAAQ BAJ&redir_esc=y

[2] Fabelia, "Definition, Material, and Function of Pronunciation," *Fabelia*, September 17, 2016, https://www.fabelia.com/pengertian-materi-fungsi-pronunciation/.

[3] Martha C. Pennington, and Pamela Rogerson-Revell, *English Pronunciation Teaching and Research* (London, UK: the registered company Springer Nature Limited, 2019), file:///C:/Users/acer/Downloads/English%20Pronunciation%20Teaching%20and%20Research_%2 0Contemporary%20Perspectives%20(%20PDFDrive%20)%20(2).pdf.p.1://link.springer.com/book /10.1057/978-1-137-47677-7

be. It also helps distinguish between dialects and formal and informal linguistic registers, influencing distinctions of social status within linguistic networks.[4] Based on the explanation above, some functions of pronunciation will make understand how important pronunciation is in English and communication with each other. Good pronunciation is necessary for students and everybody for various purposes and needs.

Students' pronunciation is still poor based on the researcher's Ritonga, what she had researched.[5] She states that the students are having difficulties pronouncing English well. Students still have much difficulty when they are asked to pronounce, especially English vowels. It is because they do not understand how to pronounce it well, and they do not understand how to make the different pronunciations of words that are almost the same sound. Also, students said that their teacher does not use various methods and strategies that interest them. The teacher usually just used discussion and conversation in class. So, it makes it boring to study.

The next researcher is Marina Based, on her research she states, the students have low ability pronunciation because they don't believe they are capable of doing something and have less vocabulary, so they can't express their feelings and ideas. In other cases, the way teachers teach is usually

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[4] Marnie Reed and John M. Levis, *The Handbook of English Pronunciation* (Pondicherry, India: John Wiley and Sons, Inc, 2015), https://books.google.co.id/books/about/The_Handbook_of_English_Pronunciation.html?id=JxSeC AAAQBAJ&redir_esc=y.p.15

[5] Wulandari Ritonga, "Improving Students' Homophone Through Guessing Game at Grade XI SMA N 7 Padangsidimpuan," June 28, 2018, 5. http://etd.uinsyahada.ac.id/id/eprint/1963.

monotone, a teacher just explains material from the textbooks.[6] The last is Kiswindari based on her research information about students, they are having difficulties differentiating the same pronunciation in English speaking and they don't understand the pronunciation and they have less game in pronunciation.[7] Based on the explanation above the fact of pronunciation in several schools is low because the students do not understand pronunciation, don't believe their capability, and then less in vocabulary and other cases the teacher teaches them very monotone just because the teacher explains the material textbooks and never used the game.

Based on information confession by Roslina students are low in pronunciation and less in vocabulary.[8] Thus, the problem is that the students do not understand the explanations of the teacher and they seldom practice in the classroom. Even though the Minimum Mastery Criterium (KKM) is in English 75. However, in reality, some students still have scores under the KKM.

Besides that, problems also arise from student-to-researcher observation. The researcher found a problem that made students have difficulty in pronunciation. First, students lack vocabulary. Second, they do

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[6] Marina, "Improving the Students' Pronunciation Through Homophone Games at VII Grade of MTs Negeri 1 Deli Serdang" (Universitas Islam Negeri Sumatera Utara, 2019), http://repository.uinsu.ac.id/11186/.

[7] Cici Kiswindari, "Improving the Students' Pronunciation Through Homophone Game at The Second Grade Students of SMA Asuhan Daya Medan," November 13, 2018, 3. http://repository.uinsu.ac.id/6228/

[8] Roslina Hsb, S,Pd, Private interview of the English Teacher by Researcher on SMA N 5 padangsidimpuan, n.d.

not know how to pronounce a word that has the same sound, and last, in the process of learning English, the teacher teaches them very monotonously and boring because the teacher just uses the discussion to make the group translate the paragraph from the textbook without know how to pronounce the textbooks. And never using the game in the process of learning. So, in this learning, the teacher must have a method of learning to make students not feel bored when they study English and also make fun when they study English.

The teacher should be creative to make students interested and enjoyable to learn, we can use media. Many media or learning strategies can be used by teachers. Unique strategies or methods will make students more interested in learning. What we know so far is most of the teachers' strategies for teaching are monotonous and boring.[9] One of the media is games. The researcher found that using homophone games can improve the students' pronunciation.

Game is activities or play that has rules that can be used in learning.[10] Games are motivating and fun and provide excellent practice to improve vocabulary, pronunciation, grammar, memory, and empathy language skills.[11] In teaching pronunciation, can use games because they can attract

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[9] Ritonga, "Improving Students' Homophone Through Guessing Game At Grade XI SMA N 7 Padangsidimpuan." http://etd.uinsyahada.ac.id/id/eprint/1963.

[10] University Press Oxford, *Oxford Learner's Pocket Dictionary*, fourth edition (Oxford New York, n.d.).

[11] Agnieszka Uberman, *The Use of Games for Vocabulary Presentation and Revision*, vol. 36, 2018.p.20 https://www.semanticscholar.org/paper/The-Use-of-Games-for-Vocabulary-Presentation-and-Uberman/c9e84998fc1bcc2017c07bc0b7f849aa7586d85f

students' attention when learning and relieve their stress related to the lesson.[12] It means games can steal students' attention while studying and avoid stress while studying. The games can make certain lessons easy and can motivate students to learn.[13] Based on the explanation above the game also makes students easier when studying than learning without games and students more motivated when they are studying with games.

A homophone is the same sound word identical but is spelled in different ways.[14] The homophone game is a natural follow-on from the homophone dictation and can be used to help the students practice and remember homophones.[15] Homophone games also provide almost similar words and give a way of pronouncing them.[16] Based on the explanation above homophone has the same sound but a different meaning (sound-a-like) "Eat" is the verb 1 and "eight" is the number, they have the same sound but different meanings.

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[12] Mark Hancock, *Pronunciation Games* (Cambridge: Cambridge University Press, 2016).p.15 https://www.amazon.com/Pronunciation-Games-Cambridge-Copy-Collection/dp/0521467357

[13] Kiswindari, "Improving the Students' Pronunciation Through Homophoe Game At The Second Grade Students of SMA Asuhan Daya Medan." http://repository.uinsu.ac.id/6228/

[14] Brian P. Clearly, *How Much Can A Bare Bear Bear? What Are Homonyms and Homophones?* (Amerika, 2017), p.15 https://books.google.co.id/books/about/How_Much_Can_a_Bare_Bear_Bear.html?id=ohaT8T_90 DcC&redir_esc=y

[15] Shaun Dowling, "Homophone Game," *British Council Teaching English*, 2019, https://www.teachingenglish.org.uk/homophone.

[16] Dian Novitaningtyas, "Homophone Game as Medium to Improve Students' Pronunciation Skill," December 2018, p 11. http://lib.unnes.ac.id/34230/1/2201414103_Optimized.pdf

Based on the explanation above, the researcher would like to take Classroom Action Research under the title "Improving the Student's Pronunciation Through Homophone Games at Grade XI SMA N 5 Padangsidimpuan".

B. Identifications of the Problem

Based on the background of the problem above, the researcher summarized the identifications of the problems as follows:

1. Students are low in pronunciation

2. Students do not know how to the pronunciation of the same sound but have a different meaning

3. The teacher does not use various and interesting methods for students.

C. Limitation of the Problem

Based on the identification of the problem above, the researcher focused on students' ability in pronunciation. The researcher chose homophone games to solve students' problems with pronunciation. The homophone only limits both long vowels and short vowels.

D. Formulations of the Problem

The problem formulation is a statement describing the problem or issue to be studied. Based on the statements above, the researcher formulates the problem as follows: "Can the homophone games improve the students' pronunciation at grade XI SMA N 5 Padangsidimpuan?"

E. Objective of the Research

The objective of the research is to gain knowledge or discoveries, the objective of this research is "To improve the students' pronunciation by homophone games at grade XI SMA N 5 Padangsidimpuan".

F. Significances of the Research

The significance of this research are as follows:

1. For English teachers, create a new and interesting learning method, especially for studying pronunciation.

2. For students: The homophone game hopes to make the student more enjoyable in the situation and also expects to help students improve their ability.

3. For readers: to be able to improve their knowledge of pronunciation through homophone games.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Description

In conducting research, theories are needed to explain a concept or concept terms applied to the research concern. Researchers discuss and describe some of the theories related to research. This research was conducted based on theoretical as follows:

1. Pronunciation

   a. Definitions of Pronunciation

Pronunciation is the way a word a language is usually speak, the manner in which someone utters a word. In line with the definition above, Pronunciation is one of the important aspects of English and Oxford University said that pronunciation is how a language or a particular word or sound is spoken.[17] Hancock states Pronunciation is more than 'listen and repeat'. Pronunciation includes features of language (vocabulary and grammar) and skills (speaking and listening). Like vocabulary and grammar, that pronounce by noticing and understanding rules and patterns that lie beneath the surface of speech.[18] Pronunciation refers to the production of sounds that use to make meaning. It includes

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[17] Oxford, *Oxford Learner's Pocket Dictionary*.

[18] Mark Hancock, "Pronunciation in the English Language Classroom Is More than Just 'Listen and Repeat,'" *British Council*, December 9, 2019, https://www.britishcouncil.org/voices-magazine/teaching-pronunciation-more-just-listen-and-repeat. https://www.britishcouncil.org/voices-magazine/teaching-pronunciation-more-just-listen-and-repeat

attention to the particular sounds of a language (segments), aspects of speech beyond the level of the individual sound, such as intonation, phrasing, stress, timing, rhythm (suprasegmental aspects), how the voice is projected (voice quality) and, in its broadest definition, attention to gestures and expressions that are closely related to the way we speak a language.

Each of these aspects of pronunciation is briefly outlined below, and references for further study are suggested.[19] Based on the explanation above, pronunciation is how a person or people express or say words and speak one language to another. By studying Pronunciation, we will be able to know them well and also the speaker must have good pronunciation so that the listener understands what is being said and does not experience misunderstandings that will be fatal. A good speaker must have clear pronunciation for their speeches to be understood by the audience. Teachers must teach pronunciation to their students because it can enhance their ability to produce spoken language.

b. **Teaching Pronunciation**

Teaching Pronunciation must focus on the lesson to make the students understand when studying. Harmer states just as with any aspect of language – grammar, vocabulary, etc.- teachers have

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[19] Lynda Yates, "What Is Pronunciation," *Research Center*, October 2019, https://www.nceltr.mq.edu.au/pdamep.

to decide when to include pronunciation teaching into lesson sequences. There are several alternatives to choose from:

1. Whole lessons: Some teachers devote whole lesson sequences to pronunciation, and some schools timetable pronunciation lessons at various stages during the week.

2. Discrete slots: Some teachers insert short, separate bits of pronunciation work into lesson sequences. For weeks they work on all the individual phonemes either separately or in contrasting pairs.

3. Integrated phases: Many teachers get students to focus on pronunciation issues as an integral part of a lesson. when students listen to a tape, for example, we can draw their attention to pronunciation features on the tape, if necessary, having students work on especially prominent sounds or getting them to imitate intonation patterns for the question.[20] Although whole pronunciation lessons may be an unaffordable luxury for classes under syllabus and timetable pressure, many teachers take pronunciation in a mixture of the ways suggested above.

There are many cases of trouble with pronunciation, to make it easy to understand pronunciation there are steps to

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[20] Jeremy Harmer, *The Practice of English Language Teaching*, Third Edition (Cambridge, Uk: Longman Publisher Group, 2017), www.longman.com.p.275

understand pronunciation easy. So, the next heading will explanation about the steps of understanding Pronunciation.

c. Step for Understanding Pronunciation

If someone has trouble understanding what you say, try to follow these steps:

1. Learn to listen: Before you learn how to speak, you'll need to learn how to listen. Some sounds can be hard to tell apart when you're listening.

2. Learn with the best English pronunciation dictionaries online: You probably already use a dictionary to translate English words, but online or digital dictionaries can offer many additional benefits, including pronunciation guides.

3. Write down what you hear: Sit down and listen. Listen to someone speak and write down what they are saying, that can improve your pronunciation.

4. Practice with a buddy: Practicing with a buddy (friend) will give you a chance to try everything you learned, and learn new things from each other. Plus, it's fun.

5. Speak as much as you can: If you don't speak often, you can become nervous when it's finally time to open your mouth and say something in English.[21]

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[21] Aromiekim, Yulia Geikam, Laura Grace, "How to Greatly Improve Your English Pronunciation in 15 Steps," January 2, 2023.

It means if want to understand pronunciation, we can learn step by step so that we can understand what we say and people do not misunderstand.

d. Sounds of Pronunciation

Sound is heard or something that you can hear. Sound is a word that comes from the person who generates meaning. Different spellings can have the same sounds, for Example mousse and moose.

