



**IMPROVING STUDENTS' HOMOPHONE THROUGH
GUESSING GAME AT GRADE XI SMA N 7
PADANGSIDIMPUAN**

A THESIS

*Submitted to State Institute for Islamic Studies Padangsidimpuan as
A Partial Fulfillment of the Requirement for Graduate Degree of
Education (S.Pd) in English*

Written By:

**WULANDARI RITONGA
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ENGLISH EDUCATION DEPARTMENT

**TARBIYAH AND TEACHING TRAINING FACULTY
INSTITUTE STATE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN**

2018



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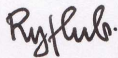
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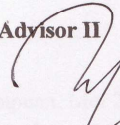
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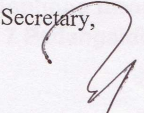
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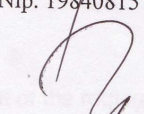

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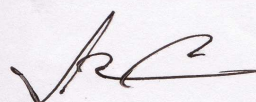
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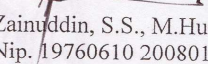

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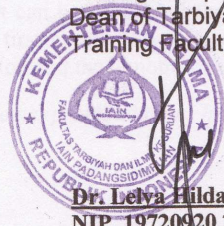
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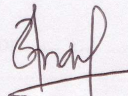
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Researcher



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ABSTRACT

This research discussed about improving students' homophonethrough guessing game at grade XI SMA N 7 Padangsidimpuan. Students are low in pronunciation, most of student's are difficult to pronounce English well, students do not understand how to make different the pronunciation of words that almost like the sound. The aim of this research is to know the result of using guessing game as an attempt to improve teaching pronunciation at grade XI SMA N 7Padangsidimpuan.

The method that used in this research is classroom action research by implementing the L.R.Gay and Peter Airasian'sdesign. There are four steps, they are plan, action, observe, and reflect. Moreover, to solve the pronunciation problems the researcher applied guessing game. The participants of this research were the class of XI SMA N 7 Padangsidimpuan consisted of 22 students. Meanwhile, the data were derived from pronunciation test, and observation notes.

Based on the research result, show the improvement mean score of the students. The first test in first cycle was 70.90 (22.72%)and second test in the second cycle was 78.63 (90.90%). It can be concluded that the mean score in the second cycle was higher than the first cycle. The application of guessing game could improve students' pronunciation and the hypothesis could be accepted.

Key words : *Improving, Students, pronunciation, homophone, and guessing game.*

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CHAPTER I

INTRODUCTION

A. Background of The Problems

In Indonesian education curriculum, the purpose of learning English for students is, to provide them the creativity of using English language as a tool of communication even if it is for talking or writing. Curriculum of English Senior High School, English has four basic language skills. They are listening, reading, speaking and writing. Listening and reading are receptive skills because learners do not need to produce language to do these, they receive and understand it. On the other hand, speaking and writing are productive skills because learners need to do these to produce language.

Speaking include in the productive skill. It can't be separated from listening. When one speaks, produce text and it shall be meaningful. In the nature of communication, peoples can find the speaker, the listener, the message and the feedback, which be included by language component, such as pronunciation.

Pronunciation is one of parts in English subject that important for students. It is used avoid the cases of misunderstanding in communication. If someone has good pronunciation, she and he will able to differ the pronunciation of words, those words have the pronunciation almost same.

Pronunciation involves the correct articulation of the individual sounds of English as well as the proper stress and pitch within syllables, words, and phrases.

Longer stretches of speech require correct intonation patterns. Some English learners do not wish to have a native like pronunciation but prefer instead to retain an accent that indicates their first-language roots and allows them to identify with their ethnic community.

The pronunciation means knowledge of knowing to produce word, which is very essential in oral communication. When speakers mispronounce some words and phrases, people can misunderstand. To reduce it, the teacher must equip the learner with English certain degree accuracy and fluency in understanding, responding and in expressing himself in the language in speech in other the learners communicatively in using the language.

Pronunciation is a set habit of producing sounds. The habit of producing a sound is acquire by repeating it over and over again and by seeing correct when it is pronounce wrongly. Having good pronunciation skill is an important part of every student's ability to communicate in English. Abbas PourhosseinGilakjani said that "with good pronunciation, a speaker intelligible despite other errors, but with poor pronunciation understanding a speaker will be very difficult, despite accuracy in other areas."¹ Therefore, the speakers have to have good pronunciation, so that their speeches will be understandable to the listeners.

To get good pronunciation and fluency in speech we must know how we produce consonant and vowels. In pronouncing normally not same with other

¹Abbas PourhosseinGilakjani, *English Language Department* (Iran: Islamic Azad University, 2011), p. 2.

people because English for people may as a native speaker which means that you speak English as your mother tongue and non-native speaker using English as your second language, or a learner of English as a foreign language. If you are an English native speaker, you will likely to discover much about your mother tongue of which you are previously unaware. If you are non native speaker it will also assist in improving your pronunciation and listening. So that, their speech will be understand able to the listeners.

There are many pronunciation categories that must be learned by students. For example: phonetic, vowels, syllable, stress and intonation. But, the most important category of pronunciation is vowels. The following illustration will present some significance to learn vowels for their life.

The first, vowels are used to know how the sound is coming out from our mouth so that produces English well. The second, by learning vowels definitely we will be able to pronounce English well in daily conversation. Finally, we can examine our part of speech for more accustom by English style.

Based on the illustration above, having a good pronunciation is necessary for students and everybody in variety of purposes and needs. However, pronunciation skill is the most problematic of students in the aspect ability and motivation.

Arnisahas English teacher of SMA N 7 Padangsidimpuan said that students are low in pronunciation and less of vocabulary. Thus, problems are because

students not understand about the explanation of the teacher and they are seldom to practice their English in the class.²

Besides that, problems also get from students by researcher observation. Students said that they are difficulties to pronounce 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, they do not understand how to make different pronunciation of words that almost same of the sound. Also, students said that their teacher not use various method and strategy that interest for their. The teacher usually just used discussion and conversation in the class. So, it makes their boring to study.³

According to the problems above, the researcher expects that it need to be solved. There are many interesting media that can use apply to serve the pronunciation in the class; one of them is game. Based on the consideration of techniques and strategies above, the researcher chooses game to conduct research class at Grade XI SMA N 7 Padangsidempuan that will overcome pronunciation problems in the classroom. Game is activities create a meaning full context for language use. Game also motivates students to introduce an element of competition into language-building activities. Game as a structured activity with set rules for play in which two or more students interact to reach clearly

²Mrs. ArnisahS.pdprivate interviewto the EnglishTeacher of SMA N 7 padangsidempuan. (padangsidempuan SMA N 7 February 14th 2017 on 11 pm)

³NazwaPurtiFadilahHarahap, private interview to students of SMA N 5 7 padangsidempuan.(padangsidempuan: SMA N 7, February 14th 2017 on 09 pm)

designated instructional objectives. Therefore, a game is activities can used to motivate students in learning and games can used to easy language learning.

Game is not only motivating and fun but also provides excellent practice for improving vocabulary, pronunciation, grammar, and the four language skills. It is easy to do in the classroom. Game is also potentially useful to encourage students to interact and communicate with other students orally. In this research, the researcher focuses on the guessing game. There are many reasons why the researcher chooses guessing game. First, guessing game in pronunciation activity is to give more opportunities for students to practice in pronounce during the times allocated. Guessing game is the combination of language practice and fun activity. Then, Guessing game is game in which the participates compete individually or team in the identification of something indicate obscurely (as in riddles or charades).

Based on the explanation above, the researcher interested to conducting a Classroom Action Research (CAR) through the title **“Improving Student’s Homophone through Guessing Game at Grade XI SMA N 7 Padangsidempuan.”**

B. Identification of The Problem

Based on the background of the problem above, the researcher summarizes the problem as follows: students are low in pronunciation, most of student’s difficulties to pronounce English well, students do not understand how to make

different the pronunciation of words that almost same the sound, also teacher not use various method and strategy that interest for students.

C. Limitation of the problem

Based on identification of the problems above, the researcher focused on students' ability in pronunciation. The researcher chooses guessing games sequences to solve students' problem in pronunciation. It will be done through a Classroom Action Research (CAR).

D. Definition of Terminologies

1. Improving

According to the *Oxford Advanced Learners' Dictionary of Current English* Improving is "to make become better"⁴ It means that Improving is a process becoming or making students' pronunciation ability better through several cycle which are improves students' pronunciation ability by the chosen technique and strategies in learning. So, improving is going through better work to reach something.

Improving is consist of three steps, doing work in a simple way, doing a work in a different way but in a correct manner and doing a work in a different way a great quality and correctly.

⁴Hornby. *Oxford Advanced Learners' Dictionary of Current English*. (New York: Oxford University Press.1974). p. 427

2. Pronunciation

Pronunciation is the sound that is making while speaking. As speaker of a language, need to be able to understand each other with relative easy. The pronunciation patterns native speaker using reflect those accept by particular speech communities.⁵ In foreign language teaching, pronunciation is the one area where it is generally agree that imitation is the essence of the learning process.

Pronunciation is the act or manner of pronouncing words; utterance of speech, a way of speaking a word, especially a way that is accepted or generally understood. A graphic representation of the way a word is spoken, using phonetic symbols.

3. Homophone

Homophone is the first kind of the homonyms. Homophone is a word pronounced like another word but a different meaning. Homophone is taken from the greek word, "homos" meaning "same". "phone" meaning "voice" or "sound".⁶

Homophone is the word has identical pronunciation but different words with different meaning.⁷ A homophone is a word that is

⁵ David Nunan, *Practical English Teaching* (North America: Megraw-Hill, 2003), p. 112

⁶ David, Turnbul. How to improve your pronunciation at meten. <http://www.scribd.com/doc/10929252/how-to-improve-your-pronunciation-at-meten1>. Accessed at juni 10, 2017 on 9 pm

⁷ Adrian Akmajian, *An Introduction to Language and Communication* (USA: the MIT Press, 1995), p. 225

pronouncing the same as another word but differs in meaning, such as rose (flower) and rose (past tense of “rise”). Homophone is when two or more different written forms have the same pronunciation. So that they are pronounced the same but have different meaning.

4. Guessing game

Game is activities create a meaning full context for language use. Game also motivates students to introduce an element of competition into language-building activities.⁸

Game as a structured activity with set rules for play in which two or more students interact to reach clearly designated instructional objectives. In other words, this activity holds positive attitudes towards them.⁹ Therefore, a game is activities can used to motivate students in learning and game can used to easy language learning.

Guessing game can be used to develop or reinforce concept, to add diversion to regular activities, or just to break the ice¹⁰. However, there must important function is to give practice in communication.