1) Vowel

A vowel is if the tongue is held very close to the roof of the mouth and a voiced air-stream of ordinary force is emitted, frictional noise is heard in addition to the voice.[22] Vowels are sounds that are made without any kind of closure to the escape of air through the mouth. They are sounds that are produced by the movement of a certain part of the tongue to a certain height but still not obstruct the air stream. The quality of the vowel depends upon the position of the tongue and lips.[23] Based on the explanation above vowel is a sound produced by an open mouth or no-stopping sound in the mouth and different positions the of tongue and lips

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[22] Danies Jones, *The Pronunciation of English*, Definitive Edition (London and New York: Cambridge University Press, n.d.).p.15 https://assets.cambridge.org/97805210/93699/toc/9780521093699_toc.pdf

[23] Hamka, "Standardizing Teaching English Vowel in Empowering Students' Pronunciation," *English Education English Journal for Teaching and Learning* 4 (January 1, 2016), https://doi.org/10.24952/ee.v4i01.1187.p.7

Table 2.1 Symbol of vowel

No	Symbol and Sound	Perception
1	[i:]	Front High Vowel
2	[i]	Front Mid High Central Vowel
3	[e]	Front Mid High Vowel
4	[ɛ]	Front Mid Low Central Vowel
5	[æ]	Front Low Vowel
6	[a:]	Back Low Vowel
7	[ɒ]	Back Mid Low Central Vowel
8	[ɔ:]	Back Mid-Low Vowel
9	[o]	Back Mid-High Vowel
10	[u]	Back Mid High Central Vowel
11	[u:]	Back High Vowel
12	[ə]	Front Central Vowel
13	[ʌ]	Back Central Vowel

a) Vowel sound [æ] is sound between or beyond [e] and [a]. The way sounds a little bit sound [e] and sound [a]. So, the symbol refers to those sounds.

b) Vowel sound [ɛ] is a sound between or beyond [e] and [ə]. The way sounds shorter than [e] but a little bit near to [ə] than it is symbolized [ɛ].

c) Vowel sound [ɒ] is sound between or beyond [a] and [o], but it is a little close to central. The way sounds shorter. So, sound [o] is divided to be [ɒ].

d) Vowel sound [ɔ:] is sound between or beyond [a] and [o], it is back vowels, but mid-low and not central. It is longer sounded. So, it is labeled [ɔ:].

e) Vowel sound [ə] is a sound between or beyond [i], [e], [u], and [o]. This sound dominates vowel sounds as a nucleus at the end of a syllable that has more than one syllable. This sound is special, it

can be longer if the sound code is [r], and the sound [r] will be represented by [:] and the vowel sound [e] will be longer such as symbolized [ə:].

f) Vowel sounds [ʌ] are between or beyond sound [ə] and [a]. This sound is a short vowel when the original letter (u) is followed by a voiceless consonant normal.[24]

2) Kind of the Vowel

Two kinds of vowels are long and short vowels, short and long vowels are pronounced with the same sound but different lengths of time.

a) Short Vowel

Short vowels are the standard pronunciation of vowels—usually when there is only one vowel in the word—especially in short words.[25] Short vowels are vowel sounds around mid and central vowels. The location of Short vowels describes lip rounding, tongue placement, and tongue height not so significantly higher and lower, not so in back and front, not so closes and opens.[26] A short vowel is a sound short vowel. , and when the vowel is pronounced with a short vowel sound, it can be followed by two consonants. If the vowel is followed by more

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[24] Hamka, "Standardizing Teaching English Vowel in Empowering Students' Pronunciation.p.10

[25] Matt Ellis, "What Are Vowels? Definition and Examples," What Are Vowels? Definition and Examples | Grammarly, November 28, 2022, https://www.grammarly.com/blog/vowels/.

[26] "Standardizing Teaching English Vowel in Empowering Students' Pronunciation."p.11

than one consonant, it is almost always short.[27] It means a short

vowel is a sound vowel pronounced in short form.

Table 2.2 Short vowel sound and the symbol

Number	Symbol and Sound	Perception	Example	
1	[i]	Front mid-high central vowel	in inn	[in] [in]
2	[e]	Front mid-high vowel	Lesson Lessen	[lesn] [lesn]
3	[ɛ]	Front mid-low central vowel	Lead Led	[lɛd] [lɛd]
4	[æ]	Front low vowel	Add Ad	[æd] [æd]
5	[ɒ]	Back mid-low central vowel	Knot Not	[nɒt] [nɒt]
6	[u]	Front central vowel	Would Wood	[wud] [wud]
7	[ə]	Front central vowel	Cel Sell	[səl] [səl]
8	[ʌ]	Back central vowel	One Won	[wʌn] [wʌn]

b) Long Vowel

You may have noticed that these five long vowels are different

from the short vowels described in the previous study, not only in

length but also in quality. If we compare some similar pairs of long

and short vowels, for example [i] with [i:], or [u] and [u:] or [ɒ]

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²⁷ Udemy Team, "Long and Short Vowel Differences and Examples," *Udemy Blog*, August 10, 2021, https://blog.udemy.com/short-and-long-vowel-differences/.

and [a:] we can distinct differences in quality (resulting from differences in tongue shape and position, and lip position) as well as in length.[28] The long sound is made by pronouncing the letter's name as it sounds when reciting the alphabet. The short sound is made by pronouncing the sound of the letter.[29] Based on the definition above, the researcher concludes that a long vowel is a vowel that is longer than a short vowel. That, when you find a long vowel you must long the pronunciation long vowel form.

Table 2.3 Long vowel sound and the symbol

Number	Symbol and Sound	Perception	Example
1	[i:]	Front high vowel	See [si:] Sea [si:]
2	[*a*:]	Back low vowel	passed [p*a*: st] past [p*a*: st]
3	[ɔ:]	Back mid-low vowel	Soar [sɔ:] Sore [sɔ:]
4	[u:]	Back high vowel	Two [tu:] Too [tu:]
5	[ə:]	Front central vowel	Heard [hə:d] Herd [hə:d]

e. Problem of pronunciation

Problems occur in pronunciation. First, because the main language of students is not English. Second, students have difficulty pronouncing English words for fear of being wrong hird,

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[28] "Standardizing Teaching English Vowel in Empowering Students' Pronunciation."p.11
[29] Jason Mack, "Long & Short Vowel Sounds: Word Examples | What Are Long & Short Vowel Sounds?," study.com, accessed March 31, 2023, https://study.com/learn/lesson/long-short-vowel-sounds.html.

a lack of motivation. Although not all students have low motivation, most students indicate that they are not eager to repeat or remember when they mispronounce.[30] That is the problem of Pronunciation that occurs, the point is students think English, is not their language so they have difficulty learning or pronouncing the language.

Fraser says the pronunciation problems should be tackled roughly in word and sentence stress, syllable structure, vowel length distinctions, major consonant distinctions, vowel quality distinctions, and minor consonant distinctions.[31] So pronunciation problems occur in word and sentence stress, syllable structure, differences in vowel length, differences in major consonants, differences in vowel quality, and differences in minor consonants which must be resolved so that problems in pronunciation can be avoided.

f. Importance of Pronunciation

Pronunciation is incredibly important if we want to be understood and avoid miscommunication, By using the voice when you speak, the other person can quickly understand what you

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[30] Masfa Maiza, "An Analysis of Students' Pronunciation Errors," *Journal of English Education Literature* 01 (March 5, 2020): P.4.
https://journal.stkippamanetalino.ac.id/index.php/bahasa-inggris/article/view/27

[31] Dr. Helen Flaser, "Teaching Pronunciation: A Handbook for Teacher and Trainers" (Sydney: Department of Educational Training and Youth Affairs (DETYA), n.d.), https://helenfraser.com.au/wp-content/uploads/HF-Handbook.pdf.P.33

are trying to say.[32] We also often judge people by the way they speak, so learners with poor pronunciation can be judged as incompetent, uneducated, or lacking in knowledge, even if the listener is only reacting to their pronunciation.

However, adult learners find pronunciation to be one of the most difficult aspects of English to learn and require explicit assistance from the teacher. Student needs surveys consistently show that our students feel the need to learn pronunciation in class.[33] Pronunciation is an essential thing in good communication because the wrong pronunciation will lead to misunderstanding and negative impressions of each other person.

Most students underestimate the importance of pronunciation because they consider that pronunciation is less important than other English aspects such as grammar, lexicology, and vocabulary.[34] So, pronunciation is very important because it is the main aspect of speaking. Then some kind of pronunciation work in class is very important. because by learning pronunciation we will be able to avoid bad pronunciation and be able to understand the other person talking.

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[32] Reed, *The Handbook of English Pronunciation*.p.15

[33] AMEP Research Senter, "Adult Migrant English Program Research Center What Is Pronunciation?" (October 2002, n.d.), 1, http://www.nceltr.mq.edu.au/pdamep.

[34] Phra Narong Srakaew, "The Importance of Pronunciation in English Communication," *2*, n.d., https://so10.tci-thaijo.org/index.php/jote/article/view/491.P.12 https://so10.tci-thaijo.org/index.php/jote/article/view/491

2. Homophone Game

a. Definition of Game

Games are typically structured and semi-structured activities, it is done for fun and is sometimes used as an educational tool. Play should be fundamentally distinguished from paid work and art more concerned with the expression of ideas. A game is an activity in which participants follow certain rules. Real life is different because they achieve challenging goals.[35] The game area also motivating, this game also helps to highlight some sounds, that may be particularly difficult for the students to hear and write.[36] Based on the explanation above game is activities with rules and game can help students in learning because the game gives the students a chance to learn.

b. Criteria of Good Game

A good learning game is much the same as a successful e-Learning unit. At their core, learning games should be built to satisfy some wider organizational goal. For most learning managers, this is the bottom line that defines whether or not they've done their jobs.[37] Lewis states that games can add fun and

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[35] Hancock, *Pronunciation Games*.

[36] Gordon Lewis Gunther Bedson, *Games for Children* (Germany: Oxford University Press, series editor), https://books.google.co.id/books?redir_esc=y&hl=id&id=jRncjEnymlsC&q=&output=html_text.

[37] Harry, "All the Characteristics of a Good Learning Game | Everything To Know," *Growth Engineering* (blog), February 17, 2016, https://www.growthengineering.co.uk/what-are-the-characteristics-of-a-good-learning-game/.

variety to a conversation session. The key to a successful language game is that these rules are clear and the ultimate goal is well defined. Of course, the game must be fun, whether played in English or the children's mother tongue.

Lewis also states some basic points that we can consider. It means the criteria of a good game must fit with the purpose of learning and the game must be fun so that the students can feel enjoyable while learning English.

Here are some basic points want to consider:

1. A game must be more than just fun

2. Play the different games from lesson to lesson

3. Vary the order in which you play the game

4. Always end an activity when the fun is still at its peek

5. Think ahead

6. Making games part of the syllabus.[38]

c. Definition of Homophone

The word homophone is made from two combining forms: homo - (from the Greek word "homos", meaning "same"- phone (from the Greek word "phone", meaning "voice" or "sound". Homophones are words that have the same sound (pronunciation) but different meanings and (usually) spelling.[39]

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[38] Lewis, *Games for Children*.
[39] Turnbull, *How to Improve Your Pronunciation at Meten*.

For example, the following two words have the same sound, but different meanings and spelling: hour – our, In the next example, the two words have the same sound and spelling, but different meanings: bear (the animal) and bear (to carry) Usually homophones are in groups of two (our, hour), but very occasionally they can be in groups of three (to, too, two) or even four.

Clearly states a homophone is some sound words identical but are spelled in different ways.[40] It means homophones have the same voice but different meanings. Further, Aboe states, a that homophone is a word that has the same pronunciation but different spelling and meaning.[41] Therefore homophones are words that have the same pronunciation have different meanings and usually different spellings. A homophone is a word that has the same pronounced but different meanings like "too" and "two".[42] A homophone has the same sound but is spelled in different ways. In conclusion researchers, a homophone is a word same sound but has different meanings and spelling.

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[40] P. Clearly, *How Much Can A Bare Bear Bear? What Are Homonyms and Homophones?*

[41] Aboe, *Pronunciation Practice*.

[42] James B, Hobbs, *Homophones & Homographs*, Fourth edition (Jefferson, North Carolina, and London: McFarland & Company, Inc, n.d.).p.3 https://openlibrary.org/books/OL38884M/Homophones_and_homographs

Dowling argues that the Homophone Game is a natural follow-on from the homophone dictation and can be used to help the students practice and remember homophones. This game also helps to highlight some south which may be particularly difficult for students to hear and write.[43] It means homophone games include some homophone words. The homophone game can help students practice and remember some homophones. And then the homophone games can help students recognize homophones and their everyday occurrences in the English language. Homophone games also are some games that could help us to teach homophones.

Homophone games can improve the students' pronunciation because homophone games can activate the class, where students can be involved actively in class because the reason that game work in the group then can make the class is not getting bored, and more active, the students get motivated and then students are excited to study. Not only pronunciation the students get also new vocabulary.[44] It means homophones can make students more active in class and excited to learn because the students get motivated and not get bored.

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[43] Dowling, "Homophone Game."
[44] Harsin,et al. "Using Homophone Games to Improve Pronunciation for High School Student" *E-Journal of ELTS (English Language Teaching Society)* 10, no. 3 (2022): 227–36, https://doi.org/10.22487/elts.v10i3.3182.

Turnbull states Homophones also improve students' pronunciation because a homophone is one of the contents in pronunciation to improve pronunciation helps you to develop a clear, understandable pronunciation with appropriate intonation and stress. intelligibility is the most important thing in pronunciation and being understood by a listener in a given situation.[45] It means a homophone is a word that has the same sound or similar sound but a different meaning One of Turnbull's contents in the book and he states the homophone can improve pronunciation.

Homophone Games is a word in which a player creates a sentence or phrase containing a pair or larger set of homophones, substitutes the homophone pair with another (usually nonsensical) pair of words, and then reads the newly created sentence out loud. The game's object is for the other players to deduce the original homophone pair, in teaching pronunciation, we can use games because they can attract students' attention when learning and relieve their stress related to the lesson .[46] It means a homophone game which means the player matches the word with the homophone pairs, and the object of this game is to conclude the homophone pairs.

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[45] David Turnbul, *How to Improve Your Pronunciation at Meten*, 2017th ed. (David turnbul, 2017), https://www.scribd.com/presentation/10929252/How-to-Improve-Your-Pronunciation-at-METEN-1.

[46] Hancock, *Pronunciation Games*.

d. Procedure Homophone

There are some steps of how Homophone Games in its implemented as a game, they are:[47]

1. Before giving the games, the teacher should explain to the students that homophones are two words that sound alike but have different meanings, like "two" (the number between one and three) and "too" (another way of saying as well).

2. Students be divided into small groups that consist of 5 members. Every group has a leader who chooses the first player from his/her members.

3. The teacher asks the students or first players to stand in front of a chair.

4. The teacher gives writing the blank sentences and choices of homophone words e.g., Fill in the blanks with the correct word: a. i, b.eye, c. too, d.to.

5. The first player runs up to the board to answer the question by pronouncing it.

6. The first player is changed by the second player until all the members have a chance.

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[47] "[Gordon_Jo Ann] Vocabulary_Building_with_Antonyms,(BookFi).Pdf," accessed July 25, 2023, https://ia801701.us.archive.org/11/items/english-vocabulary-books/%5BGordon_Jo_Ann%5D_Vocabulary_Building_with_Antonyms%2C%28BookFi%29.pdf.

7. The teacher gives a point to the group who can answer the question correctly.

8. The winner is the highest point.[48]

Based on the explanation of the procedure of homophones, the implementation of the steps as a game. Before giving the game, the researcher should explain to the students that a homophone is a word that has the same pronunciation but different meanings like to and two. After that, the researcher divided them into small groups consisting of 5 members and had 1 leader in every group to choose the first player from his/her group. The first player standing in front of the chair. The researcher gives writing the blank sentences and choices of homophone words e.g., Fill in the blanks with the correct word: a. i, b.eye, c. too, d.to. The first player runs up to the board to answer the question by pronouncing it. The first player is changed by the second player until all the members have got a chance The researcher gives a point to the group who can answer correctly then the winner is the highest point.

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[48] Hamelia, "The Influence of Homophone Games Towards Students' Dipthong Pronunciation Mastery at The Second Semester of the Eleventh Grade of Sma N 1 Kota Agung," *Universitas Islam Negeri Raden Intan Lampung*, February 26, 2021, http://repository.radenintan.ac.id/15460/. http://repository.radenintan.ac.id/15460/

e. Example of Homophone

Homophones are words that have the same pronunciation, but different meanings and writing. For example:

1. **Accept / Except**

   Accept to take without protest

   Except to omit something

2. **Two / tu: / and too / tu: /**

   Two is a number between one and three

   Too is another way of saying it as well

3. **Steal / sti:l / and steel / sti:l/**

   Steal is a thief does this

   Steel is a hard strong metal

4. **Poor / po:r / and pour / po:r**

   Poor is having very little money

   Pour is flow in a continuous stream

5. **Cent / sent / and scent / sent**

   Cent is one 100th part of the main unit of money

   The scent is the smell.[49]

6. **Ate and eight**

   I ate fried rice yesterday

   My favorite number is eight

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[49] Marie Rippel, "How to Teach Homophones (3 Downloads & the Homophone Machine!)," *All About Learning Press* (blog), November 23, 2020, https://blog.allaboutlearningpress.com/homophones/.

7. **See and sea**

    We see the beautiful lake

    I know that the sea is a beautiful place

8. **Flower and flour**

    I plant flowers behind my house

    I want to make the cake but I don't have flour

9. **Ice and eyes**

    They order ice cream at the café

    The color of my eyes is brown

10. **Piece and peace**

    You are a piece of my life

    The peace after the breakup.

Based on the example above homophone is a word that has the same sound but a different meaning. As an example piece and peace in English words are different but in pronunciation, they sound the same but different in meaning. Piece means like a part while peace is conciliation.

f. **The Advantages and Disadvantages of Homophone Game**

    Homophone games have advantages:

a. Homophone games are fun to do and something entertaining.

    Homophone games are also very interesting because they

have an element of competition.[50] So it means the homophone game is something interesting and fun because the game is like a competition in which the first is the winner.

b. Teaching using homophone games allows students to participate actively in learning.

c. In the learning process that uses homophone games, the role of the teacher is not visible, but the interaction between students or learning citizens becomes more prominent.

d. This game can provide immediate feedback to be more effective.

e. This game can provide an opportunity for students to learn to practice real behavior, not just discuss it.

f. Homophone games can be interactive and encompass many different learning factors at once.

g. Passive students can participate positively.

h. Students can learn a lot without stress.

i. This game is flexible to practice students" pronunciation

Homophone games also have weaknesses or limitations that deserve to be considered, namely:

1. Students have not yet regarding the rules and technical implementation.

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[50] "The Influence of Homophone Games Towards Students' Dipthong Pronunciation Mastery at The Second Semester of the Eleventh Grade of Sma N 1 Kota Agung."

2. When the games are played, if the students' numbers are too much it will surface to involve all of the students in that game, a student who is not involved will disturb the process.

3. In its implementation, this game is usually followed by voices so that they can cause a crowd and interfere with learning activities in other classes.

B. The Review-Related Finding

There are some researchs related to this research. Many researchers have researched students' pronunciation skills. The first researcher is Kiswindari Based on the data analysis. The technique of analyzing the data that was used in that research is applied by using qualitative and quantitative data. The data is used to describe the situation during the teaching-learning process. Test, interview result, and observation. The qualitative data were taken from the test and the qualitative ones were taken from the observation sheet, interview, diary notes, and also from documentation. The data were taken from one class only namely XI IPS- 1 which consisted of 38 students. This research was done in two cycles that consisted of four meetings. Every cycle consisted of four steps, they were; planning, action, observation, and reflection. The researcher felt that improving the students' pronunciation through Homophone Games was successful because homophone games are one of the good strategies for improving the students' pronunciation.[51]

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[51] Cici Kiswindari, "Improving The Students' Pronunciation Through Homophoe Game At The Second Grade Students of SMA Asuhan Daya Medan." http://repository.uinsu.ac.id/6228/

The second is Marina's script. The data were analyzed by using quantitative and qualitative analysis. The tests consisted of three kinds, they were pre-test, post-test I, and post-test II. Afterward, the qualitative data were obtained from the interview sheet, observation sheet, diary note, and photography evidence. All these data were taken from a class that consisted of 30 students. The research was accomplished in two cycles which were conducted in six meetings. Based on the data, the result showed an improvement in the student's scores from the pre-test to the post-test of cycle I. In the pre-test, the students who got a score of 75 or more were 8 of 30 students (26.6%). In the post-test of cycle I, the students who got a score of 75 or more were 16 of 30 students (53.3%). It means there was an improvement of about 26.7%. Meanwhile, in the post-test of cycle II, the students who got a score of 75 or more were 24 of 30 students (81.5). It can be seen that there was an improvement of about 26.7% from the second test and about 53.4% from the first test to the third test. Most of the students' scores increased from the first test to the third test. This research proved that the Homophone Game was effective to be used in teaching English pronunciation.[52]

The last was conducted by Ritonga" The researcher has got the answer that guessing games improved students' homophones at grade XI IPA 1 SMA N 7 Padangsidimpuan. Based on the student's pronunciation of homophones

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[52] Marina, "Improving the Students' Pronunciation Through Homophone Game AT VII Grade of MTs Negeri 1 Deli Setrang," *Marina*, July 8, 2019, http://repository.uinsu.ac.id/11186/1/SKRIPSI%20MARINA%20PDF%202%20%281%29.pdf.

mean score in cycle 1 was 70.90 (22.72%) became 78.63 (90.90%) in cycle 2. Therefore, the hypothesis could be accepted because the score of the student's activity in the learning process by using a guessing game showed improvement at classroom XI IPA 1 SMA N 7 Padangsidimpuan.[53]

The difference between my study and the researcher is the first Kiswindari, the indicator is in the technique of analysis data she applied by using qualitative and quantitative and I use quantitative. The second Marina researched students at VII grade of Mts Negeri 1 deli Serdang while I researched students at XI SMA N 5 Padangsdimpuan, the indicator from mine and her is in the students and the last Ritonga, she has researched improving students' pronunciation homophones through guessing game and I research improving students' pronunciation through homophone game, she does improve through guessing game while I improve student's pronunciation through homophone game.

C. The Conceptual Framework

In language teaching, there are 4 language elements namely: structure, vocabulary, pronunciation, and spelling. One of the language elements is pronunciation, pronunciation is sound or way of pronouncing. English pronunciation is very important because good pronunciation makes people will not misunderstand. To make it easier or more memorable when learning pronunciation, the researcher has techniques or media in learning strategies.

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[53] Wulandari Ritonga, "Improving Students' Homophone Through Guessing Game At Grade XI SMA N 7 Padangsidimpuan." http://etd.uinsyahada.ac.id/id/eprint/1963.

The media is a game, the game is activities that create a meaningful context for language use, The game also has rules and the game can create a new, fun atmosphere while learning.

So, from the explanation above the researcher chose the technique of is homophone game, a homophone is the same sound but different meaning. The homophone game is a natural follow-on from the homophone dictation and can be used to help the students practice and remember the homophone. Therefore, the homophone game can help students to remember and practice and for teacher will help to create in teaching English, especially in learning pronunciation.

Several studies have proven that homophone games can improve students' pronunciation. And background why the researcher chose the homophone game because they wanted to make learning English, especially pronunciation, easier, and more memorable, so the researcher made a homophone game to learn it.

Based on the explanation above, the researcher would like to take classroom action research. The aim is to see whether using homophone games can improve students' pronunciation. The technique for collecting data is observation, testing, and recording. Action research be carried out in two cycles. The first cycle is planning, Action, Observation, and Reflection. If the researcher has not finished after carrying out the first cycle, then there will be a second cycle If that happens, the writer can do it in the second cycle, which

is where the second cycle also has 4 phases Planning, Action, Observation, and Reflection. This is to the activation of homophone games for students.

Figure 1. The Conceptual Framework

The research conducts research based on the framework below:

Based on the problem,

1. Students are low in pronunciation

2. Do not know how to pronounce the word with the same sound but different meanings.

3. The teacher does not use various and exciting methods for students

Cycle 1	→	Planning Make a lesson planning	→	Action Learning with homophone game

Reflection The problem has not been resolved, and proceed to the next cycle	←	Observation Collecting data