It is said that guessing game may hinder students from boredom during the learning process. Nevertheless, the most important thing is to give students motivations in practicing their English. They also add that: Guessing

⁸ U, Prasad. Achieving communicative competence in English ([http://www .thhindu.com/thehindu/edu/stories.htm](http://www.thhindu.com/thehindu/edu/stories.htm)) accessed at June 25, 2017 on 1 pm

⁹ A, Uberman. The Use of Games (<http://exchanges.state.gov.htm>) accessed at June 25, 2017 on 3 pm

¹⁰ Richard Amato. Patricia, *Making happened : Interaction in the Second Language Classroom*. (New York and London: Longman, 1988), p. 76.

game can be painless to develop or reinforce any number concepts¹¹. “Guessing what I am,” “Guess who I am” for example, can be used to teach about animals, profession, or people in different age groups (baby, child, teenager, young adult, elderly person).

E. Formulation of The Problem

Based on the statement above, the researcher formulates the problem as follows: “can guessing game improve the students’ homophone at grade XI SMA N 7 Padangsidempuan?”

F. Objectives of The Research

The objective of this research is “To know the improvement of the student’s homophone through guessing game at grade XI SMA N 7 Padangsidempuan.”

G. Significances of The Research

The significances of the research are:

1. For Headmaster of SMA N 7 Padangsidempuan to develop and encourage English teacher in teaching English language.
2. For English teachers, guessing game give a good contribution in teaching learning and can be used as a reference and additional source in teaching especially for pronunciation skill.
3. For another researcher, as additional information to solve the relate problem about pronunciation activity and they can make it better.

¹¹*Ibid.* p. 77

CHAPTER II

LITERATURE REVIEW

A. Theoretical Description

In conducting a research, theories are needed to explain some concept or terms applied in research concern. The researcher discussed and elaborated some theories which related to the study. The present study conducted on the ground of the theoretical as follows:

1. Pronunciation

a. The Nature of Pronunciation

An emphasizing one hearers' perception is the especially relevant. How we pronounce words, phrases, and sentences communicates to others considerable information about who we are, and what we are like, as people. In foreign language teaching, pronunciation is the one area where it is generally agree that imitation is the essence of the learning process.¹ Some people are better at imitation than others, but one thing is clear. In order to imitate correctly one must have heard correctly what is to be imitated.

¹Geoffrey Broughton, *Teaching English as a Foreign Language* (USA : Routledge, 1980), P. 58.

Actually, pronunciation is a two folds process. It involves that recognition of sounds as well as the production of sounds of sounds.² A student is faced with the problem of producing the sounds. Practice and aural perception should be given before the practice on oral production. Pronunciation is a set habit of producing sounds. The habit of producing a sound is an acquired by repeating it repeatedly and by being corrected when it is pronounced wrongly. Having good pronunciation skills is an important part of every student's ability to communicate in English. Therefore, the speakers have to good pronunciation. There are many pronunciation categories that must be learn by students.

In addition, 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, Hornby said that pronunciation is the way in which a language is speak, the way in which a word is pronounced, the way a person speak the word of a language and the way in which a word is pronounced.³ Pronunciation is one of the parts in English subject that important for students. It is used avoid the cases of misunderstanding in communication. When we communicate with other people we should not only have a good vocabulary but also have good pronunciation.

²AnasSyafei, *English Pronunciation: Theory and Practice* (Jakarta: ProyekPengembanganLembagaPendidikanTenagaKependidikan, 1998), p. 1-2.

³ Hornby, A.S, *Oxford Advanced Learner's Dictionary* (Great Britain: Oxford University Press, 1995). p. 928

So, based on explanation above, pronunciation is the way of a person to utter a word of language. Therefore, pronunciation is a set of habits of producing sounds. The good speaker has to have good pronunciation so the listener will be understandable that their speeches. It is important for teacher to teach pronunciation and make the students aware of pronunciation features because it can improve their production of speak language.

b. Principles of Pronunciation

Pronunciation practice itself might be very short or may occasionally occupy several minutes. In either case a few key principles should be followed:

- 1) Recognition practice should precede production practice.
- 2) But since production reinforces recognition, there is no need to wait for perfect recognition before asking for production.
- 3) The sounds to be heard and spoken should be clearly highlighted in short utterances.
- 4) But this should not be taken to the extreme of tongue twisters like Peter Piper.
- 5) As the students should be given the opportunity to hear the same things said by more than one voice model.
- 6) The English sounds can be demonstrated in contrast with other English sounds or else in contrast with sounds from the native language.
- 7) The target sound contrast should be shown to function meaningfully, i.e. students should realize that it makes an important difference to their intelligibility to use it properly. This can be done by a procedure involving a progression from straightforward drill, where the success or failure is simply measured by the teacher's approval or disapproval, to a simulated communication situation like a picture-word matching exercise, a game, and then to a real communication situation like the

understanding of a story or joke where the meaning might depend on the sound contrast being taught.⁴

The heart of any drilling or demonstrating of specific sound features is contrast of kind or another. The most efficient way of showing contrast is by minimal pairs.

c. Sound of Pronunciation

1) Vowel

Vowels are made by voiced air passing through different mouth shapes. The differences in the shape of the mouth are caused by different positions of the tongue and of the lips.⁵ It is easy to see and to feel the lip differences, but it is difficult to see and to feel the tongue differences, and that is why a detailed description of the tongue position for certain vowels does not really help us to pronounce them well.

Collin Beverley says that “vowels are sounds formed with a structure of open approximation which acts as a syllable nucleus”.⁶ Whereas, Hornby says that “vowels are a speech sound in which the mouth is open and the tongue is not touching the top of the mouth, the teeth, etc.”⁷ So that, based on the definition above, the writer

⁴ Geoffrey Broughton, *Teaching English as...*, p. 62-63

⁵ J. D. O'Connor, *Better English Pronunciation*, (New York: Cambridge University Press, 1980), p. 46.

⁶ Collin Beverley, *atc. Al. Phonetic and Phonology*, (London and New York: Routledge, 2008), p. 58

⁷ A.S. Hornby, *Oxford Advanced Learner's Dictionary* (New York: Oxford Press, 1995), p. 38.

conclude that vowel is sound or voice is produced by open mouth or no stopping sound in the mouth and different position of tongue and lips.

a) The Kinds of the Vowels

In vowels certainly have kinds that can make easy to comprehend about vowels. Kinds of vowels are categorized in to four categories, they are: short vowels, long vowels. They are discuss in the following:

(1) Short Vowels

English has a large number of vowel sounds, the first ones to be examined are short vowels. Short vowels are only relatively short, as we shall see later; vowels can have quite different lengths in different contexts.⁸ So that, based on definition above, the researcher conclude the short vowels is simple vowels because this vowels from one letter.

(2) Long vowel

The first to be introduced here are the five long vowels, these are the vowels which tend to be longer than the short vowels in similar contexts. it is necessary to say 'in similar contexts' because as we shall see later, the length of all English

⁸Peter Roach, *English Phonetics and Phonology A Practical Course Second Edition*, (Cambridge: Cambridge University Press, 1991), p. 14.

vowel sounds varies very much according to contexts (such as the type of sound that follows them) and the presence or absence of stress.⁹ Vowels which were previously differentiated only by the length mark (:) are now distinguished both by the length mark and by later-shape, this makes for easier visual recognition and underlines the fact that the pairs of vowels differ not only in length but also in quality.¹⁰ Based on the definition above, the researcher concludes that a long vowel is a vowel that longer than short vowel, so that, when we find long vowel we must is longed the pronouncing long vowels. It is easy to us know long vowels, the mark of the long vowels is there is length or two dots [:] after vowel, this is also simple vowels because this is one vowel that is followed lengthor two dots [:].

d. Problems in Pronunciation

Dr. Helen Fraser says the pronunciation problems should be tackle roughly in word and sentence stress, syllable structure, vowel length distinctions, major consonant distinctions, vowel quality distinctions, minor consonant distinctions.¹¹

⁹Peter Roach, *English Phonetics and.....* p. 14.

¹⁰J. D O Connor, *Better English Pronunciation....* p. 82.

¹¹Dr. Helen Fraser, *Teaching Pronunciation: A Handbook for Teacher and Trainers* (Sydney: Department of Educational Training and Youth Affairs (DETYA), p. 33.

According to Julian on “mistakes and corrections that mistakes can be divided into three broad categories: “slips” that is mistakes which students can correct themselves once the mistake can be pointed out to them, “errors” that mistakes which they can’t correct themselves and which therefore need explanation, and “attempts” that is when a student tries to say something but not yet know the correct way of saying it.¹²

Ramelan stated that some reasons about why students make mistakes in their pronunciation is because they face such problems as follows: the existence of a given sound in latter, which is not found in the former, sounds which have the same phonetic features in both languages but differ in their distribution, similar sounds in two languages which differ only slightly in their phonetic features, and sounds that have same qualities in both languages may constitute some learning problem if they occur in a cluster or sequence of sounds.¹³

Based on explanation above, from the three mistakes such as; slips, errors, and attempts that can be problem in pronunciation. So, it is important thing for the teacher to concerned and responds because the students can’t correct themselves instead of the teacher’s help.

¹²J, Harmer. *The practice of English language teaching*, (New york: longmanessex, 2001), p. 156

¹³Ramelan, *English phonetic*, (Semarang: IKIP Semarang Press, 2003),p. 6-7

e. Steps for Understanding Pronunciation

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

- 1) Identify the focus words in what you just said
- 2) Think about which syllable is stress in each focus word.
- 3) Say the sentence again, but make sure that you:
 - (a) Lengthen the vowel in stresses syllable of each focus word.
 - (b) Make the sounds in the stressed syllable of each focus word very clear.
 - (c) Change pitch on the stressed syllable of each focus word.
 - (d) Group your words together in thought group by using pitch changes and by using pauses.
 - (e) End complicated or especially important thought groups with an extra-long pause, so the listener will have more time to think about what you just said.¹⁴

So, from explanation above, there are three steps for understanding pronunciation that must do by everyone If someone has trouble understanding what you say.

2. Homophone

a. Definition of Homophone

Homophone is a word pronounced like another word but a different meaning and spelling.¹⁵ Homophone is many words in the English language sound the same, but are spell differently. Therefore, homophone is words that have exactly the same sound pronunciation but different meanings and usually spelling.

¹⁴Judi B. Gilbert, *Teaching Pronunciation*(USA: Cambridge University Press, 2008), p. 46

¹⁵ Howard Jackson & Etienne Ze' Amvela, *Words, Meaning and Vocabulary*, (Britain: Gromwell Press,2000), p. 61

In another sense, a homophone is a word that is pronounced the same as another word but differs in meaning.¹⁶ Homophones are two or more that sound alike but that are spelled differently and have different meanings. Sets of homophone include billed and build, peace and piece, sew and sow.¹⁷

In addition, homophone is when two or more different written forms have the same pronunciation. For example, *write/right*, *bare/bear*, *meat/meet*, *too/two*.¹⁸ Homophone is words that sound the same but have different meanings and spellings.