Cycle 2	→	Planning Making lesson planning	→	Action Learning with homophone game

Students' pronunciation about homophone is improve	←	Reflection Conclusion	←	Observation Collecting data
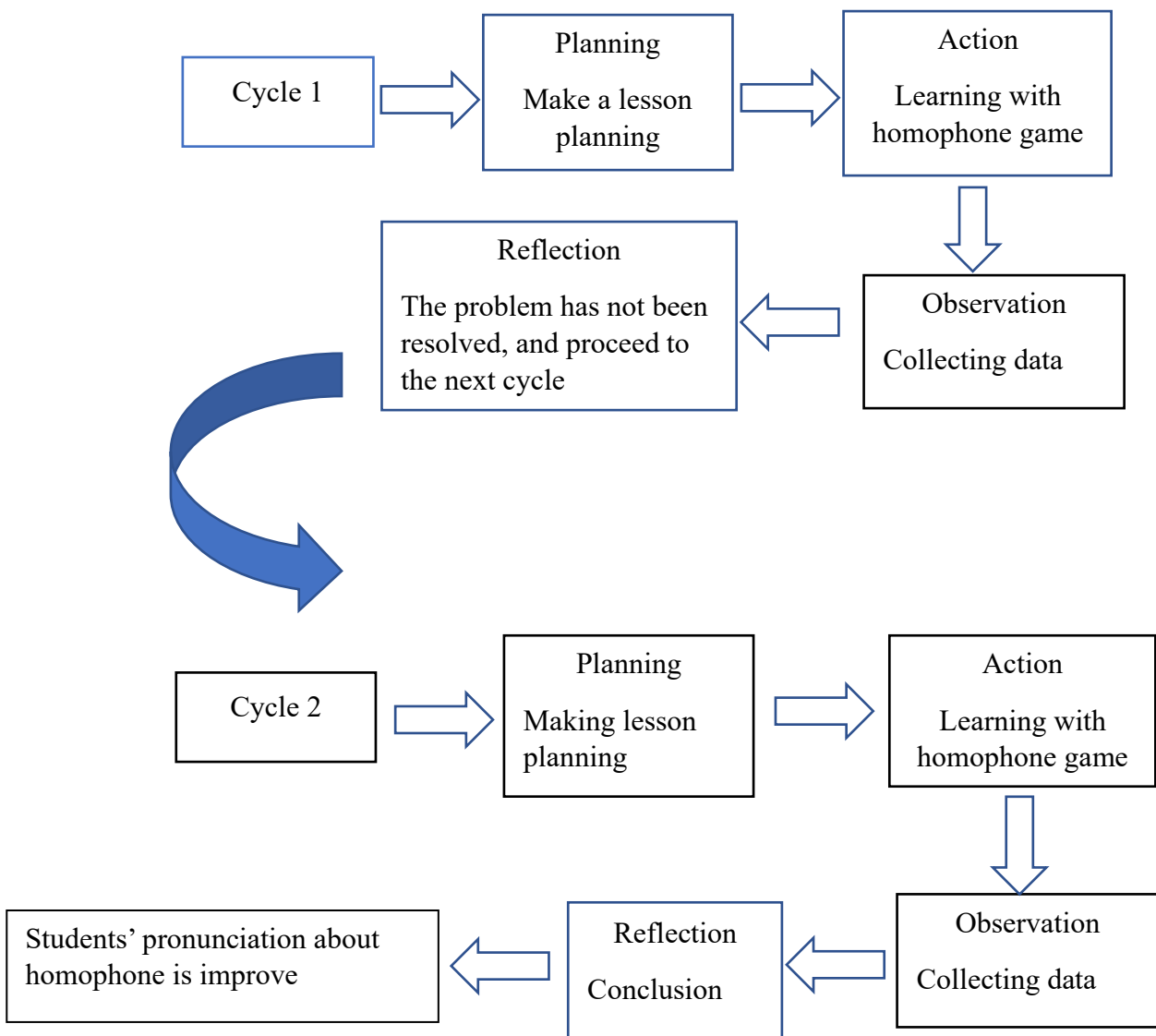
D. The Hypothesis of the Action

Based on the theories, the hypothesis needs to show the thoughts and expectations of the researcher's research results related to this research. The hypothesis of this study states that "The use of homophone games can improve the students' pronunciation in class XI SMA N 5 Padangsidimpuan".

CHAPTER III
RESEARCH METHODOLOGY

A. The Place and Time of the Research

The research was conducted at SMA N 5 Padangsidimpuan. The school was located on Jln. Melati No 90, Ujung Padang Padangsidimpuan. This research starts in the May academic year 2023.

B. The Research Design

This research is classroom action research (CAR). CAR is when teachers conduct action research in their setting, especially in their classroom. Teachers choose an issue or an area they want to improve, and they come up with an intervention based on theory, experience, or hypothesis. They record the intention and its outcomes. A positive result can result in the information being spread if they are obtained. If not the cycle could be repeated.[54] This research was conducted using Classroom Action Research (CAR). Classroom Action Research is applied in this research to see students' pronunciation by using homophone games. There possible reasons for conducting this research, they are: Researchers want to find out that homophone is better for students to increase their pronunciation, especially in homophones.

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[54] Anne Burns, *Doing Action Research in English Language Teaching: A Guide for Practitioners* (Routledge, 2009), http://www.pdfdrive.com/doing-action-research-in-english-language-teaching-a-guide-for-practitioners-esl-applied-linguistics-professional-series-d161262067.html.
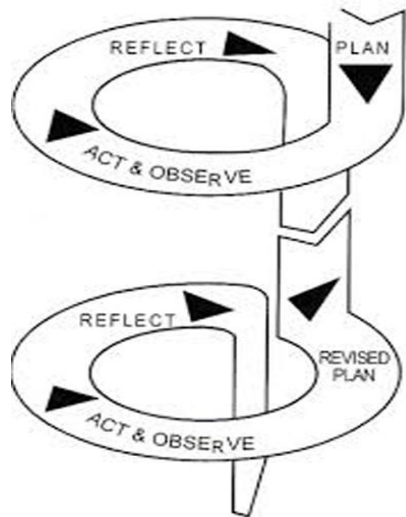
Picture 3.1
(adapted from Kemmis & Mc Taggart Spiral Model Action Research)[55]

C. The Participant

The participant of this research was classroom XI IPA, first class. The total number of subjects were 25 students consisting of 19 females and 6 males. The present study proceeded by conducting a preliminary study in which the researcher interviews the English teacher that teaching class XI MIPA 1 of SMA N 5 Padangsidimpuan. It indicates that their pronunciation ability is still low. The class was chosen by the researcher because the researcher finds so many differences in students' intelligence and abilities in class XI-1.

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[55] Anne Burns, "(PDF) Collaborative Action Research for English Teachers," accessed August 31, 2023, (The Edinburgh Building, Cambridge CB2 2RU, UK: Cambridge University Press,1999) https://www.researchgate.net/publication/245686550_Collaborative_action_research_for_English_teachers. P.35

D. The Instrument of The Research

A researcher must prepare data collection techniques to facilitate obtaining data because a good instrument can guarantee for taking valid data. Instrument The collection of data that will be used in this study are:

1. Observation

The researcher used observation sheet-type field notes to gather the data. Gay and Airasian pointed out field notes are the observer's record or document of what the researcher has seen, heard, or experienced tough about during an observation.[56] The researcher observes the students' activity in the teaching-learning process.

2. Test

Brown defines a "test as a method of measuring a person's ability; knowledge or performance in a given domain" The researcher will use the techniques for collecting data with the test as follows:

The researcher gives the test to students to pronounce some words and record the process. The indicator of the score is present in the following table[57].

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[56] L.R. Gay Airasian Peter, *Educational Research* ((New Jersy: Prentice Hall Inc, 2009).P.593.

[57] H. Douglas Brown, "Language Assessment - Principles and Classroom Practice," accessed September 17, 2023, https://www.academia.edu/26575645/H_Douglas_Brown_Language_Assessment_Principles_and_Classroom_Practice.

Table 3.1 Indicators of test

No	Indicator	Item	Score
1	Students can pronounce homophone words in short vowels.	1,2,3,4,5,6,7,8,9,10	50
2	Students can pronounce homophone words in long vowels.	11,12,13,14,15,16,17,18,19,20	50

3. Recording

The recording is a tool that will be used to determine the extent of students' abilities, knowledge, or achievements in the learning process so that progress and progress can be ascertained.[58] This record is used to know students' pronouncing of homophone words at Grade XI SMA N 5 Padangsidimpuan.

E. The Research Procedure

Kemmis and Mc Taggart in Burns have developed a simple model of the cyclical nature of the typical action research process. Each cycle has four steps: plan, act, observe, and reflect.[59] Four phases are used to conduct the action research:

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[58] Christine Coombe, "How Language Assessment Works" (British Council, 2018), https://www.britishcouncil.org/sites/default/files/a_to_z_glossary_final.pdf.

[59] Anne Burns, "Doing Action Research in English Language Teaching: A Guide for Practitioners (ESL & Applied Linguistics Professional Series) by Anne Burns - PDF Drive," accessed December 9, 2022, http://www.pdfdrive.com/doing-action-research-in-english-language-teaching-a-guide-for-practitioners-esl-applied-linguistics-professional-series-d161262067.html.

a. Planning

In this step, the researcher analyzes and interprets the themes of the research or study. The researcher identified and analyzed the problems by doing observations in class. Identify a problem or issue and develop a plan of action to bring about improvements in a specific area of the research context.

b. Action

After planning the actions, the researcher and the collaborator implemented the actions in the teaching and learning process. In this step, the researcher began to face the subject of study. The purpose of this step is to solve the problem, which is the students' low pronunciation.

c. Observation

After acting, the researcher elaborates on the type of data, the data-collecting procedure, and the instruments used to collect the data. It is done to know the impact of the technique that had been used and to find out the problem that occurred during the implementation of the technique.

d. Reflection

By reflecting, the researcher evaluated the process during the research process. The researcher observed whether the action had a negative or positive effect on the teaching-learning process. The items that are evaluated include changes in the students, class, and teacher.

F. The Procedure from Classroom Action Research

Cycle 1

First meeting

1. The Planning The activities that had been done in this stage are as follows:

a. Arranging schedule classroom action research

b. Making a lesson planning

c. Preparing the teaching material for pronunciation

d. List words for students containing homophone

2. Action

a. Before giving the games, the researcher explained to the students that homophones are two words that sound alike but have different meanings, like "two" (the number between one and three) and "too" (another way of saying as well).

b. Teacher giving example of list words for students containing homophone

c. Students will be divided into small group one groups 5 people and must have a leader in one group

d. And the teacher explained how to do the homophone game

f. Each group fills in the blank that has been given by the researcher.

3. Observation

a. Situation of teaching-learning activity.

b. Students' activeness.

c. Students' ability in the discussion group

4. Reflection

Reflection would be done to see the whole first cycle action process. Reflection would be meant as analyzing, understanding, and making a conclusion activity, The researcher analyzed the first action cycle as a consideration matter of whether the cycle had reached success criteria based on the test result of the first action.

Second meeting:

1. Planning

a. Arranging schedule classroom action research

b. Making a lesson plan

d. List words for students containing homophone

2. Action

a. Teacher giving example of list words for students containing homophone

b. Students will be divided into small groups one group of 5 people and must have a leader in one group

c. The teacher explains how to do the homophone game

d. Each group fills in the blank that has been given by the researcher

3. Observation

a. Situation of teaching-learning activity.

b. Students' activeness.

c. Students' ability in a discussion group

4. Reflection

The researcher reflects on all meetings and analyses to conclude using games in teaching students' pronunciation. After finishing cycle I, the result of the learning process is not significant to what the researcher expected, so the next cycle (cycle II?) can be taken again to improve the next cycle's achievements.

Cycle II

The second cycle will be conducted in two meetings too. Every meeting will be done for ninety minutes.

Third meeting

1. Planning

a. Arranging schedule classroom action research

b. Making a lesson plan

c. Preparing the teaching material for pronunciation

2. Action

a. Teacher giving example of list words for students containing homophone

b. Students will be divided into small groups one group of 5 people and must have a leader in one group

c. The teacher explains how to do the homophone game

d. Each group matches the word of homophone that has been given by the researcher

3. Observation

a. Situation of teaching-learning activity.

b. Students' activeness.

c. Students' ability in the discussion group

4. Reflection

The researcher reflects on all meetings and analyses to conclude using the game in teaching students' pronunciation.

Fourth meeting

1. Planning

a. Arranging schedule classroom action research

b. Making a lesson plan

c. Preparing the teaching material for pronunciation

2. Action

a. Teacher giving example of list words for students containing homophone

b. Students will be divided into small groups one group of 5 people and must have a leader in one group

c. The teacher explains how to do the homophone game

d. Each group matches the word of homophone that has been given by the researcher

3. Observation

a. Situation of teaching-learning activity.

b. Students' activeness.

c. Students' ability in the discussion group

4. Reflection

The researcher reflects on all the meetings and analyses them to conclude the use of games in teaching students' pronunciation.

G. The Technique of Data Analysis

In this study, researchers collected data by recording students speaking. Then, to find out the average value of students for each cycle, the authors apply the following formula:

$$M = \frac{\sum f\bar{x}}{N}$$

Explanation:

M: The mean of the students

$\sum f \bar{x}$: the total score

N: the number of students

P = R X 100%

T

Where: P: The percentage of students who get the point 65.

R: The number of students who get the point up to 65.

T: The total number of students who do the test. [60]

After calculating and assessing students' answer sheets, their score is classified in the table below, the purpose of this assessment after the exam takes place students and counts them, this is to find out the pronunciation of students and classify students' pronunciation through homophone games.

Table 3.2 The classification quality of student's scores:

No	Percentage	Criteria
1	0% - 20%	Very low
2	21% - 40%	Low
3	41% - 60%	Enough
4	61% - 80%	Good
5	81% - 100%	Very good

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[60] Zainal Aqib & M. Chotibuddin, *Teori dan Aplikasi Penelitian Tindakan Kelas: (PTK)* (Deepublish, 2018), https://books.google.co.id/books/about/Teori_dan_Aplikasi_Penelitian_Tindakan_K.html?id=F8-HDwAAQBAJ&redir_esc=y.

After the researcher found the mean scores of all students, it consulted the criteria as follows:

1. . If the value of the mean score is 81 – 100%, it can be categorized as very high.

2. If the value of the mean score is 61 – 80%, it can be categorized as high.

3. If the value of the mean score is 41 - 60%, it can be categorized as enough.

4. If the value of the mean score is 21 - 40%, it can be categorized as low.

5. If the value of the mean score is 0 - 20%, it can be categorized as very low.[61]

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[61] Riduwan., *Belajar Mudah Penelitian untuk Guru-Karyawan dan Peneliti Pemula* (Afabeta, 2005), //libcat.uin-malang.ac.id%2Findex.php%3Fp%3Dshow_detail%26id%3D21549%26keywords%3D.p.89

CHAPTER IV

RESULT OF THE RESEARCH

This presents the research result. In this case, it discussed the way to improve students' pronunciation through homophone games at grade XI of SMA N 5 Padangsidimpuan in the academic year 2022/2023. The below would describe the pre-cycle data analysis, data analysis, the discussion of the research result, and the discussion of the research findings.

A. Pre-Cycles Data Analysis

This page is about data analysis collected from the pre-cycles:

1. Data in the learning process

    The result of the observations and interviews of the teacher that have been made by researchers on the students in the learning process is still poor because the teacher does not use various methods for students. The teacher says she usually just explains the material from the textbooks and seldom practices in a classroom. Then the students lack vocabulary because they know their language is not English.

2. Data on students' ability

    The result of the data on students' ability in pronunciation comes from the observation that has been made by the researcher. The researcher used observation sheet-type field notes to gather the data. The field notes are written records of what is heard, seen experienced, and thought. Students' ability in pronunciation is still low because they lack vocabulary and seldom practice in the classroom with the teacher.

B. Cycle 1

The first cycle was conducted for two meetings. The meeting was conducted for 90 minutes. Every meeting has been done for 2 x 45 minutes. So, two meetings were done for 4 x 45 minutes or 180 minutes. There were some differences in each cycle. Therefore, the researcher made the activities for the first cycle as follows.

a. First Meeting

1) Planning

The first meeting was conducted on Saturday, May 27th, 2023. It was done in XI MIPA 1 of SMA N 5 Padangsidimpuan, consisting of 25 students. The class would be instructed by the researcher for each meeting during the research done in the classroom, it was done in the planning stage. The researcher had to prepare and plan the materials and apply the homophone game that would be tough for the students. The researcher made a lesson plan and prepared a list of homophone words. Then, prepare instruments for students.

2) Action

The activity in this stage was the implementation of the lesson plans, which means implementing every step arranged in the planning stage. The researcher came into the class with the English teacher of XI IPA 1, Roslina Hasibuan, S.Pd. Then, the researcher explained that the purpose of this research was to complete data for the thesis. In the first step, the researcher greeted the students to open the class and then

checked the students' attendance. The researcher explained the purpose was not for teaching like usual but for research. The research gave the learning material to the students about homophones.

In the second step before starting the lesson, the researcher asked the students to review the homophone. Then, the researcher continued by giving some explanation about homophones. Next, the researcher went to the materials. The researcher gave students printed text about examples of homophone words. Then, the researcher explained the homophone material to the students. The researcher gave a homophone game to help students pronounce the words easily. Also, the researcher gave students a homophone game to make pronunciation more interactive. Next, the researcher explained how to play that homophone game. After explaining, there are 25 students in the class. The researcher divided the students into 5 groups. So, students could work in groups. Then, the researcher explained how to do the homophone game. Firstly, the researcher asks 1 person to be a leader in a group then the researcher writes the blank sentences and choices of homophone words, Fill in the blanks with the correct word: road, rode, two, to. The first player runs up to the board to answer the question by pronouncing it. The first player is changed by the second player until all the members have got a chance. Finally, the teacher gives a point to the group who can answer the question correctly. the winner is the highest point.

3) Observation

In this step, the researcher observed students' activities during teaching and learning, the students revealed confusion about homophones, lack of enthusiasm, and incomplete roles because they do not hear the researcher's intructions clearly. The researcher suggested providing more motivation in the next meeting.

4) Reflection

The meeting concluded that some students did not hear the teacher's instruction, possibly due to a lack of interest in the material. Additionally, some students had not completed their roles in the game, possibly due to not understanding the instructions. The researcher identified a need for more effort in developing students' pronunciation and suggested changes to improve in the next meeting.

b. Second Meeting

1) Planning

The second meeting was conducted on Saturday, June 3rd, 2023. It was done in XI IPA 1 grade of SMA N 5 Padangsidimpuan, consisting of 25 students. The researcher analyzed the first meeting results and prepared the necessary teaching materials.

2) Action

In this step, the researcher greeted the students cheerfully to open the class and students responded enthusiastically after that checked the student's attendance list. In the second meeting, the researcher focused

on eliminating the problem found in the first meeting by motivating, encouraging control, and managing the class. They also reminded students about the learning material from the previous meeting and introduced a homophone game. There are 25 students in the class. The researcher divided the students into 5 groups. So, students could work in groups. Then, the researcher explained how to do the homophone game. Firstly, the researcher asks 1 person to be a leader in a group then the researcher writes the blank sentences and choices of homophone words e.g., Fill in the blanks with the correct word: a. road, b. rode, c. two, d.to. The first player runs up to the board to answer the question by pronouncing it. The first player is changed by the second player until all the members have got a chance. The teacher gives a point to the group who can answer the question correctly. the winner is the highest point.

Furthermore, the researcher instructed students to say homophone words recorded them, and saved their recordings after they completed the instructions.

3) Observation

In this phase, the researcher observed the students' activity. The students showed increased interest and enthusiasm during the meeting, showing improvement compared to previous sessions. But half of the Students' problems were difficulty pronouncing English fluently because their utterances were low, hesitant, and occasionally hesitant

because of grouping words, in the second meeting They calmly asked questions and completed over half of the tests on time.

4) Reflection

This action concludes that most of the students are still confused about pronouncing the word, the result of the first cycle in the test is 1 of the students got a score of 55. 7 students got a 60 score, 6 students got to score of 65. 5 students got 70. 4 students got 75. 2 students got to score of 80.

C. Cycle 2

The second cycle involved two meetings, each lasting 45 minutes or 90 minutes, followed by steps like planning, action, observation, and reflection. The meetings took place on Saturday, June 17th, and on Saturday, June 24th, 2023.

a. Third Meeting

1) Planning

The first meeting of the second cycle was held on June 17, 2023. Researchers make changes in the action or teaching and learning process to overcome low motivation among students. They aim to increase interest and motivation in the second cycle.

2) Action

In this step, the researcher greeted the students cheerfully to open the class and students responded enthusiastically after that checked the student's attendance list. In the third meeting, the researcher focused

on eliminating the problem found in the first cycle by motivating, encouraging control, and managing the class. They also reminded students about the learning material from the previous meeting and introduced a homophone game. There are 25 students in the class. The researcher divided the students into 5 groups. So, students could work in groups. Then, the researcher explained how to do the homophone game. Firstly, the researcher asks 1 person to be a leader in a group then the researcher gives the random homophones, and students are asked to match homophone words. The first player runs up to the board to answer the question by pronouncing it. The first player is changed by the second player until all the members have got a chance. The teacher gives a point to the group who can answer the question correctly. The winner is the highest point.

3) Observation

The learning process improved in this meeting, with students focusing and following pronunciation lessons, enjoying the game, and being more enthusiastic about learning. They finished the material with enthusiasm.

4) Reflection

In this step, the researcher was carried out after observing students and found satisfaction with their improvement in pronunciation ability, enabling them to understand the pronunciation of words with similar sounds.

b. Fourth Meeting

   1) Planning

      The second cycle meeting was conducted on Saturday, June 24th, 2023. In this meeting, the researcher would give the second test in the second cycle about learning material as learned previously to the students.

   2) Action

      In this step, the researcher greeted the students cheerfully to open the class and students responded enthusiastically after that checked the student's attendance list. In the fourth meeting, the researcher continued to explain the homophone, the list of homophone words, and how to pronounce homophone words. They also reminded students about the learning material from the previous meeting and introduced a homophone game. There are 25 students in the class. The researcher divided the students into 5 groups. So, students could work in groups. Firstly, the researcher asks 1 person to be a leader in a group then the researcher gives the random homophones, and students are asked to match homophone words. The first player runs up to the board to answer the question by pronouncing it. The first player is changed by the second player until all the members have got a chance. The teacher gives a point to the group who can answer the question correctly. The winner is the highest point.

3) Observation

The researcher observed students' pronunciation results and provided comments. They showed improvement through games, and in the last meeting, students appeared more enthusiastic and engaged in their pronunciation. All students completed the tests actively.

4) Reflection

In this step after calculating the student's score the student's pronunciation ability is improved based on the second test in cycle 2. 1 of the students got a score of 70, 12 students got a score of 75, 6 students got a score of 80, 4 students got score 85, 2 students got score 90.

From the explanation above the researcher concludes that students' pronunciation in SMA N 5 Padangsdimpuan is improved through homophone games. However, 1 student in the class did not pass the Minimum Mastery Criterion (KKM). The means score is 78,8 and the percentage is 96%.

D. Data Analysis

This page's findings and discussion are based on the analysis of the data collected from implementing a homophone game to improve 25 students' pronunciation in each cycle of this research. The research was done at the grade XI SMA N 5 Padangsidimpuan. Related to the research finding; the data were attained from the teaching-learning process and evaluation. The aim of giving an evaluation assessment now is how far students are pronounced through

homophone games in this action research. The researcher applied quantitative analysis by using the formulation of the mean score that described the data as follows.

To find out the average value of students for each cycle, the authors apply the following formula:

$$M = \frac{\sum f\bar{x}}{N}$$

Explanation:

M: The mean of the students

$\sum f\bar{x}$: the total score

N: the number of students

P = R X 100%

T

Where: P: The percentage of students who get the point 75.

R: The number of students who get the point up to 75.

T: The total number of students who do the test.

E. Discussion of Research Result

This page is presented to show the results of research that has been carried out by researchers through pronunciation tests that are given to students. The researcher has conducted two cycles with four meetings. The test was carried out at meetings two and four. With the results below Students:

Table 4.1 Pronunciation scores in the first cycle

| No | Name of students | Indicator | | Test Score |
		Short Vowel	Long Vowel	
1	A1	8	8	80
2	A2	6	7	65
3	A3	7	6	65
4	A4	6	6	60
5	A5	7	7	70
6	A6	7	6	65
7	A7	7	8	75
8	A8	6	7	65
9	A9	6	9	75
10	A10	8	8	80
11	A11	7	7	70
12	A12	7	8	75
13	A13	5	8	60
14	A14	7	6	65
15	A15	5	7	60
16	A16	6	7	65
17	A17	7	8	75
18	A18	6	6	60
19	A19	6	6	60
20	A20	5	7	60
21	A21	6	5	60
22	A22	7	7	70
23	A23	6	8	70
24	A24	8	6	70
25	A25	5	6	55
Total		161	179	1.675
Mean		64.4	71.6	67
Percentage				20%

Based on the table above the total of students is 25, and the number of students doing the test is 25 students. The test pronounced the word in long and short vowels The students who got a score still low can be seen in the mean of students. The means score of the students is 67 is a percentage of 20%. To know the means of students is from the total score divided total of students who doing the test and the result is 67. The first test was done in the last meeting in cycle 1.

Here is how to calculate the students' scores in cycle 1

The Calculation of Students' Score Percentage in Cycle 1

$$P = R \times 100\%$$
$$T$$
$$P = 6 \times 100\%$$
$$25$$
$$= 20\%$$

Where: P: The percentage of students who get the point 75

R: The number of students who get the point up to 75

T: The total number of students doing the test.

The number of students who get the point up to 75 times 100% is then divided by the total number of students doing the test. The number of students who got 75 is 6 students, 6 times by 100%, and divided 25 students who doing the test the result is 20%.

Table 4.2 The Calculation of Students' Mean Scores in Cycle 1

Interval Class	F	X	Fx
0-89	2	80	160
5-79	4	75	300
0-74	5	70	350
5-69	6	65	390
0-64	7	60	420
5-59	1	55	55
F= 5	N= 25	-	1675

$M = \frac{\sum f\bar{x}}{N}$: $\underline{1.675}$
$\phantom{M = \frac{\sum f\bar{x}}{N} :}$ 25
$\phantom{M = \frac{\sum f\bar{x}}{N} :}$: 67

Explanation:

M: The mean of the students

$\sum f \bar{x}$: the total score

N: the number of students

From the table above, the calculation of students' mean scores in cycle 1 is 1675 (20%). To know the mean scores of the students is the total of the test divided by the total of the students who doing the test. Then the total is 67. Based on the passed-on minimum mastery criterion 20% of students from 25 students in class XI MIPA 1 who still confused about homophones. So, the researcher made the second cycle to improve students' pronunciation through the game with the other trick in the teaching-learning process.