In conclusion, of researcher homophone is a word that pronounces the same, but is different meaning and spellings.

b. Example of Homophone

Table 1.Examples of Homophone

Words	Pronunciation	Meaning
Dear/ deer	/diə/	Novel by greatly/ animal
To/too/two	/tu:/	Preposition/ used place at the end of a clause/ numeral
Steal/steel	/sti:l/	a thief does this /kinds of iron
Poor/pour	/pɔ:r/	Sadden situation/ a verb
Cent/scent	/sent/	Part of dollar
Dam/damn	/dæm/	Kinds of river/ filling ¹⁹

¹⁶Encyclopedia.Homophone(<http://www.reference.com/browse/homophone>). accessed at July 10, 2017 on 10 pm

¹⁷www.All-About-Homophone.com. accessed at July 18, 2017 on 10 pm

¹⁸George Yule, *The Study of Language*, (New York: Cambridge University Press, 2010), p. 197

¹⁹DaneilScocco, *Homonyms, Homophone, Homograph*, ([www.dally writing tips.com/homonym-homophone](http://www.dallywritingtips.com/homonym-homophone)). Accessed at July 20, 2014 retrieved On 5 pm

From definition above the researcher, concluded that homophone is two or more word that has same pronunciation but the letter and meaning is different. The first, dear: /diə/ is referring to loved somebody and deer:/diə/ is any several types of animal with long legs and a graceful appearance that eat grass, leaves and can run quickly. The second, two: /tu:/ is the number between one and three and Too; /tu:/ is another way of saying as well. Thirdly, steal: /sti: l] is a thief does this and steel /sti: l/ is a hard strong metal. Then, Poor: /pɔ: r/ is having very little money and Pour: /pɔ: r/ is flow in continuous stream. Cent: [sent] is one-100thpart of main unit of money and Scent: [sent] is smell. Last, Dam: /dæm/ is wall belt to keep back water and Damn: /dæm/ is use for showing anger. It pronounces the words are same but different meaning.

3. Guessing Game

a. Definition of Game

A game is structured and semi structured activity, usually undertaken for enjoyment and sometimes used as an educational tool. Game is generally distinct from work, which carried out for remuneration and from art, which is more concerned with the expression of ideas. In addition, a game is an activity in which participant follow prescribed rules that differ from of real life as they to attain a challenging goal.²⁰

²⁰Smaldino, Russel, Heinich&Molenda, *Instructional Technology and Media for Learning*, (New Je rsey: Pearson Merrill Prentice Hall, 2005). p. 220

Hornby says that game:

- 1) From of play or sport with rules.
- 2) Children's activity when they play with toys, printed to be somebody else.²¹

Game area also motivating, this game also helps to highlight some sounds, which may be particular difficult for the students to hear and write.²² Game offer students a fun-filled and relaxing learning condition.

Mora and Lopera stated that game and fun activities have always been one of everybody's favorite things to do in class, both for teacher and students.²³ With the use of games the teacher can create various contexts in which students have to use the language to communicate, exchange information and express their own opinions.²⁴

Based on the illustration above it can conclude that game is a play or competition to give the students a chance to learn, practice or review specific language material.

b. Purpose of Language Game

A game can help those who play to develop their inner self, help them relate to others more efficiently and cooperatively, train them in creative freedom as they feel embarrassed or facilitator closer, which

²¹ A. S. Hornby, *Oxford Learner's Pocket Dictionary*,(USA: Oxford University Press, 2000). p. 928

²² *Ibid*

²³ Mora R.A.,lopera M.C, *Games in the Classroom*,(A Colombian Journal for Teachers of English no. 8, 2001),p. 75-82

²⁴Wright,A, *Games for Language Learning*,(Cambridge University Press, 1984),P. 78

eventually help to lower the tension and anxiety that prevent students from acquiring the language.²⁵

Rixon also defines that aim of the games is often to get students talking to one another rather than always addressing their remarks to the teacher or having him mediate what they say to one another.²⁶

Although game can used to practice language items at certain stages in the acquisition process, the main aim of the game should be to develop communication skills. Thus, games will cease to be just a reward or relaxer after working hard on other aspect of the course, and will come a stimulating and interesting way to help students acquire the target language without even realizing it.

The explanation above means that game provides an enjoyable atmosphere, a situation which communication is essential and a distraction from the study of the language itself.

c. Criteria of Good Game

Lewis states that games can add fun and variety to a conversation session²⁷. They are valuable both in manipulative and communicative phases of language learning. Of course, for maximum benefit from a game in either phase, the teacher should select only the best from the hundreds

²⁵Sudiargo et al, *English Teaching and Learning*, (Malang: University, 2003), p. 220

²⁶Rixon, S, *How to Use Games in Language Teaching*, (Phoenix: McMillan Publisher Ltd, 1996), p.221

²⁷G,Lewis and Bedson, G. *Games for Children*.(New York. Oxford: University Press, 1999),p. 25

of game available. He also states that a good game must fulfill the following requirements:

- 1) Game should have the aim of game, clear instruction and how to set up the activity, materials to be photocopied for learners, the time allocation, and the main language focus for the learners;
- 2) Game should involve pair work and group work because they have the advantages that learners are working simultaneously and to be more active;
- 3) Game should be tried out first before they are implemented in the class;
- 4) Game should involve group monitoring because students will be constantly correcting each other;
- 5) Game should be played fairly;
- 6) Game consider the language levels and interest of the learners; and
- 7) Game should be presented by giving a demonstration first before they played²⁸.

Therefore, it is clear that not all games can be applied in any class.

The teacher should choose the best for the students so that the games are not only for having fun but also for achieving a certain language skill.

d. Guessing Game

Guessing game is a simply game that can be applied in the class. This game is played by several groups in the class. Klippel said that the basic rule of guessing game is eminently simple; one person knows something that another one wants to find out²⁹. Everybody knows guessing game it is not only children that like guessing game. Guessing is true communicative situation and such are very important for foreign language practice with fun and excitement. Wright and Buckby say,"

²⁸*Ibid.* p. 66

²⁹ F. Klippel, *Keep Talking. Communicative Fluency Activities for Language Teaching.* (Cambridge: Cambridge University Press, 1984), p. 30

Essentially, in guessing game and speculating game; someone knows something and the others must find out what it is³⁰. In addition, guessing game is game in which the participated compete individually or team in the identification of something indicate obscurely (as in riddles or charades³¹). Guessing game can generate a lot of spontaneous speech, even if much of it is fairly simple in structure. To implement of guessing game as a speaking activity , working as whole class offer to little opportunity for each student to speak, but working in pairs may often leave alone guesser stumped for ideas. The range of topic guessing game is wide, so the game can be tailored to match the theme of the class.

Allen's said that Guessing game can be applied in the class in intermediate school. There are some rules in Guessing game. We can choose and adjust depend on the material and situation in the class. One such game is conducted as follows:

- 1) Four students are asked to come to the front of the classroom. One of them is selected to draw a slip from a box which contains words related to many different categories.
- 2) The student who has drawn a slip from a box which contains words related to many different categories.
- 3) The other members of the class try to guess the word on the slip which has been drawn from the box. They take turns asking first about the category, "is it a word for food? For furniture? For transportation?" The four students who have seen the slip

³⁰Andrew Wright, David Betteridge and Michael Buckby, *Games for Language Learning*, (United Kingdom: Cambridge University Press, 2006), p. 55

³¹Webster. *Webster' Encycloped*,,(USA: Unbridge Dictionary of the English Language, 1989), p. 156

take turns answering “No, it isn’t” until the right category has been guessed.

- 4) After the correct category has been discovered (transportation, for instance) members of the class continue to ask Yes/No questions: “Is the word bus? Is it taxi? Is it train?”
- 5) The one whose guess is correct may draw a slip from the box the next time the game is played³².

Richard-Amato said that guessing game can be used to develop or reinforce concept, to add diversion to regular activities, or just to break the ice³³. However, there must important function is to give practice in communication. It is said that guessing game may hinder students from boredom during the learning process. Nevertheless, the most important thing is to give students motivations in practicing their English. They also add that: Guessing game can be painless to develop or reinforce any number concepts. “Guessing what I am,” “Guess who I am” for example, can be used to teach about animals, profession, or people in different age groups (baby, child, teenager, young adult, elderly person). From the statements above, we can conclude that by giving some concepts of guessing game like “Guessing what I am” and “Guessing who I am”, the teacher can teach many kinds of topics such as profession, animals, transportations, and so on

Based on the definition above, it can be concluded that guessing game is a game in which a person or participant knows something and

³²Virginia French Allen, *Playing Games* :(New York: Oxford University Press, 1983). P.52

³³Richard Amato. Patricia, *Making happened : Interaction.*, p. 80

competes individually or in a team to identify or to find out it. This game can be varied by the teacher themselves. The player holds the information and other should guess who, what, where it might be. The thing that should be guess can be in form or single word, phrase sentence or sentences. It is clear that students enjoy with guessing games. It arouses considerable interest and encourages the learners to communicate because it is the combination between language practice, fun activities and excitement.

e. Steps of Guessing Game

The general procedures are used to prepare a basic story mapping includes the following steps:

- 1) The teacher explains the competence that will be gaining or the main of the lesson.
- 2) The teacher orders the students a pair to stand in front of the class.
- 3) A students is given card in size 10 x 10cm, a students will read that card to his pairing. The other students is given card in size 5x2cm it contains that card cannot be read (folded) then, on site to forehead or slip in their ears.
- 4) Then, the student brings the card in size 10x10cm read the words that written in card. Then, the pair guesses the word in card 10x10cm. the answer true if the answer appropriates with the contains of the card on site to forehead or slip in their ears.

5) If the answer true, the pairs may go to the chair. If the answer false give the other question.³⁴

B. Review Of Related Finding

Actually, there are some researches related to this research. Many researchers have done research about student's pronunciation skill. First, in the Tri Supriyati's script entitled "The Ability of Students Pronunciation Taught by Using Game at Tenth Grade of SMA N 1 KaranganyarDemak in Academic Year 2016/2017".³⁵ Base on the data analysis, the result indicate that there is significant difference between the ability of students pronunciation of the tenth grade students of SMA N 1 KaranganyarDemak in 2016/2017 academic year after being taught by using game. In detail, after taught by using game, the mean 75 or categorized as good. Second, by Imam Reskiawan with the title "Improving The Students Pronunciation through Games A Classroom Action Research at SMP N 15 Makassar"³⁶ Based on the data analysis as result from cycle 1 that mean score is 58.7 and cycle II that mean score 78.5. From the data analysis shows that games is a good way that can use in improving students pronunciation.

Last, byDewiAstutiWahyuNurhayati's "Improving Students' English Pronunciation Ability through Go Fish Game and Maze Game."³⁷ The aim the

³⁴ AgusSuprijono, *Cooperative Learning*, (Surabaya: PustakaBelajar,2009)p.131.

³⁵ Tri Supriyati, "The Ability of Students Pronunciation Taught by Using Game": (Kudus Muria university, 2016),p.3

³⁶ Imam Reskiawan," Improving The Students Pronunciation Through Games": (SMP N 15 Makassar), p. 62

³⁷ DewiAstutiWahyuNurhayati, "Improving Students' English Pronunciation Ability through Go Fish Game and Maze Game" (Tulungagung: Iain,2015),p.215

research is to find out go fish game, and maze game can improve student pronunciation ability. The research is conducted by experimental method. After calculating and analyzing the data, there is a significant effect of go fish game and maze game to the students of Al-Irsyad Madiun, that is 2,5 better than 6,7.

Based on the related finding above, it can be concluded that pronunciation skill is one of the big problems in some schools, and the researchers will do a research about pronunciation skill by using some strategies and techniques to solve the pronunciation problem. Hence, this researcher wants to solve pronunciation problems at Grade XI SMA N 7 Padangsidempuan through games.

The researcher found that there has not yet been a research for especially in improving student's pronunciation ability through guessing games in Padangsidempuan. The researcher hopes that this research will be complete and contribute to teaching pronunciation. Therefore, the researcher chooses games.

C. Conceptual Framework

Pronunciation is one of the most important things in English. Pronunciation becomes a problem in SMA N 7 Padangsidempuan surrounding by several aspects that influence this problem. Those aspects are related to the teacher, students, and the learning process. This study is concerned with the activation of the guessing game to the students.

D. Hypothesis of The Research

The hypothesis needs to show the researchers' thinking and expectations of the outcome of the research related to this research. The hypothesis of this research

stated that “Using guessing game can improve students’ pronunciation at grade XI SMA N 7 Padangsidempuan”

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of The Research

The research conducted at SMA N 7 Padangsidempuan. The school is located on Jln. H.T Rizal Nurdin km 5.5 Padangsidempuan. This research conduct in academic year 2017 /2018.The process of research done from August 2017 up to May 2018.

B. Research Design

In this research, Classroom Action Research (CAR) is applied, which focused on the efforts to improve the real condition of the English teaching and learning process. According to Burns, action research is a research in which in doing the research the researcher involves taking a self-reflective, critical, and systematic approach to explore teaching context.¹ In this research, the researcher looked for the problems in the teaching and learning process to be solved or weaknesses on the teaching and learning process that could be improved. Therefore, in action research, the focus is on process not the product. Action research is not only solving problem but also improving matters.

Based on Gay and Airasian classroom action research is a type of practitioner research that is used to improve the practitioner's practice, action

¹ Burns, A., *Doing Action Research in Language Teaching: A Guide to Practitioners*, (London & New York: Routhledge, 2010), p. 47.

implies doing or changing something.² Kemmis and Mc Taggart in Burns state that one of the key principles of action research is collaborative, it means action research involves those who responsible for action in improving that action.³ In doing this research, the researcher did not work alone; he collaborated with the English teacher to improve the way in teaching English, especially in teaching pronunciation in order to improve the pronunciation of the students grade XI in SMA N 7 Padangsidempuan through the guessing game.

C. Participant

The participant of this research is classroom XI IPA first class. The total numbers of subjects were 22 students consisting of 12 females and 10 males. The present study is proceeding by conducting a preliminary study in which the researcher interview the English teacher that teaching at class XI IPA of SMA N 7 Padangsidempuan.

It indicated that their pronunciation ability is still low. The class is chosen by the researcher because the researcher finds so many differences of student's intelligences and abilities in the class XI-1 and also the students still find many problems on their learning pronunciation process.

D. Instrument of the Collecting Data

A researcher must have an instrument in this research, because a good instrument can go guarantee for taking the valid data. In addition

² L.R. Gay Airasian, *Educational Research* (New Jersey: Prentice Hall Inc, 2009), p.593.

³ Burns, A., *Doing Action Research...*

SuharsimiArikunto said instrument is a tool of facility is used by the researcher in collecting data. Instrument *adalah alat yang digunakan untuk mengumpulkan data*".⁴So, that this instrument help researcher easier to get data. The instrument of collecting data will be used in this research are:

a) Observation

The researcher use 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, hear, experience tough about during an observation.⁵ The researcher observes the students' activity in the teaching learning process.

b) Test

Brown defines "test a method of measuring a person's ability; knowledge or performance in a given domain"⁶ The researcher will use the techniques for collecting data with the test as follow: The researcher gives the test to students to pronounce some word and record process. The indicator of score is present in the following table.⁷

⁴SuharsimiArikunto, *Procedure Penelitian Suatu Pendekatan Praktis* (Jakarta: anekacipta, 2010), p. 108

⁵ L.R. Gay & Peter Airasian, *Educational Research* (New Jersey: Prentice Hall Inc, 2009), p.593.

⁶H. Douglas Brown, *Language Assessment* (San Francisco, 2004), p.3

⁷*Ibid*, p.15

Table 2. Indicator of test

No	Indicators	Item	Score
1	Students are able to pronounce of homophone word in short vowel	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	50
2	Students are able to pronounce of homophone word in long vowel	11, 12, 13, 14, 15, 16, 17, 18, 19, 20	50

c) Recording

Record is a tool that will use to know how far ability, knowledge or performances from students in learning process until can ascertainable development and advancement that achieve. This record use to known students' pronouncing of homophone words at grade XI SMA N 7Padangsidempuan.

E. Procedures from Classroom Action Research

The personal aim of this research is the improvement of one's learning, while the social aim is an improvement of the situation. In conducting the collaborative action research, the researcher invited English teacher and the students to work collaboratively. The team worked together in planning, implementing and reflecting the action. Therefore, the model used in action research should be adaptable, according to how teachers' personal ideas and theories about what is happening in their classroom are developing. The cycles in action research also should be successive and open, and allow for as much as

feedback and interaction between the cycles as possible. The action research will be conducted in two cycles, depending on the aim of the research study.

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.⁸ There are four phases that are used to conduct the action research:

1. Planning

In this step, the researcher analyzed and interprets the themes of the research or study. The researcher identified and analyzed the problems by doing observation in the class. The researcher also conducted the test to the students to get further information about the students' pronunciation.

2. 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 with the subject of study. The purpose of this step is to solve the problems, which is the students' low in pronunciation.

3. Observation

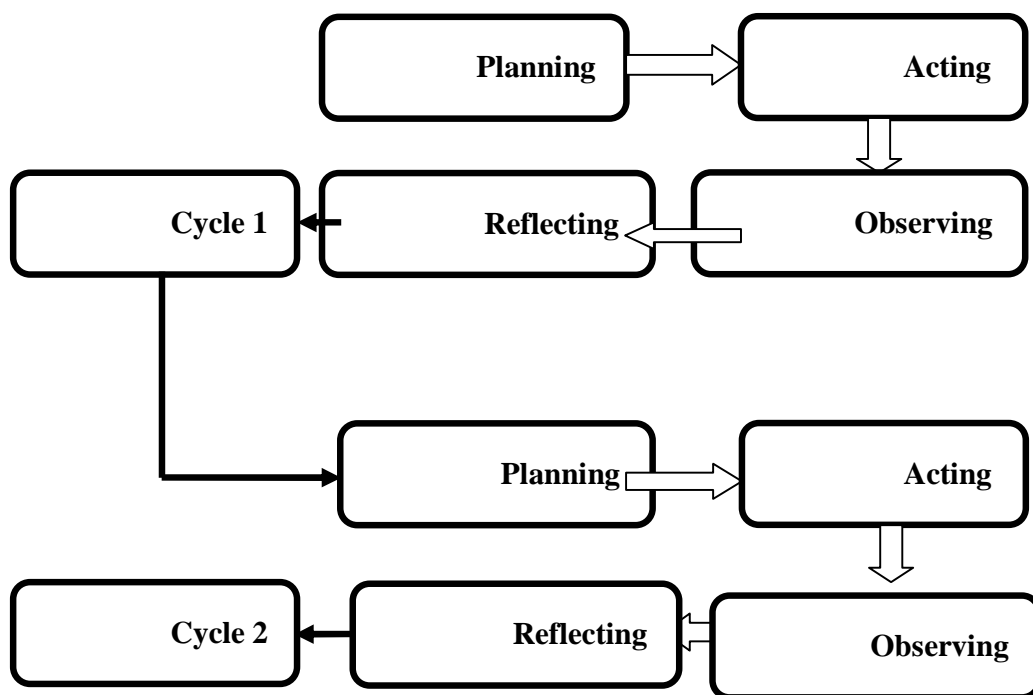
After acting, the researcher elaborates the type of data, the data collecting procedure, and the instruments that used to collect the data. It is done to know the impact of the technique that had been used and to find out the problem that occurred during the implementation of the technique.

⁸ Burns, A., *Doing Action Research...*, p.7.

4. Reflection

By doing reflecting, the researcher evaluated the process during the research process. The researcher observed whether the action had negative or positive effect to the teaching-learning process. The items that evaluate include change of the students, class, and also teacher.

The wholeness of the research process would be drawn in the Chart below:



(Adapted from SuharsimiArikunto)⁹

⁹Sugiyono, *Statistika untuk Penelitian*, (Bandung: Alfabeta, 2005), p. 137.

Chart 1

The Kurt Lewins's Design of CAR

In General, there are many Classroom Action Research designed by some experts. Otherwise, in this research use The Kurt Lewins's design. It is easy to be applied, applicable, suitable for this study. The Kurt Lewins's design consists of four phases within one cycle. They are planning, acting, observing, and reflecting.¹⁰

Teacher is possible to find a new problem or the previous unfinished problems yet after applying first cycle. If it happens, it is necessary to do same way to submit the second cycle. Here some explanations about each phase and how it works.

1. Cycle 1

a. First Meeting

1) Planning

- (a) Making the lesson plan
- (b) Preparing the teaching material of pronunciation
- (c) Preparing the instrument of collecting data
- (d) Preparing some student's worksheets
- (e) Preparing list words for students contain about homophone
- (f) Preparing the score list

¹⁰Suharsimi Arikunto, *Prosedur Penelitian....*, p.83.