Figure 4.1 Histogram of cycle 1
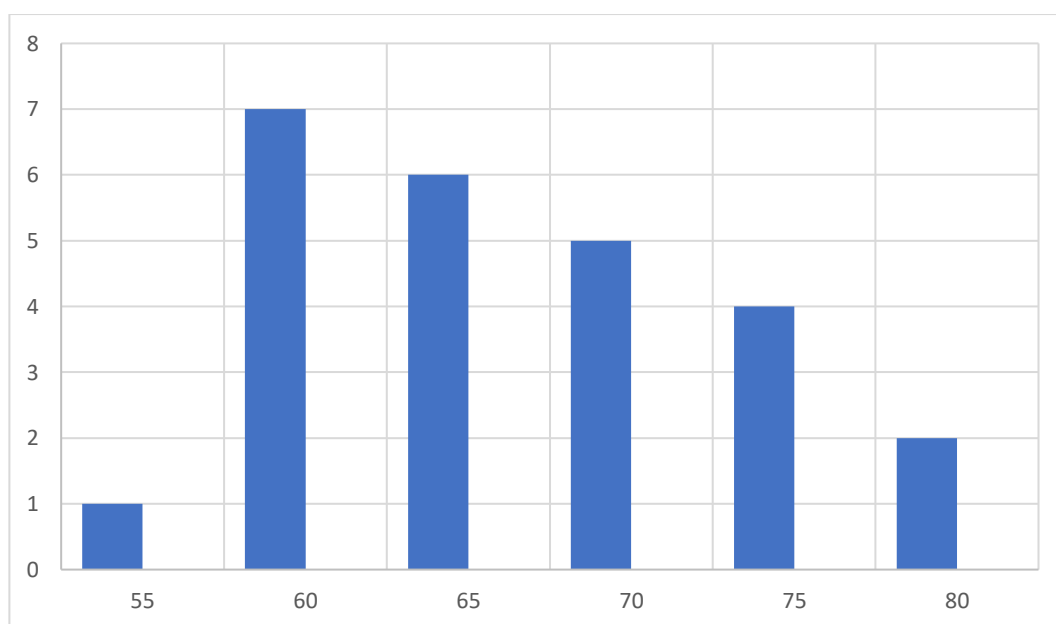
The graphic of the students' scores above can be seen the students' pronunciation is still low. 1 student got a 55 score, 7 students got 60 scores, 6 got 65 scores, 5 students got 70 scores, 4 students got 75 scores, and the last 2 students got 80 scores. It means that the lowest score was obtained by one student who scored 50. The highest score was obtained by 2 students who scored 80.

Table 4.3 Students' Pronunciation scores in the second cycle

No	Name of students	Indicator		Test Score
		Short Vowel	Long Vowel	
1	A1	9	9	90
2	A2	7	8	75
3	A3	8	7	75
4	A4	7	8	75
5	A5	8	8	80
6	A6	8	8	80
7	A7	8	9	85
8	A8	7	8	75
9	A9	7	9	80
10	A10	9	9	90
11	A11	9	8	85
12	A12	8	9	85
13	A13	7	8	75
14	A14	8	7	75
15	A15	7	8	75
16	A16	8	8	80
17	A17	8	9	85
18	A18	7	8	75
19	A19	8	7	75
20	A20	7	8	75
21	A21	8	8	80
22	A22	8	8	80
23	A23	7	8	75
24	A24	8	7	75
25	A25	7	7	70
	Total	193	201	1.970
	Mean	77.2	80.4	78.8
	Percentage			96%

Based on the table above the total of students is 25, and the number of students doing the test is 25 students. The test pronounced the word in long and short vowels the students who got scores improved can be seen in the mean of students. The means score of the students is 78.8 is a percentage of 96%. The means of students is from the total score divided total of students who did the test and the result is 78. The second test was done in the last meeting in cycle 2.

Here is how to calculate the students' scores in cycle 2:

The Calculation of Students' Score Percentage in Cycle 2

$$P = R \times 100\%$$

$$T$$

$$P = 24 \times 100\%$$

$$25$$

$$= 96\%$$

Where: P: The percentage of students who get the point 75

R: The number of students who get the point up to 75

T: The total number of students doing the test.

Table 4.4 The Calculation of Students' Mean Scores in Cycle 2

Interval Class	F	X	Fx
0-94	2	90	180
5-89	4	85	340
0-84	6	80	480
5-79	12	75	900
0-74	1	70	70
F= 5	N= 25	-	1.970

$$M = \frac{\sum f\bar{x}}{N} : \frac{1.970}{25}$$

$$: 78.8$$

Explanation:

M: The mean of the students

$\sum f\bar{x}$: the total score

N: the number of students

From the table above, the calculation of students' mean scores in cycle 2 is 1970 (96%). To know the mean scores of the students is the total of the test

divided by the total of the students who doing the test. Then the total is 78.8. Based on the passed-on minimum mastery criterion 96% of students from 25 students in class XI MIPA 1 is improved.
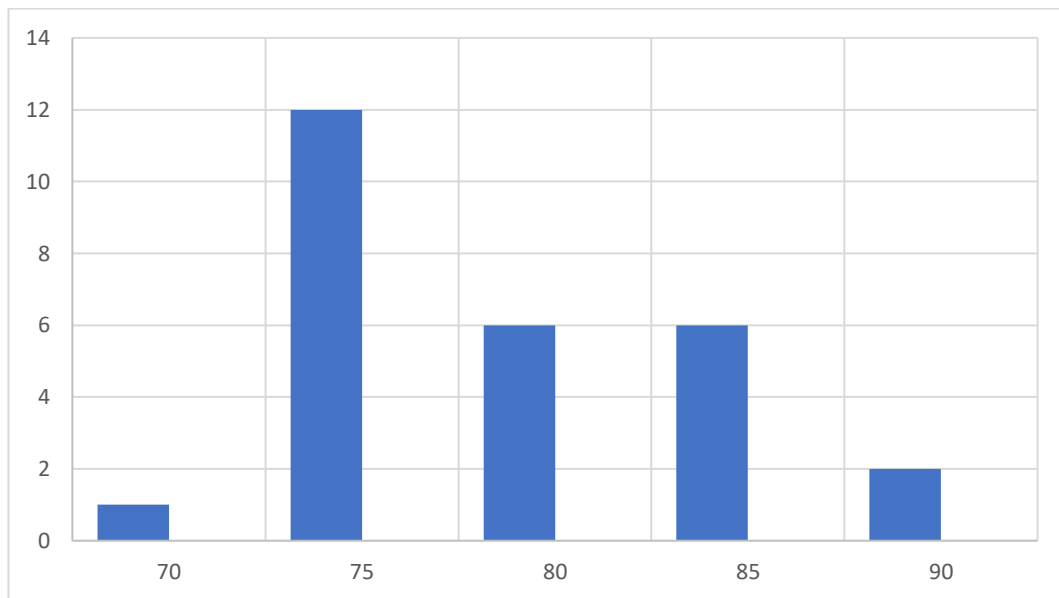
Figure 4.2 Histogram cycle 2

Based on the histogram above, it was known that the student's scores in pronunciation improved. The test was done in the last meeting in the second cycle. The total score of cycle 2 the students' pronunciation is 78.8 (96%) can the percentage of students is very good in pronunciation. 1 student got 70 scores, 12 students got 75 scores, 6 students got 80 scores, 6 students got 85 scores, and 2 students got 90. So, the students improved their pronunciation in cycle 2.

From the result above the researcher got the scores of cycles 1 and 2 improved. In the first cycle, the total is 67 (20%) is still poor then in the second cycle 78.8 (98%) is improved. So, the researcher got the mean score for the short vowel in the first cycle was 64.4 becoming 77.2 in the second cycle, and the long vowel in the first cycle was 71.6 becoming 80.4 in the second cycle. So, all of the

indicators were improved, from 67 (20%) in cycle 1 to cycle 2 78.8 (98%) which has a difference score between cycles 1 and 2 is 78% which means the students' scores are improving.
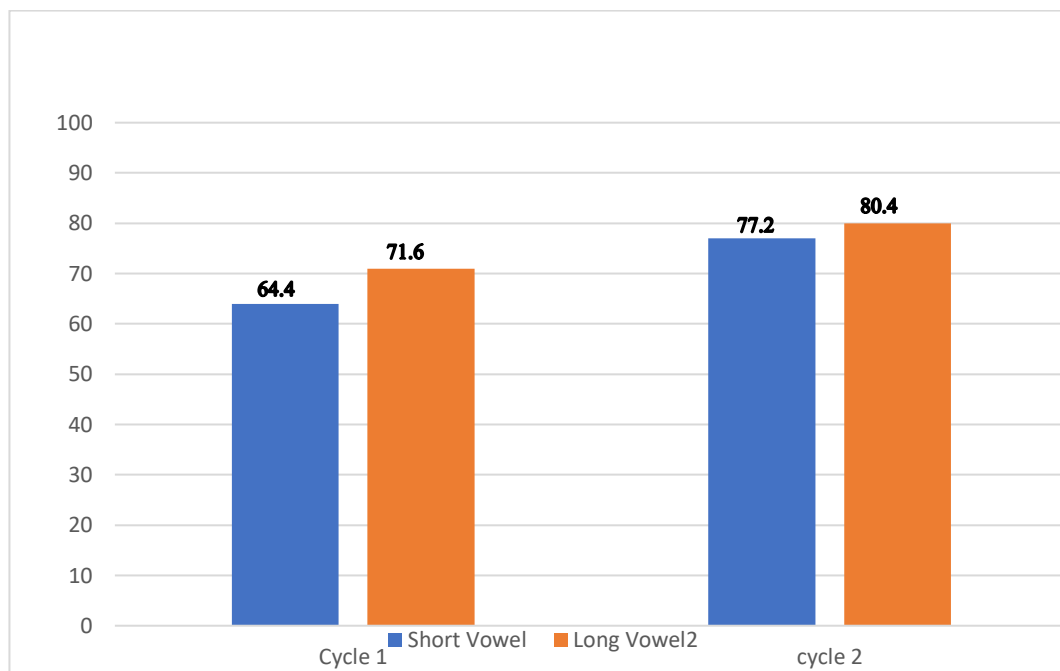
Figure 4.3 The Comparative of Indicators Score in First Cycle and Second Cycle

From the figure the comparison of indicator scores in the first cycle and second cycle shows the mean score for the short vowel in the first cycle was 64.4 becoming 77.2 in the second cycle, and the long vowel in the first cycle was 71.6 becoming 80.4. It means all of the indicators are improved.

F. Discussion of the Research Findings

To improve the student's pronunciation the researcher conducted the research in 2 cycles, in the learning process used the homophone game to make students interested in learning the cycles where 25 students did the test. In the first cycle of the test 1 of the students got a score of 55. 7 students got a 60

score, 6 students got to score 65. 5 students got 70. 4 students got 75, and 2 students got to score 80. Then the total students' scores in the first cycle are 67 based on the passed-on minimum mastery criterion of 20%. In the second cycle 2, it could be concluded that the result of cycle 2 was better than the previous cycle therefore the researcher held cycle II which aims to get better results. 1 of the students got a score of 70, 12 students got a score of 75, 6 students got a score of 80, 4 students a got score of 85, and 2 students got a score of 90. The total students' scores in the second cycle are is78.8 It means the different scores between cycles 1 and 2 are 78%.

In other words, the result was an improvement in the students' pronunciation in the learning process aimed at improving the students' pronunciation through homophone games for the second-grade students of SMA N 5 Padangsidimpuan.

Furthermore, there are related findings from this research, The homophone games were the best technique in learning, the first researcher is Kiswindari Based on the data analysis. Test, interview result, and observation. The qualitative data were taken from the test and the qualitative ones were taken from the observation sheet, interview, diary notes, and also from documentation. The data were taken from one class only namely XI IPS- 1 which consisted of 38 students. This research was done in two cycles that consisted of four meetings. Every cycle consisted of four steps, they were; planning, action, observation, and reflection. The researcher found that improving the students' pronunciation through Homophone Games was

successful because homophone games are one of the good strategies for improving the students' pronunciation.[62]

The second is Marina's script. The data were analyzed by using quantitative and qualitative analysis. The research was accomplished in two cycles which were conducted in six meetings. Based on the data, the result showed an improvement in the student's scores from the pre-test to the post-test of cycle I. In the pre-test, the students who got a score of 75 or more were 8 of 30 students (26.6%). In the post-test of cycle I, the students who got a score of 75 or more were 16 of 30 students (53.3%). It means there was an improvement of about 26.7%. Meanwhile, in the post-test of cycle II, the students who got a score of 75 or more were 24 of 30 students (81.5). It can be seen that there was an improvement of about 26.7% from the second test and about 53.4% from the first test to the third test. Most of the students" scores increased from the first test to the third test. This research proved that the Homophone Game was effective to be used in teaching English pronunciation.[63]

The last was conducted by Ritonga" The researcher has got the answer that guessing games improved students' homophones at grade XI IPA 1 SMA N 7 Padangsidimpuan. Based on the student's pronunciation of homophones mean score in cycle 1 was 70.90 (22.72%) became 78.63 (90.90%) in cycle 2. Therefore, the hypothesis could be accepted because the score of the student's

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[62] Cici Kiswindari, "Improving The Students' Pronunciation Through Homophoe Game At The Second Grade Students of SMA Asuhan Daya Medan." http://repository.uinsu.ac.id/6228/

[63] Marina, "Improving the Students' Pronunciation Through Homophone Game AT VII Grade of MTs Negeri 1 Deli Setrang," *Marina*, July 8, 2019, http://repository.uinsu.ac.id/11186/1/SKRIPSI%20MARINA%20PDF%202%20%281%29.pdf.

activity in the learning process by using a guessing game showed improvement

at classroom XI IPA 1 SMA N 7 Padangsidimpuan.[64]

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[64] Wulandari Ritonga, "Improving Students' Homophone Through Guessing Game at Grade XI SMA N 7 Padangsidimpuan." http://etd.iain-padangsidimpuan.ac.id/1963/

CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

Based on the hypothesis, the researcher got an answer that homophone games can improve students' pronunciation at grade XI Mipa First SMA N 5 Padangsidimpuan. Based on the test in cycles 1 and 2 students do the test 25 students. In cycle the students get a means score of 67 and the percentage is 20% Furthermore in cycle 2 the students get a means score of 78.8 and the percentage is 96 %. Therefore, the hypothesis is accepted because activities of learning students improve in class first Mipa SMA N 5 Padangsidimpuan.