2) Action

- (a) Teacher asking the students to make a small group
- (b) Teacher introducing about the homophone
- (c) Teacher giving example of list words for students contain about homophone
- (d) Teacher allow another ten minutes for students to rehearse speaking the list of homophone words
- (e) Teacher introducing and explain about the procedure of guessing game activity
- (f) Teacher command to students to perform when playing game and monitoring time allocation with all activity is done

3) Observation

- (a) Situation of teaching learning process
- (b) Student's activity
- (c) Student's ability in pronouncing the sentences
- (d) The interaction between teacher and students

4) Reflection

- (a) Discuss with what is the result during games perform
- (b) Explaining the result of participant activity
- (c) Clarifying the problems found in the activity whether in the case of students or teacher

b. Second Meeting

1) Planning

- (a) Making lesson plan
- (b) Preparing the teaching material of pronunciation
- (c) Preparing the instrument of collecting data
- (d) Preparing some student's worksheets
- (e) Preparing list words for students contain about homophone
- (f) Preparing the score list

2) Action

- (a) Teacher asking the students to make a small group
- (b) Teacher introducing about the homophone
- (c) Teacher giving example of list words for students contain about homophone
- (d) Teacher allow another ten minutes for students to rehearse speaking the list of homophone words
- (e) Teacher introducing and explain about the procedure of guessing game activity
- (f) Teacher command to students to perform when playing game and monitoring time allocation with all activity is done

3) Observation

- (a) The researcher keep observing every class condition, learning and teaching process

(b)The researcher observed the student's pronunciation

4) Reflection

Researcher reflects the all meetings and analysis to make conclusion of using game in teaching student's pronunciation

2. Second Cycle

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

a. Third Meeting

1) Planning

(a)Making lesson plan

(b)Preparing the teaching material of pronunciation

(c)Preparing the instrument for collecting data

(d)Preparing the score list

2) Action

(a)Teacher asking the students to make a small group

(b)Teacher introducing about the homophone

(c)Teacher giving another example of list sentences for students contain about homophone

(d)Teacher allow another ten minutes for students to rehearse speaking the another list of homophone words

(e)Teacher introducing and explain about the procedure of guessing game activity

(f) Students perform their activity is done

3) Observation

(a) Situation of teaching learning process

(b) Student's activity

(c) Student's ability in pronouncing the sentences

(d) The interaction between teacher and students

4) Reflection

The researcher makes the result of the reflection that used to take further action for the next meeting

b. Fourth Meeting

1) Planning

(a) Preparing the teaching material or list of homophone

(b) Preparing the instrument for collecting data

(c) Preparing the score list

2) Action

(a) Teacher asking the students to make a small group

(b) Teacher introducing about the homophone

(c) Teacher giving another example of list words for students contain about homophone

(d) Teacher allow another ten minutes for students to rehearse speaking the another list of homophone words

(e) Teacher introducing and explain about the procedure of guessing game activity

(f) Students perform their activity is done

3) Observation

(a) The researcher keep observing every class condition, learning and teaching process

(b) The researcher observed the student's pronunciation

4) Reflection

The researcher reflects the all meetings and analysis to make conclusion of using game in teaching student's pronunciation

F. Technique of Data Analysis

In this research, the researcher does the collecting data through recording the students' activity in game. Then, to know the means of students' score for each cycle, the writer applied the following formula:

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

Explanation:

M : The mean of the students

$\sum \bar{x}$: The total score

N: The number of the students

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

T

- Where: P : The percentage of students who get the point 65.
 R : The number of students who get the point up 65.
 T : The total number of students do the test.¹¹

After calculating and scoring students' answer sheets then, their score are classified on the table below, the aim of this scoring is after test taking by students and calculating them, this is to know the pronunciation of students and classify of students pronunciation through guessing game.

Table 3. The Classification Quality of Students Score

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

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

1. If the value of mean score 81 – 100%, it can be categorized into very high.
2. If the value of mean score 61 – 80%, it can be categorized into high.
3. If the value of mean score 41 - 60%, it can be categorized into enough.
4. If the value of mean score 21 - 40%, it can be categorized into low.
5. If the value of mean score 0 - 20%, it can be categorized into very low.¹²

¹¹ZainalAqib, et. al., *PTK untuk Guru SD, SLB,TK*(Bandung: CV. YramaWidya, 2008), p.40

¹²Riduan.*BelajarMudahPenelitianuntuk Guru-KaryawandanPenelitianPemula*, (Bandung: Alfabeta, 2005), p. 89

CHAPTER IV

RESEARCH RESULT

This chapter presents research result. In this case, it discussed the way to improve students' homophone through guessing game at the XI grade of SMA N 7 Padangsidempuan in academic year 2017/2018. In the following below, it would be described about the data description, students' problem, the comparative result of the action, the discussion of the research findings, and the treats of the research.

A. Data Description

This chapter finding and discussion based on the analysis of the data collected from implementation of guessing game to improve 22 students pronunciation in each cycle of this research. The research was done at the XI grade of SMA N 7 Padangsidempuan. Related to research finding; the data were attained from teaching learning process and evaluation. The aim of giving an evaluation was to know how far students pronunciation through guessing game in this action research. Researcher applied quantitative analysis by used formulation of mean score that described the data as follow.

1. Cycle 1

In the first cycle, there were two meetings. The meeting conducted of 90 minutes. Every meeting had done for 2 x 45 minutes. So, two meetings had done for 4 x 45 minutes or 180 minutes. There were some differences of each cycle. Therefore, the researcher made the activities for the first cycle as follow:

a. First Meeting

1) Planning

The first meeting was conducted on Monday, January 01th 2018. It was done in XI IPA 1 grade of SMA N 7 Padangsidempuan, consisted 22 students. The class would be instructed by the researcher for each meeting during the research done in the classroom, it was done in planning stage. The researcher had to prepare and plan the materials and apply the guessing game that would be tough to the students. The researcher made lesson plan based on the syllabus and prepared list of homophone words. Then, prepare instruments for students.

2) Action

The activity in this stage was the implementation of the lesson plans which mean implementing every step which arranged in the planning stage. The researcher came into the class with English teacher of XI IPA 1, Arnisah, S.Pd. Then, the researcher explained that purpose of this research is to complete data for thesis.

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 homophone.

The second step before started the lesson, the researcher asked the students to review about homophone. There were some students

responded that they still remembered the material about homophone, but a half of them still responded confusedly. Then, the researcher continued by giving some explanation about homophone.

Finally, the researcher was going to the materials. The researcher gave students printed text about example of homophone words. Then, the researcher explained the homophone material to the students. The researcher gave guessing game to help students get easy to pronounce the words. Also, the researcher gave guessing game to students to make them more interactive in pronunciation. Next, the researcher explained how to play that guessing game.

After explaining, there are 22 students in the class. Researcher divided the students 11 groups. So, students could work in pair. Then, the researcher explained how to do the guessing game. Firstly, researcher ordered a pair to stand in front of the class. Student 1 was gave card in size 10x10 cm. it would be read to his/her pair. Then, the student 2 was gave card in size 5x2 cm. He/she cannot read the word because it would be sited on forehead or slip in his/her ears. Secondly, the researcher ordered the student 1 hold the card in size 10x10 cm to read the words that written in card. Then, the student 2 guessed the word in card 10x 10 cm. The answer would be true if the answer appropriated with the card in 5x2 cm that sited on the forehead or ears. Thirdly, if the answer was true,

the pairs might back to their chair. Researcher gave the other question if the answer was false.

3) Observation

In this research, the researcher observed the students' activity when teaching and learning process. While the researcher was explaining, there were some students who confused about the homophone, most of students did not enthusiastic when learning homophone, there were some students do not hear teacher' instruction, there were several students had not finished yet their role in the game. So, in the next meeting, researcher must give more motivation to students.

4) Reflection

The conclusion of applying the action in this meeting was:

- a) There were some students do not hear teacher's instruction. It may be caused the students did not interest about the material.
- b) There were several students had not finished yet their role in the game.

It may be caused the students did not understand teacher's instruction.

From the reflection phase above, the researcher realized that the first cycle was less and there must be more effort to develop students' pronunciation. It can be concluded that, the action needed to change to be improve again in the next meeting.

b. Second meeting

1) Planning

The second meeting was conducted on Thursday, January 04th 2018. It was done in XI IPA 1 grade of SMA N 7 Padangsidempuan, consisted 22 students. In this meeting, the researcher analyzed the result from the first meeting, prepared all materials that would be need in teaching.

2) Action

The researcher greeted the students cheerfully to open the class and the students responded it enthusiastically. The researcher then checked students' attendance list. In the second meeting, the researcher focused to eliminate the problem which was found in the first meeting by motivating, encouraging controlling and managing the class. But before that the researcher remembered students again about learning material that learn in previous meeting. The researcher presented and explained about the guessing game.

The researcher asked students to mention some familiar homophone words and the researcher wrote down the homophone words which mention of students on the card. Next, the researcher asked students to do the guessing games like previous meeting.

Researcher divided the students 11 groups. So, students could work in pair. Then, the researcher explained how to do the guessing

game again. Firstly, researcher ordered a pair to stand in front of the class. Student 1 was given card in size 10x10 cm. It would be read to his/her pair. Then, the student 2 was given card in size 5x2 cm. He/she cannot read the word because it would be sited on forehead or slip in his/her ears. Secondly, the researcher ordered the student 1 hold the card in size 10x10 cm to read the words that written in card. Then, the student 2 guessed the word in card 10x 10 cm. The answer would be true if the answer appropriated with the card in 5x2 cm that sited on the forehead or ears. Thirdly, if the answer was true, the pairs might back to their chair. Researcher gave the other question if the answer was false.

Furthermore, the researcher gave students homophone words and sentences. Then, the researcher asked students to pronounce the homophone words and sentences while recorded them. The students were doing the researcher's instruction. After students had done researcher's instruction, the researcher saves their recorded.

3) Observation

The students on this meeting look more interest and enthusiastic to hear teacher's instruction. The students showed the improvement then the previous meeting. The students more calmly and asked to the researcher if they were confuse. More than half of students finished the test on time.

4) Reflection

In this meeting, most of students were still confuse to pronounce the words and sentences. Based on the observation most of the students still low motivation. The result of the first test in the first cycle showed the students still fewer to got score above the minimum mastery criterion or KKM. There were 1 students got score 55, 4 student got score 60, 2 students got score 65, 3 students got score 70, 7 students got score 75, 5 student got score 80.

c. Students' Problems in cycle 1

There are two factors that Influencing Students' Pronunciation. They are internal factor and external factor. It would be explained below:

1) Internal Factor

Students' problems were difficult in pronunciation English fluently because their utterances low, hesitant and occasionally hesitant because of grouping words. Students' mistakes in fluency were; I...emmm will see you next week, balloss flew tooo.... thee...sky tomorrow; this flower is eeeeeemaken in one knot, nice tooooo meet you; you are barredddd, I... I go in the market, father is aaaaaaaa man, spiderman is a knaitt, I smell hmmmmm carcass scent, theeeeeeee inn is very nice.

So, for solving the students' problem in fluency researcher motivated them to try their pronounce and to record their speech so that they could

know about their ability and the teacher gave necessary instrument when learning process was running such as using filler in their speech so that their speech became coherence and understandable speech. Hence, the researcher ordered students to listen the speech in radio or television.

2) External Factor

There were 4 students who confused about guessing game. So, the researcher explained again the procedure of guessing game. Then choose the interesting topic based on their want to be discussed. Some students did not enthusiastic when learning homophone. So, the researcher gave some questions for students about homophone. There were 5 students who doing guessing game were not appropriate with instruction. So, the researcher will change the action on cycle 2. There was 3 students had not finished yet doing game and did not doing game on time. So, the researcher will change the action on cycle 2 to improve students understanding and do their game better.

Based on the explanation above, there were some internal factors that influenced students' pronunciation in class XI IPA 1 SMA N 7 Padangsidempuan. The researcher solved those problems in cycle 2 in order to improve their passion in learning pronunciation at classroom.

2. Cycle 2

In the second cycle, there were also two meetings. Each meeting conducted of 2 x 45 minutes or there was 90 minutes again. In each cycle there were also some steps must doing by the researcher again, there were planning, action, observation, and reflection. The second cycle conducted on Monday, 08th January and Thursday 11th January 2018.

a. Third Meeting

1) Planning

The first meeting in second cycle conducted on Monday, 8th 2018.

The condition on the second cycle was different with the first cycle, the researcher made changing in this action or in the teaching learning process. Based on the problem on first cycle, most of the students still low motivation, so that the researcher could give high motivation to make the students more interest.

2) Action

The researcher greeted the students and checking the attendance list. The researcher told that the meeting for today would be different than before. Firstly, the researcher gave empty card to every group. Then, the researcher asked students to write homophone words in the card. Then the researcher asked students to do guessing game like previous meeting.

Researcher divided the students 11 groups. So, students could work in pair. Then, the researcher explained how to do the guessing game

again. Firstly, researcher ordered a pair to stand in front of the class. Student 1 was gave card in size 10x10 cm. it would be read to his/her pair. Then, the student 2 was gave card in size 5x2 cm. He/she cannot read the word because it would be sited on forehead or slip in his/her ears. Secondly, the researcher ordered the student 1 hold the card in size 10x10 cm to read the words that written in card. Then, the student 2 guessed the word in card 10x 10 cm. The answer would be true if the answer appropriated with the card in 5x2 cm that sited on the forehead or ears. Thirdly, if the answer was true, the pairs might back to their chair. Researcher gave the other question if the answer was false.

3) Observation

In this meeting, generally the class condition in learning process was better than the previous cycle. It could be seen from the result of field notes that the students who were able to focus and followed the pronunciation lesson, they enjoyed doing game. The students also more enthusiastic to learn about the material and students had finished their role in the game.

4) Reflection

The reflection was carried out after do observation students. The researcher felt satisfied for the effort to improve the students' pronunciation ability had been realized. The students could

understand how to make different the pronunciation of words that almost same the sound.

b. Fourth Meeting

1) Planning

The second meeting on second cycle conducted on Thursday, January 11th 2018. In this meeting the researcher would give the first test in first cycle about learning material as learn previous to the students.

2) Action

The researcher entered the classroom. The researcher greeted the students warmly. It aimed to relax them before they did the test. Besides, it aimed to remind them about homophone briefly. The researcher then checked their attendance list. There were no students was missing at that day.

The researcher continued to explain homophone, list of homophone word, and how to pronounce homophone words. The researcher gave empty card to student. Then the researcher asked students to write down homophone words in card after researcher mention the words. After that, researcher asked students to do guessing game like previous meeting.

Researcher divided the students 11 groups. So, students could work in pair. Then, the researcher explained how to do the guessing game again. Firstly, researcher ordered a pair to stand in front of the class.

Student 1 was gave card in size 10x10 cm. it would be read to his/her pair. Then, the student 2 was gave card in size 5x2 cm. He/she cannot read the word because it would be sited on forehead or slip in his/her ears. Secondly, the researcher ordered the student 1 hold the card in size 10x10 cm to read the words that written in card. Then, the student 2 guessed the word in card 10x 10 cm. The answer would be true if the answer appropriated with the card in 5x2 cm that sited on the forehead or ears. Thirdly, if the answer was true, the pairs might back to their chair. Researcher gave the other question if the answer was false.

3) Observation

The researcher directly observed the students to see and to give comments and suggestions towards their pronunciation result. The students showed the improvement in pronunciation result through game more effectively. The students in this last meeting look more interest and enthusiastic to pronounce the words. The students did their test actively and all of students finished the test.

4) Reflection

As the reflection from the second test, after calculating the result of students pronunciation ability test that had done in the second cycle showed that: Second test in second cycle, the score of the students improve from first cycle. From the test result can be concluded that 2

students got score 70, there were 9 students got 75, there were 5 students got 80, there were 5 students got 85, there were 1 students got 90,

From students' achievement in pronunciation ability above the researcher made the conclusion that guessing game in teaching homophone improved the students' pronunciation at grade XI IPA 1 SMA N 7 Padangsidempuan. Most of the students showed the good improvement in pronunciation ability indicators; homophone words in short and long vowel.

From the total number of students that there were 22 students in class XI, and there were 2 students who didn't pass Minimum Mastery Criterion (KKM). The mean score of the second cycle was 78.63 and the percentage was 90.90%.

c. Students problem in cycle 2

From the result finding had done in the second cycle, the students problems had been solved by several problem solving that researcher had applied in second cycle as follow:

1) Internal Factor

Student's problems were difficult in pronunciation English fluently because their utterances low, hesitant and occasionally hesitant because of grouping words. Students' mistakes in fluency were; I... I go in the

market, father is aaaaaaaa man, spiderman is a knaaitt, I smell hmmmmm carcass scent, theeeeeeee inn is very nice.

So, for solving the students' problem in fluency researcher gave motivation to student how to lose their worry and afraid to speak English. Hence, the researcher ordered students to listen the speech in radio or television. Moreover, researcher motivated students to watch the English movie at home. It would help students' comprehension in English. It showed that the students improved that can be seen from students' problem in cycle 1 had solved in cycle 2.

2) External Factor

All of students more enthusiastic than first cycle and they had motivation in learning process. There were 2 students who confused about guessing game. So, the researcher explained again the procedure of guessing game clearly. Then choose the interesting topic based on their want to be discussed. Some students did not enthusiastic when learning homophone. So, the researcher gave some questions for students about homophone to made students learn actively. There were 2 students who doing guessing game were not appropriate with instruction. So, the researcher will change the action on cycle 2. There was 3 students had not finished yet doing game and did not doing game on time. So, the researcher will change the action on cycle 2 to improve students

understanding and do their task better. So, students have improved that first cycle.

Therefore, the problems in cycle one could be solve successfully. Hopefully, the students were able to survive their behavior same as cycle 2 in despite of this researcher had been finished in doing research.

B. Comparative Result of Action

The comparative score of students' ability in pronunciation between cycle 1 and cycle 2 showed that, the mean score in the cycle 1 was 70.90 (22.72%), then in cycle 2 the mean score 78.63 (90.90%) it mean that mean score increased from the score 70.90 become 78.63 it was passed the Minimum Mastery Criterion (KKM) 75, it could be seen from the percentage of the students who got the score above. From the data above, the researcher would like to give some explanation toward the actions have done. The first test was done in the last meeting of cycle 1 and the second test was done in the last meeting of cycle 2.

The first test in the first cycle was about "homophone words". In this test the students still fewer to got score above the minimum mastery criterion or KKM. There were 1 students got score 55, 4 student got score 60, 2 students got score 65, 3 students got score 70, 7 students got score 75, 5 student got score 80.

Based on the passed on minimum mastery criterion were 22.72% students from 22 students in class XI IPA 1 who still confused about homophone. So, the researcher made the second cycle to improve students' pronunciation through

game with the other trick in teaching learning process. There was the formula to calculate mean score:

$$\begin{aligned} M &= \frac{\sum f x}{N} \\ &= \frac{1560}{22} \\ &= 70.90 \end{aligned}$$

Then, researcher calculated the percentage of students who passed Minimum Mastery Criterion (KKM). The researcher used formula as follow:

$$\begin{aligned} P &= \frac{R}{T} \times 100\% \\ &= \frac{5}{22} \times 100\% \\ &= 22.72\% \end{aligned}$$

Second test in second cycle, the score of the students improve. Many students got score above minimum mastery criterion or KKM with score was 75. In other word, there were two students who still got score below the KKM as it 70. But their score had improved from first cycle. From the test result can be concluded that 2 students got score 70, there were 9 students got 75, there were 5 students got 80, there were 5 students got 85, there were 1 students got 90,

From the total number of students that there were 22 students in class XI IPA 1, and there were 2 students who didn't pass Minimum Mastery Criterion (KKM). The mean score of the second cycle was 78.63 and the percentage was 90.90%. The calculation of the students score in the second cycle as follow:

$$\begin{aligned}
 M &= \frac{\sum f x}{N} \\
 &= \frac{1730}{22} \\
 &= 78.63
 \end{aligned}$$

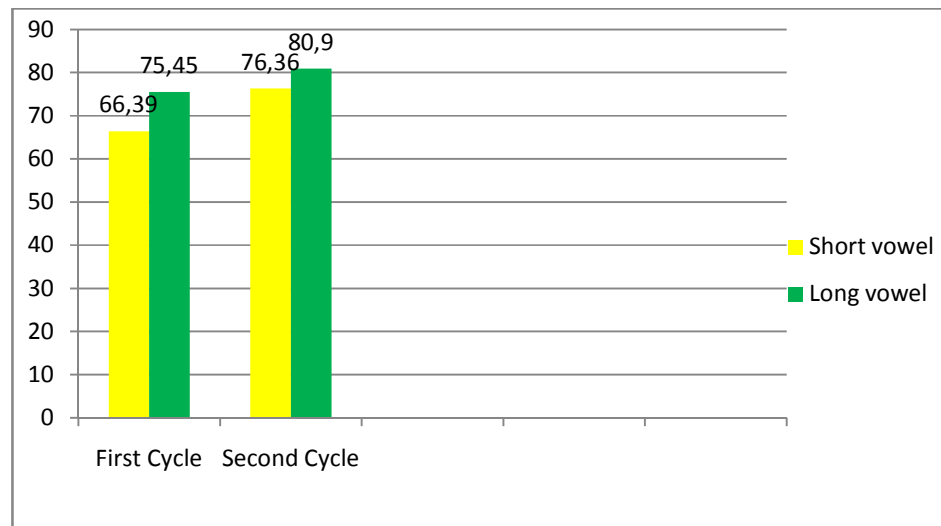
To know the calculation of percentage students who passed Minimum Mastery Criterion (KKM) in cycle 2 the researcher used formula as follow:

$$\begin{aligned}
 P &= \frac{R}{T} \times 100\% \\
 P &= \frac{20}{22} \times 100\% \\
 &= 90.90\%
 \end{aligned}$$

Students' pronunciation skill improved significantly. The improvement was 70.90 (22.72%) in first cycle and 78.63 (90.90%) in the second cycle.