The progress on cycle 1 was still a low improvement, the researcher observed the students were confused about homophones, lacked enthusiasm, and had incomplete roles. It means the students get into trouble and have difficulties such as being confused by the material, lack of enthusiasm because they are still confused about the homophone game, and incomplete roles like telling each other to be the next player in the homophone game. So, in the next cycle, the researcher needs more effort into developing students' pronunciation and suggest changes to improve in the next cycle.

The second cycle was significantly improved and appropriate to the minimal limit. In the learning process, the researcher observed the students were focused and following the pronunciation lesson, and were more enthusiastic about learning that the minimal limit is short and long vowels because they understood clearly how to pronounce homophones that have a similar sound but different

meanings. So, based on the explanation above the researcher concludes the students' pronunciation is improved based on cycles 1 and 2.

B. Suggestion

The researcher would give some suggestions for this research to good input for the next researchers who want to do the related action. These suggestions were:

1. For the teacher: The teacher can make the teaching and learning process interesting by using Homophone Games to make the students easy to understand in learning English. The teacher could evaluate students, and how did they understand the material in each meeting.

2. The students: The researcher hopes that the students can find a way to improve their ability in pronunciation.

3. The other researcher: The other researcher can use the result of this study as a reference to another researcher with a different skill or habit

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RPP

RENCANA PELAKSANAAN PEMBELAJARAN

(Cycle 1)

Nama sekolah   : SMA N 5 Padangsidimpuan

Subjek   : Bahasa Inggris

Kelas / Semester   : XI 1 Mipa

Pertemuan   : I (satu), II (dua)

Alokasi   : 2 x 45 menit (dua pertemuan)

A. Standar kompetisi

Mengungkapkan makna dalam teks percakapan transaksional dan interpersonal resmi dan berlanjut (sustained) dalam konteks kehidupan sehari-hari

B. Kompetensi Dasar

Mengungkap-kan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) resmi dan berlanjut (sustained) dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyatakan sikap terhadap sesuatu, menyatakan perasaan cinta, dan menyatakan perasaan sedih.

C. Indikator

Siswa dapat:

1. Siswa dapat meningkatkan pronunciation melalui homophone game
2. Memahami kata homophone berdasarkan long vowel and short vowel.

D. Tujuan Pembelajaran

1. Dapat meningkatkan pengucapan melalui homophone game

2. Dapat memahami kata homophone berdasarkan long vowel dan short vowel

E. Sumber belajar

 1. English dictionary

 2. Printed text mengenai list of homophone words

 3. Youtube

F. Materi

1. Pengertian Homophone

a. Homophone: a word that pronounces the same but has a different meaning.

2. Pengertian long vowel dan short vowel

a) Short vowel: English has a large number of vowel sounds, the first ones to be examined are short vowels. Short vowels are only relatively short, short vowel is sound vowels pronounced in short form.

 (1)i = Front mid-high central vowel [in]

 (2)e = Front mid-high vowel [lessen]

 (3)ɛ = Front mid-low central vowel [led]

 (4)æ = Front low vowel [add]

 (5)ɒ = back mid-low central vowel [copy]

 (6)o = back mid-high vowel [void]

 (7)u = back mid-high central vowel [would]

 (8)ə = Front central vowel [cell]

 (9)ʌ = back central vowel [cut]

b) Long Vowel: a vowel that is longer than a short vowel, so that, when we find a long vowel, we must long the pronouncing long vowels.

 (1)i: = Front high vowel [sea]

 (2)ɑ: = back low vowel [past]

 (3)ɔ: = back mid-low vowel [sore]

 (4)u: = back high vowel [too]

(5)ə: = Front central vowel [hear]

3. Contoh kata homophone

a) Short Vowel

(1) lesson/ lessen: [lesn]

(2) dam/ damn: [dæm]

(3) son/ sun: [sʌn]

(4) profit/prophet: [prɒfit]

(5) roe/row: [rəu]

(6) dear/deer: [diə]

b) Long Vowel

(1) steal/steel: [sti:l]

(2) aunt/ant: [ɑ:nt]

(3) fort/fourth: [fɔ:t]

(4) desert/dessert: [dizɛ:t]

(5) two/too: [tu:]

G. Metode: Homphone Game

H. Langkah – Langkah pembelajaran

1. Kegiatan pendahuluan.

a. Mengucapkan salam (greeting) dengan ramah kepada siswa ketika memasuki ruang kelas (nilai yang ditanamkan: santun, peduli).

b. Mengecek kehadiran siswa (nilai yang ditanamkan: disiplin, rajin).

c. Memberi motivasi belajar.

2. Kegiatan Inti

1. Sebelum memberikan permainan, guru harus menjelaskan kepada siswa bahwa homofon adalah dua kata yang bunyinya sama tetapi memiliki arti yang berbeda, seperti "two" (angka antara satu dan tiga) dan "too" (cara lain untuk mengatakan juga).

2. Siswa dibagi menjadi beberapa kelompok kecil yang beranggotakan 5 orang. Setiap kelompok memiliki pemimpin yang memilih pemain pertama dari anggotanya.

3. Guru meminta siswa atau pemain pertama untuk berdiri di depan kursi menghadap papan (sekitar 3 atau 4 meter).

4. Guru memberikan kalimat dan pilihan kata-kata yang homofon, misalnya Isilah titik-titik dengan kata yang tepat: a. road, b. rode, a. two, b.to.

5. Pemain pertama berlari ke papan untuk menjawab pertanyaan dengan mengucapkannya.

6. Pemain pertama diganti oleh pemain kedua sampai semua anggota mendapat kesempatan.

7. Guru memberikan poin kepada kelompok yang dapat menjawab pertanyaan dengan benar.

8. Pemenangnya adalah poin tertinggi

3. Kegiatan Penutup

1. Guru memberikan skor tentang penilaian pengucapan siswa.

2. Guru menutup pelajaran dengan doa dan salam.

I. Penilaian

1. Setiap pengucapan yang benar di kasih skor 5

2. Skor maksimal 100

3. Total = jawaban yang benar

No	Komentar	Skor
1	Pengucapan yang benar	5
2	Pengucapan yang salah	0

RPP

RENCANA PELAKSANAAN PEMBELAJARAN

(Cycle 2)

Nama sekolah   : SMA N 5 Padangsidimpuan

Subjek   : Bahasa Inggris

Kelas / semester   : XI 1 Mipa

Pertemuan   : III (tiga), IV (empat)

Alokasi   : 2 x 45 menit (dua pertemuan)

A. Standar kompetisi

Mengungkapkan makna dalam teks percakapan transaksional dan interpersonal resmi dan berlanjut (sustained) dalam konteks kehidupan sehari-hari

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Mengungkap-kan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) resmi dan berlanjut (sustained) dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyatakan sikap terhadap sesuatu, menyatakan perasaan cinta, dan menyatakan perasaan sedih.

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   (4)æ = Front low vowel [add]

   (5)ɒ = back mid-low central vowel [copy]

   (6)o = back mid-high vowel [void]

   (7)u = back mid-high central vowel [would]

   (8)ə = Front central vowel [cell]

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(6) Dear/deer: [diə]

b) Long Vowel

(1) steal/steel: [sti:l]

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2. Kegiatan Inti

1. Sebelum memberikan permainan, guru harus menjelaskan kepada siswa bahwa homofon adalah dua kata yang bunyinya sama tetapi memiliki arti yang berbeda, seperti "two" (angka antara satu dan tiga) dan "too" (cara lain untuk mengatakan juga).

2. Siswa dibagi menjadi beberapa kelompok kecil yang beranggotakan 5 orang. Setiap kelompok memiliki pemimpin yang memilih pemain pertama dari anggotanya.

3. Guru meminta siswa atau pemain pertama untuk berdiri di depan kursi menghadap papan (sekitar 3 atau 4 meter).

4. Guru memberikan kata homofon acak dan siswa diminta mencocokan kata-kata yang homofon, misalnya: a. road, dan b. rode, a. two, dan b.to.

5. Pemain pertama berlari ke papan untuk menjawab pertanyaan dengan mengucapkannya.

6. Pemain pertama diganti oleh pemain kedua sampai semua anggota mendapat kesempatan.

7. Guru memberikan poin kepada kelompok yang dapat menjawab pertanyaan dengan benar.

8. Pemenangnya adalah poin tertinggi

3. Kegiatan Penutup

1. Guru memberikan skor tentang penilaian pengucapan siswa.

2. Guru menutup pelajaran dengan doa dan salam.

I. Penilaian

1. Setiap pengucapan yang benar di kasih skor 5

2. Skor maksimal 100

3. Total = jawaban yang benar

No	Komentar	Skor
1	Pengucapan yang benar	5
2	Pengucapan yang salah	0

Teacher

Roslina Hsb, S.Pd
NIP. 197705082014062001

Researcher

Tri Ramadani Harahap
1920300051

APPENDIX III

List of instruments for the test (cycle 1)

1. Pengantar

a. Instrument ini hanya bertujuan untuk mengambil data dari siswa/i mengenai pronunciation ability in English short vowel and English long vowel!

b. Jawaban ini tidak mempengaruhi posisi/prestasi anda disekolah ini!

2. Petunjuk

a. Mengucapkan kata Homophone yang akan di record ole guru pembimbing!

b. Apabila ada yang kurang jelas tanyakan langsung kepada guru pembimbing!

3. Soal

Pronounce the homophone words below:

Short Vowel	
1	In/inn: [in]
2	Lead/led: [lɛd]
3	Ad/add: [læd]
4	Sell/cell: [səl]
5	One/wan: [wʌn]
Long Vowel	
6	Steal/steel: [sti:l]
7	Aunt/ant: [ɑ:nt]
8	Passed/past: [pɑ:st]
9	Heard/herd: [hə:d]
10	Two/too: [tu:]

APPENDIX IV

List of instruments for the test (cycle 2)

1. Pengantar

a. Instrument ini hanya bertujuan untuk mengambil data dari siswa/i mengenai pronunciation ability in English short vowel and English long vowel!

b. Jawaban ini tidak mempengaruhi posisi/prestasi anda disekolah ini!

2. Petunjuk

a. Mengucapkan kata Homophone yang akan di record oleh guru pembimbing!

b. Apabila ada yang kurang jelas tanyakan langsung kepada guru pembimbing!

3. Soal

Pronounce the homophone words below:

	Short Vowel
1	Lesson/ lessen: [lesn]
2	Dam/ damn: [dæm]
3	Son /sun: [sʌn]
4	Profit/prophet: [prɒfit]
5	Roe/row: [rəu]
	Long Vowel
6	Steal/steel: [sti:l]
7	Aunt/ant: [ɑ:nt]
8	Fort/fourth: [fɔ:t]
9	Sea/see [si:]
10	Two/too: [tu:]

APPENDIX V

Learning Material Cycle 1

1. Lesson/lessen: [lesn]

2. Dam/damn: [dæm]

3. Son/sun: [sʌn]

4. Profit/prophet: [prɒfit]

5. Roe/row: [rəu]

6. Dear/deer: [diə]

7. Acts/axs: [æks]

8. Ad/add: [æd]

9. Band/banned: [bænd]

10. Bard/barred: [baˑd]

11. Rap/wrap: [ræp]

12. Steal/steel: [sti:l]

13. Aunt/ant: [ɑ:nt]

14. Fort/fourth: [fɔ:t]

15. Desert/dessert: [dizɛ:t]

16. Two/too: [tu:]

APPENDIX VI

Learning Material Cycle 2

1. See/sea: [si:]

2. Bard/barred: [bɑ:d]

3. For/four/fore: [fɔ:]

4. Flew/flu: [flu:]

5. Desert/dessert: [disə:t]

6. Knit/nit: [nit]

7. Cell/sell: [sel]

8. Lesson/lessen: [lɛsn]

9. Rap/wrap: [ræp]

10. Right/write: [rɒit]

11. Knot/not: [nɔt]

12. Know/no: [nəu]

13. Assent/ascent: [ə'sent]

14. son/sun: [sʌn]

15. steal/steel: [sti:l]

16. aunt/ant: [ɑ:nt]

17. fort/fourth: [fɔ:t]

18. desert/dessert: [dizɛ:t]

19. two/too: [tu:]