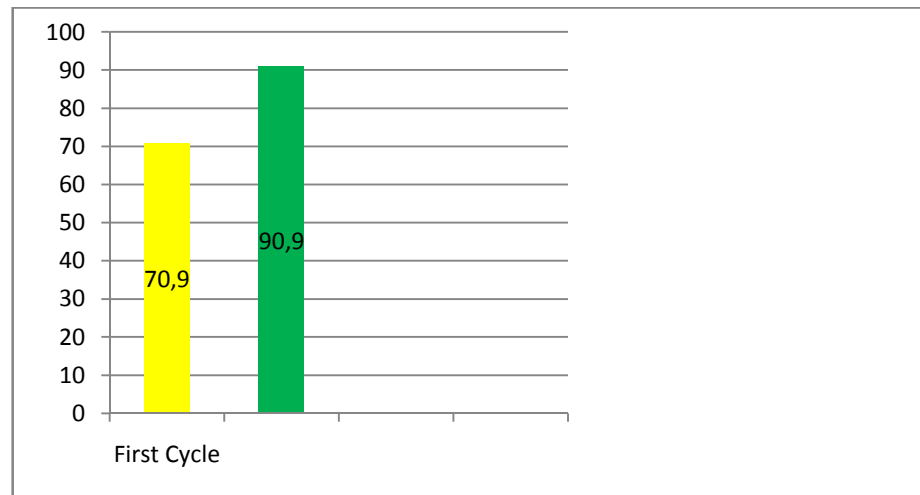
The researcher also provided the graph that showed comparative of students; achievement between first cycle and second cycle that could be seen below:

Figure 1
The Comparative of Indicators Score in First Cycle and second Cycle



From the figure above can be seen that every indicators score improved. The short vowel in first cycle was 66.36 become 76.36 in second cycle, and the long vowel in first cycle was 76.36 become 78.63 in second cycle. So, all of indicators were improve.

Figure 2
The Comparative Mean Score of First Test and Second Test



From the figure above, can be seen that students' mean score improved from 70.90 in first cycle become 82.04 in second cycle.

C. Discussion of the Research Finding

Guessing game in pronunciation gave opportunity for students more interactive. The students have done gained their pronunciation, pronounce English well. In other hand, guessing game guide the students to develop their understanding how to make different the pronunciation of words that almost same the sound.

Furthermore, based on related findings in this research, guessing game was a good technique in teaching learning. Firstly, in the Tri Supriyati's script entitled "The Ability of Students Pronunciation Taught by Using Game at Tenth Grade of

SMA N 1 KaranganyarDemak in Academic Year 2016/2017”.¹ Base on the data analysis, the result indicate that there is significant difference between the ability of students pronunciation of the tenth grade students of SMA N 1 KaranganyarDemak in 2016/2017 academic year after being taught by using game. In detail, after taught by using game, the mean 75 or categorized as good.

Second, by Imam Reskiawan with the title “Improving The Students Pronunciation through Games A Classroom Action Research at SMP N 15 Makassar”² Based on the data analysis as result from cycle 1 that mean score is 58.7 and cycle II that mean score 78.5. From the data analysis shows that games is a good way that can use in improving students pronunciation.

Last, by DewiAstutiWahyuNurhayati’s “Improving Students’ English Pronunciation Ability through Go Fish Game and Maze Game.”³ The aim the research is to find out go fish game, and maze game can improve student pronunciation ability. The research is conduct by experimental method. After calculating and analyzing the data, There is significantly effect of go fish game and maze game to the students of Al- IrsyadMadiun, that is 2,5 better than 6,7.

From the review of related finding above, the researcher also found the result that guessing games improve the students ability in pronunciationat

¹Tri Supriyati, “The Ability of Students Pronunciation Taught by Using Game”: (Muria kodus university, 2016),p.3

² Imam Reskiawan,” Improving The Students Pronunciation Through Games”: (SMP N 15 Makassar), p. 62

³DewiAstutiWahyuNurhayati, “Improving Students’ English Pronunciation Ability through Go Fish Game and Maze Game”(Tulungagung: Iain,2015),p.215

classroom XI IPA 1 SMA N 7 Padangsidempuan. The result found during the research. The learning activity was more comfortable for students where they could use their critical thinking while learning and teaching process. Finally, students' pronunciation improved significantly. The improvement of students ability was **70.90 (22.72% %)** in first cycle and **78.63(90.90%)** in the second cycle.

D. Threats of the Research

When doing the research, the researcher found that some threats in this research. The researcher found that some students were less in English learning motivation. It could be seen from the observation sheet, there were some students in the first cycle students didn't have motivation when learning pronunciation, students didn't have full attention when learning pronunciation, students didn't answer the question actively, students didn't enthusiastic when learning pronunciation.

Then, when the learning process, some students made class be noisy that make another students didn't have concentration because they didn't hear what explained by researcher, so it became most of students did not understand and confused with the material. In order to researcher made solution as give motivation and most pay attention to student.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

According to the hypothesis, the researcher have been got the answer that guessing game improved students' homophone at grade XI IPA 1 SMA N 7 Padangsidempuan. It based on the students pronunciation in students homophone mean score was in cycle 1 were 70.90 (22.72%)become 78.63 (90.90%)in cycle 2. Therefore, the hypothesis could be accepted because the score of the students' activity in learning process by using guessing game showed the improvement at classroom XI IPA 1 SMA N 7 Padangsidempuan.

B. Suggestion

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

1. For the headmaster, the headmaster can motivate and give suggestion to the teachers to be a professional so they can improve their students' pronunciation more.
2. For the English teacher, become the reference to teach pronunciation even if it in the different kind of material. Guessing game is able to improve the students' ability in pronunciation. So, the researcher suggested applying various activities, model and strategy in teaching learning pronunciation through guessing game.

3. For the students, it hoped that students more interest and motivated after through guessing game in pronunciation.
4. For researcher, guessing game should be applied in teaching pronunciation caused through guessing game is a simple way to get students attention in building their understanding of pronunciation. Therefore, the other researcher may conduct the action research through guessing game also in other aspects of study.

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CURRICULUM VITAE

A. Identify

Name : WulandariRitonga
Reg. Num : 13 340 0072
Place / Birthday : Padangsidimpuan / Desember, 28th, 1992
Sex : Female
Religion : Islam
Address : Jl. Jendral Sudirman, Kecamatan Padangsidimpuan Utara,

B. Parents

Father's Name :Arles Ritonga
Mother's Name :NursawaniHarahap

C. Education Background

1. Elementary school : SD N 200118 Sadabuan
2. Junior High School : SMPN 4Sadabuan
3. Senior High School : SMA SWASTA KAMPUSPadangsidimpuan
4. Institute : IAIN Padangsidimpuan (2013)

APPENDIX I

RPP RENCANA PELAKSANAAN PEMBELAJARAN (CYCLE I)

Namasekolah	: SMA N 7 Padangsidempuan
Subjek	: BahasaInggris
Kelas/semester	: XI/1
Pertemuan	: I (satu),II (dua)
Alokasiwaktu	: 2 x 45menit (2x pertemuan)

A. StandarKompetensi

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

B. KompetensiDasar

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 :

Siswadapat :

1. Memahami kata homophone berdasarkan long vowel and short vowel.
2. Mengidentifikasi kata homophoneberdasarkan long vowel and short vowel.
3. Memahami kata homophone berdasarkan long vowel and short vowel melalui guessing games.

D. TujuanPembelajaran :

Setelahmenyelesaikankegiatanpembelajaran, siswadapat:

1. Dapatmemahami kata homophone berdasarkan long vowel and short vowel.
2. Dapatmegidentifikasi kata homophone berdasarkan long vowel and short vowel.

3. Dapat Memahami kata homophone berdasarkan long vowel and short vowel melalui guessing games.

E. Sumber Belajar

1. Buku Bahasa Inggris kelas XI SMA
2. English dictionary
3. Printed text mengenai list of homophone words.

F. Materi Pembelajaran

1. Pengertian Homophone

a) Homophone: a word that pronounces the same, but is 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, as we shall see later.

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

(2) e = Front mid high vowel [men]

(3) ε = Front mid low central vowel [get]

(4) æ = Front low vowel [mat]

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

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

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

(8) ə = Front central vowel [ago]

(9) ʌ = back central vowel [cut]

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

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

(2) a: = back low vowel [calm]

(3) ɔ: = back mid low vowel [board]

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

(5) ə: = Front central vowel [bird]

3. Contoh kata homophone

a) Short vowel

- (1) lesson/ lessen : [lesn]
- (2) dam/ damn : [dæm]
- (3) son/ sun : [sʌn]
- (4) profit/prophet : [prɒfɪt]
- (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. 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

- a. Guru menjelaskan materi tentang homophone berikut dengan contohnya.
- b. Guru memperkenalkan cara mengaplikasikan guessing games.
 - 1) Guru meminta 2 orang siswa untuk maju kedepan kelas kemudian Salah satu dari mereka membuat sebuah kotak yang diletakkan dikepala salah satu siswa. Kotak tersebut berisi tentang kategori kata homophone.
 - 2) Siswa yang lainnya mencoba menebak kata/clue yang ada di dalam kotak. Mereka dengan mengajukan pertanyaan seperti “is it a word for food”, is it a long vowel/short vowel”
 - 3) Setelah menemukan kategori yang benar gotalainkembali melanjutkan pertanyaan dengan “yes/no question.

- 4) Siswa yang menebak jawaban yang benar boleh membuat kategori kata didalam kotak dipergunakan selanjutnya.
- c. Guru menilai jawaban siswa dengan menggunakan record
3. Kegiatan Penutup
- a. Guru memberikan skor penilaian tentang pengucapan siswa.
- b. Guru menutup pelajaran dengan doa dan salam.

H. Penilaian

1. Setiap pengucapan yang benar akan diberikan skor = 5
2. Skor maksimal = 100
3. Total = jawaban yang benar

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

Padangsidimpuan, Januari 2018

Guru maple bahasa inggris

Researcher


Arnisah, S. Pd

Nip. 19690602 199512 1 002


Wulandari Ritonga

Nim: 13 340 0072

APPENDIX II

RPP RENCANA PELAKSANAAN PEMBELAJARAN (CYCLE II)

Namasekolah	: SMA N 7 Padangsidempuan
Subjek	: BahasaInggris
Kelas/semester	: XI/1
Pertemuan	: I (satu), II (dua)
Alokasiwaktu	: 2 x 45menit (2x pertemuan)

A. StandarKompetensi

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

B. KompetensiDasar

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 :

Siswadapat :

1. Memahami kata homophone berdasarkan long vowel and short vowel.
2. Mengidentifikasi kata homophone berdasarkan long vowel and short vowel.
3. Memahami kata homophone berdasarkan long vowel and short vowel melalui guessing games.

D. TujuanPembelajaran :

Setelahmenyelesaikankegiatanpembelajaran, siswadapat:

1. Dapatmemahami kata homophone berdasarkan long vowel and short vowel.
2. Dapatmegidentifikasi kata homophone berdasarkan long vowel and short vowel.

3. Dapat Memahami kata homophone berdasarkan long vowel and short vowel melalui guessing games.

E. Sumber Belajar

1. Buku Bahasa Inggris kelas XI SMA
2. English dictionary
3. Printed text mengenai list of homophone words.

F. Materi Pembelajaran

1. Pengertian Homophone

a) Homophone: a word that pronounces the same, but is different meaning.