APPENDIX VII

Situation of the learning process cycles 1 and 2

APPENDIX VIII

Students Pronunciation scores in the first cycle

No	Name of students	Indicator		Test Score
		Short Vowel	Long Vowel	
1	A1	8	8	80
2	A2	6	7	65
3	A3	7	6	65
4	A4	6	6	60
5	A5	7	7	70
6	A6	7	6	65
7	A7	7	8	75
8	A8	6	7	65
9	A9	6	9	75
10	A10	8	8	80
11	A11	7	7	70
12	A12	7	8	75
13	A13	5	8	60
14	A14	7	6	65
15	A15	5	7	60
16	A16	6	7	65
17	A17	7	8	75
18	A18	6	6	60
19	A19	6	6	60
20	A20	5	7	60
21	A21	6	5	60
22	A22	7	7	70
23	A23	6	8	70
24	A24	8	6	70
25	A25	5	6	55
	Total	161	179	1.675
	Mean	6.44	7.16	67
	Percentage			20%

APPENDIX IX

Students' Pronunciation scores in the second cycle

No	Name of students	Indicator		Test Score
		Short Vowel	Long Vowel	
1	A1	9	9	90
2	A2	7	8	75
3	A3	8	7	75
4	A4	7	8	75
5	A5	8	8	80
6	A6	8	8	80
7	A7	8	9	85
8	A8	7	8	75
9	A9	7	9	80
10	A10	9	9	90
11	A11	9	8	85
12	A12	8	9	85
13	A13	7	8	75
14	A14	8	7	75
15	A15	7	8	75
16	A16	8	8	80
17	A17	8	9	85
18	A18	7	8	75
19	A19	8	7	75
20	A20	7	8	75
21	A21	8	8	80
22	A22	8	8	80
23	A23	7	8	75
24	A24	8	7	75
25	A25	7	7	70
	Total	193	201	1.970
	Mean	7.72	8.04	78.8
	Percentage			96%

APPENDIX X

The comparative of students who study
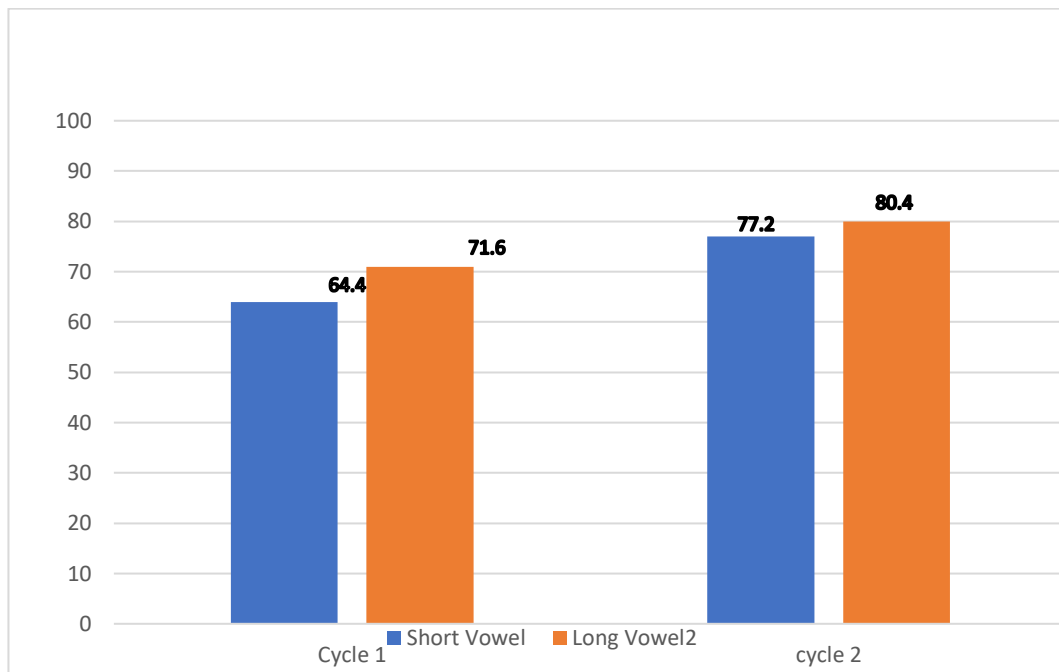
APPENDIX XI

Observation Sheet

Teacher's Activity in Teaching Learning Process Classroom Action Research

School Name   : SMA N 5 Padangsidimpuan

Subject Matter   : English

Class   : XI MIPA 1

Cycles   : 1

No	Activities	Yes	No	Notes
	A. INTRODUCTION			
1	The researcher says a greeting and introduces herself patiently	√		
2	The researcher checks the attendance list	√		
3	The researcher gives motivation before learning the material	√		Should be Improve
	B. ACTION			
4	The researcher explains about learning material	√		
5	The researcher gives the printed about homophone	√		
6	The researcher gives questions about homophone	√		
7	The researcher introduces the homophone game in front of the class	√		Should explain clearly
	C. CLOSE			
8	The researcher concluded the material and last gave thanks after class was over	√		

APPENDIX XII

Observation Sheet

Teacher's Activity in Teaching Learning Process Classroom Action Research

School Name   : SMA N 5 Padangsidimpuan

Subject Matter   : English

Class   : XI MIPA 1

Cycles   : 2

No	Activities	Yes	No	Notes
	A. INTRODUCTION			
1	The researcher says a greeting and introduces herself patiently	√		
2	The researcher checks the attendance list	√		
3	The researcher gives motivation before learning the material	√		
	B. ACTION			
4	The researcher explains about learning material	√		More clearly
5	The researcher gives the printed about homophone	√		
6	The researcher gives questions about homophone	√		
7	The researcher introduces the homophone game in front of the class	√		
	C. CLOSE			
8	The researcher concluded the material and last gave thanks after class was over	√		

APPENDIX XIII

The Calculation of Students Mean Score in Cycle 1

Interval Class	F	X	Fx
0-89	2	80	160
5-79	4	75	300
0-74	5	70	350
5-69	6	65	390
0-64	7	60	420
5-59	1	55	55
F= 5	N= 25	-	1675

APPENDIX XIV

The Calculation of Students' Score Percentage in Cycle 1

$$P = \frac{R \times 100\%}{T}$$

$$P = \frac{6 \times 100\%}{25}$$

$$= 20\%$$

Where: P: The percentage of students who get the point 75

R: The number of students who get the point up 75

T: The total number of students does the test.

APPENDIX XV

The Calculation of Students' Mean Scores in Cycle 2

Interval Class	F	X	Fx
0-94	2	90	180
5-89	4	85	340
0-84	6	80	480
5-79	12	75	900
0-74	1	70	70
F= 5	N= 25	-	1.970

APPENDIX XVI

The Calculation of Students' Score Percentage in Cycle 2

$$P = \frac{R \times 100\%}{T}$$

$$P = \frac{24 \times 100\%}{25}$$

$$= 96\%$$

Where: P: The percentage of students who get the point 75

R: The number of students who get the point up to 75

T: The total number of students doing the test.

APPENDIX XVII

Observation Sheet

Indicator List of Problematic Factors in Teaching Learning Process at Second Cycle

No	Name of students	Activities			
		Students who sat on the move	Students who slept in the classroom	Students who asked for permission	Students who mad noise in the classroom
1	A1				
2	A2				
3	A3				
4	A4				
5	A5				
6	A6				
7	A7				
8	A8				
9	A9				
10	A10				
11	A11				
12	A12				
13	A13				
14	A14				
15	A15				
16	A16				√
17	A17				
18	A18				
19	A19				
20	A20				
21	A21				
22	A22				
23	A23				
24	A24				
25	A25		√		

APPENDIX XVIII

Observation Sheet

Indicator List of Problematic Factors in Teaching Learning Process at Second Cycle

No	Name of students	Activities			
		Students confused about Homophone	Students who did not enthusiastic when learning homophone	Students who do their game were not appropriate with instruction	Students who had not finished yet their game and did not do the game on time
1	A1				
2	A2				
3	A3				
4	A4				
5	A5				
6	A6				
7	A7				
8	A8				
9	A9				
10	A10				
11	A11				
12	A12				
13	A13				
14	A14				
15	A15				
16	A16				
17	A17				
18	A18				
19	A19				
20	A20				
21	A21				
22	A22				
23	A23				
24	A24				
25	A25	√			

CURRICULUM VITAE

A. Identify

Name	: Tri Ramadani Harahap
Reg. Num	: 1920300051
Place/or Birthday	: Sihambeng / November,11^{th,} 2001
Sex	: Female
Religion	: Islam
Address	: Padangsidimpuan, jln. Abdul Azis Pane

B. Parents

Father's name	: Amir Hamzah Harahap
Mother's name	: Netti Sahara Hutasuhut

C. Education Background

1. Elementary School : SDN 200215 Losung

2. Junior High School : MTsN 1 Model Padangsidimpuan

3. Senior High School : MAN 1 Padangsidimpuan

4. Institute : UIN SYAHADA Padangsidimpuan

Nomor : B 3284 /Un.28/E.1/PP.00.9/10/2022   25 Oktober 2022
Lamp : -
Perihal : **Pengesahan Judul dan Penunjukan Pembimbing Skripsi**

Yth.
1. **Dr. Hamka, M.Hum.**   **(Pembimbing I)**
2. **Sri Minda, M.Hum.**   **(Pembimbing II)**

Assalamu'alaikum Wr. Wb.

Dengan hormat, melalui surat ini kami sampaikan kepada Bapak/Ibu Dosen bahwa berdasarkan usulan dosen Penasehat Akademik, telah ditetapkan Judul Skripsi Mahasiswa dibawah ini sebagai berikut:

Nama : Tri Ramadani Harahap
NIM : 19 203 00051
Program Studi : Tadris Bahasa Inggris
Judul Skrips : Improving the Students' Pronunciation through Homophone Games at Grade XI SMA Negeri 5 Padangsidimpuan

Berdasarkan hal tersebut, sesuai dengan Keputusan Rektor Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan Nomor 279 Tahun 2022 tentang Pengangkatan Dosen Pembimbing Skripsi Mahasiswa Program Studi Tadris Bahasa Inggris, dengan ini kami menunjuk Bapak/Ibu Dosen sebagaimana nama tersebut diatas menjadi Pembimbing I dan Pembimbing II penelitian skripsi Mahasiswa yang dimaksud.

Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu Dosen diucapkan terima kasih.

Mengetahui
an. Dekan
Wakil Dekan Bidang Akademik

Dr. Lis Yulianti Syafrida, S.Psi.,M.A
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Ketua Program Studi
Tadris Bahasa Inggris

Fitri Rayani Siregar, M.Hum.
NIP 19820731 200912 2 004

Nomor   : B - 2122   /Un.28/E.1/TL.00.9/05/2023   22 Mei 2023
Lampiran : -
Hal   : **Izin Penelitian**
            Penyelesaian Skripsi.

Yth. Kepala SMA Negeri 5 Padangsidimpuan

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama   : Tri Ramadani Harahap
NIM   : 1920300051
Fakultas   : Tarbiyah dan Ilmu Keguruan
Program Studi   : Tadris Bahasa Inggris
Alamat   : Padangsidimpuan Jln. Abdul Aziz Pane

Adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul **"Improving the Students' Pronunciation Through Homophone Games At XI SMA Negeri 5 Padangsidimpuan".**

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian dengan judul di atas.

Demikian disampaikan, atas perhatiannya diucapkan terimakasih.

a.n Dekan
Wakil Dekan Bidang Akademik

Dr. Lis Yulianti Syafrida Siregar, S.Psi, M.A
NIP 19801224 200604 2 001

PEMERINTAH PROVINSI SUMATERA UTARA
DINAS PENDIDIKAN
SEKOLAH MENENGAH ATAS (SMA) NEGERI 5 PADANGSIDIMPUAN
Jl. Melati No. 90, Telp. (0634) 21256 Kel. Ujung Padang, Kec. Padangsidimpuan Selatan
KOTA PADANGSIDIMPUAN
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S U R A T   K E T E R A N G A N
Nomor : 423.4 / 239 / SMA.5 / MH-2023

Sehubungan dengan surat Dekan Fakultas Tarbiyah dan Ilmu Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan dengan Nomor : B-2122/Un.28/E.1/TL.00.9/05/2023, tanggal 27 Mei 2023, tentang Izin Penelitian Penyelesaian Skripsi, bersama ini kami sampaikan bahwa :

Nama	:	TRI RAMADANI HARAHAP
NIM	:	1920300051
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Program Studi	:	Tadris Bahasa Inggris

Adalah benar telah melaksanakan Penelitian di SMA Negeri 5 Padangsidimpuan dengan judul skripsi :

"IMPROVING THE STUDENTS' PRONUNCIATION THROUGH HOMEPHONE GAMES AT XI SMA NEGERI 5 PADANGSIDIMPUAN"

Demikian surat keterangan ini dibuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

Padangsidimpuan, 17 Juni 2023
Kepala Sekolah,

SAHMARDAN, S. Pd
NIP. 19690226 200212 1 006

Tembusan :
1. Dekan Fakultas Tarbiyah dan Ilmu Keguruan UIN Syahada Padangsidimpuan
2. Yang bersangkutan
3. Pertinggal