2. Pengertian long vowel dan short vowel

b) 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, as we shall see later.

- | | | |
|-----|----------------------------------|--------|
| (1) | i = Front mid high central vowel | [fit] |
| (2) | e = Front mid high vowel | [men] |
| (3) | ɛ = Front mid low central vowel | [get] |
| (4) | æ = Front low vowel | [mat] |
| (5) | ɒ = back mid low central vowel | [copy] |
| (6) | o = back mid high vowel | [void] |
| (7) | u = back mid high central vowel | [put] |
| (8) | ə = Front central vowel | [ago] |
| (9) | ʌ = back central vowel | [cut] |

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

- | | | |
|-----|--------------------------|---------|
| (1) | i: = Front high vowel | [seat] |
| (2) | ɑ: = back low vowel | [calm] |
| (3) | ɔ: = back mid low vowel | [board] |
| (4) | u: = back high vowel | [soon] |
| (5) | ɜ: = Front central vowel | [bird] |

4. Contoh kata homophone

a) Short vowel

- (1) lesson/ lessen : [lesn]
- (2) dam/ damn : [dæm]
- (3) son/ sun : [sʌn]
- (4) profit/prophet : [prɒfɪt]
- (5) roe/row : [rəʊ]
- (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. 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

- a. Guru menjelaskan materi tentang homophone berikut dengan contohnya.
- b. Guru memperkenalkan cara mengaplikasikan guessing games.
 - 1) Guru meminta 2 orang siswa untuk maju kedepan kelas kemudian Salah satu dari mereka membuat sebuah kotak yang diletakkan di kepala salah satu siswa. Kotak tersebut berisi tentang kategori kata homophone.
 - 2) Siswa yang lainnya mencoba menebak kata/clue yang ada di dalam kotak. Mereka dengan mengajukan pertanyaan seperti “is it a word for food”, is it a long vowel/short vowel”

- 4) Siswa yang menebak jawaban yang benar boleh membuat kategori kata didalam kotak dipergunakan selanjutnya.
- c. Guru menilai jawaban siswa dengan menggunakan record
3. Kegiatan Penutup
 - a. Guru memberikan skor penilaian tentang pengucapan siswa.
 - b. Guru menutup pelajaran dengan doa dan salam.

H. Penilaian

1. Setiap pengucapan yang benar akan diberikan skor = 5
2. Skor maksimal = 100
3. Total = jawaban yang benar

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

Padangsidempuan, Januari 2018

Guru maple bahasa inggris

Researcher


Arnisah, S. Pd


Wulandari Ritonga

Nip. 19690602 199512 1 002

Nim: 13 340 0072

APPENDIX III

List of instrument for test (cycle I)

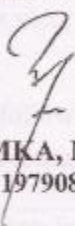
1. Pengantar
 - a. Instrumnt inihanyabertujuanuntukmengambil data darisiswa/i mengenai pronunciation ability in English short vowel and English long vowel !
 - b. Jawabaninitidakmempengaruhiposisi/prestasiandadisekolahini !
2. Petunjuk
 - a. Mengucapkan kata homophone yang akan di record oleh guru pembimbing!
 - b. Apabilaada yang kurangjelastanyakanlangsungkepada guru pembimbing!
3. Soal
Pronounce the homophone words below:

No	Homophone Words
1	See/sea: [si:] a. I will see you next week b. I will go to sea
2	Bard/barred: [ba:d] a. Khairul Anwar is a bard b. You barred my view
3	For/four/fore: [fɔ:] a. I have book for you b. I have four books in my bag
4	Flew/flu: [flu:] a. Balloons flew to the sky tomorrow b. Today, my mother is flu
5	Knit/nit: [nit] a. Siska knits a hat b. Nit is dirty
6	Cell/sell: [sel] a. Algae only one cell b. She sell shirt in the market
7	Right/write: [rdit] a. It is right b. I am write letter to my friend
8	Knot/not: [nɒt] a. This flower is maken in one knot b. I am not have problem

	b. Say no to drugs
10	son/sun: [sʌn] a. My son is handsome b. Sun is beautiful

Padangsidempuan, Oktober 2017

Validator



HAMKA, M. HUM
NIP. 19790815 200604 1 003

Researcher



WULANDARI RITONGA
NIM. 13 340 0052

1	Mostly: [məʊstli] a. Please to most you b. My mother buy only big house
2	Blind/burred: [brʌnd] a. Blind G. Ade is a bird b. You are burred my road
3	To two: [tu: a. Can you come to my party b. I have two books
4	where: [we: a. I go to in the market b. The bus is very slow
5	Knight/night: [naɪt] a. Spiderman is a knight b. Last night I am dinner with my friend
6	Serious: [sɪ: a. I send a letter to my friend in Medan b. I am small career road
7	Significant: [sɪ: a. This string is smaller in one hand b. I am not single
8	Known: [nɔ: a. Mothers know that I am lie b. Say me by working
9	Have been: [hæ: a. I am have Mister Zain song b. Come here
10	son/sun: [sʌn] a. Your son is smart

APPENDIX IV

List of instrument for test (cycle II)

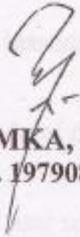
4. Pengantar
 - c. Instrument ini hanya bertujuan untuk mengambil data dari siswa/i mengenai pronunciation ability in English short vowel and English long vowel !
 - d. Jawabaninitidakmempengaruhihipotesis/prestasiandadisekolahini !
5. Petunjuk
 - c. Mengucapkan kata homophone yang akan di record oleh guru pembimbing!
 - d. Apabilaada yang kurangjelasanyakanlangsungkepada guru pembimbing!
6. Soal
Pronounce the homophone words below:

No	Homophone Words
1	Meet/meat: [mi:t] a. Nice to meet you b. My mother buy one kg meat
2	Bard/barred: [ba:d] c. Khairul Anwar is a bard d. You barred my view
3	To/two: [tu:] a. Can you come to my party b. I have two books
4	in/inn: [in] a. I go to in the market b. The inn is very nice
5	Knight/night: [nɔit] a. Spiderman is a knight b. This night I am dinner with my friend
6	Sent/scent: [sent] a. I sent a letter to my friend in Medan b. I am smell carcass scent
7	Knot/not: [nɒt] a. This string is maken in one knot b. I am not single
8	Know/no: [nəu] a. Mothers know that I am lie b. Say no to smoking
9	Hear/here: [hiə] a. I am hear Maher Zain song b. Come here
10	son/sun: [sʌn] a. Your son is smart

b. Sun rise from the East

Padangsidempuan, Oktober 2017

Validator



HAMKA, M. HUM
NIP. 19790815 200604 1 003

Researcher



WULANDARI RITONGA
NIM. 13 340 0052

APPENDIX V

LEARNIG MATERIAL (Cycle I)

lesson/ lessen	: [lesn]
dam/ damn	: [dæm]
son/ sun	: [sʌn]
profit/prophet	: [prɒfɪt]
roe/row	: [rəʊ]
dear/deer	: [diə]
Acts/axs	: [æks]
Ad/add	: [æd]
Band/banned	: [bænd]
Bard/barred	: [bɑːd]
Rap/wrap	: [ræp]
steal/steel	: [sti:l]
aunt/ant	: [ɑːnt]
fort/fourth	: [fɔːt]
desert/dessert	: [dizɜːt]
two/too	: [tuː]

APPENDIX VI

LEARNING MATERIAL (Cycle II)

See/sea	: [si:]
Bard/barred	: [bɑ:d]
For/four/fore	: [fɔ:]
Flew/flu	: [flu:]
Desert/dessert	: [disə:t]
Knit/nit	: [nit]
Cell/sell	: [sel]
Lesson/lessen	: [ləsn]
Rap/wrap	: [ræp]
Right/write	: [raɪt]
Knot/not	: [nɒt]
Know/no	: [nəʊ]
Assent/ascent	: [ə'sent]
son/sun	: [sʌn]
steal/steel	: [sti:l]
aunt/ant	: [ɑ:nt]
fort/fourth	: [fɔ:t]
desert/dessert	: [dizɛ:t]
two/too	: [tu:]

APPENDIX VII

SITUATION OF LEARNING PROCESS





APPENDIX VIII

Students Pronunciation Scores in First Cycle

No.	Students Initial	Indicators		Test score
		Short vowel	Long vowel	
1	A1	8	8	80
2	A2	7	8	75
3	A3	7	8	75
4	A4	7	8	75
5	A5	7	7	70
6	A6	8	8	80
7	A7	7	6	65
8	A8	6	6	60
9	A9	7	9	80
10	A10	7	6	65
11	A11	7	8	75
12	A12	6	6	60
13	A13	5	6	55
14	A14	7	9	80
15	A15	5	7	60
16	A16	7	8	75
17	A17	6	8	70
18	A18	7	9	80
19	A19	6	9	75
20	A20	7	8	75
21	A21	6	8	70
22	A22	6	6	60
Total Score		146	166	1560
Mean		66.36	75.45	70.90
Percentage				22.72 %

**Students who passed the KKM (75) in second cycle*

APPENDIX IX

Students Pronunciation Scores in Second Cycle

N0	Students Initial	Indicators		Test score
		Short vowel	Long vowel	
1	A1	8	9	85*
2	A2	7	8	75
3	A3	7	8	75
4	A4	7	9	80*
5	A5	7	8	75
6	A6	8	9	85*
7	A7	8	8	75
8	A8	8	8	80*
9	A9	8	9	85*
10	A10	8	7	75
11	A11	8	9	85*
12	A12	8	6	70
13	A13	8	7	75
14	A14	9	8	85*
15	A15	8	7	75
16	A16	7	9	80*
17	A17	6	9	75
18	A18	9	9	90*
19	A19	8	8	80*
20	A20	8	7	75
21	A21	7	9	80*
22	A22	7	7	70
Total Score		168	178	1730
Mean		76.36	80.90	78.63
Percentage				90.90%

APPENDIX X

Comparative of Percentage Student's Comparison Study

No.	Student's Initial	Cycle 1 First Test	Cycle 2 Second Test
1	A1	*80	85
2	A2	75	75
3	A3	75	75
4	A4	75	80*
5	A5	70	75
6	A6	*80	85*
7	A7	65	75
8	A8	60	80*
9	A9	*80	85*
10	A10	65	75*
11	A11	75	85*
12	A12	60	70
13	A13	55	75*
14	A14	*80	85*
15	A15	60	75
16	A16	75	80*
17	A17	70	75
18	A18	*80	90*
19	A19	75	80*
20	A20	75	75
21	A21	70	80*
22	A22	60	70
	Total	1560	1730
	Mean: $M = \frac{\sum f x}{N}$	70.90	78.63
	Percentage: $P = \frac{R}{T} \times 100\%$	22.72%	90.90%

**The students who passed the KKM (75) in first cycle and second cycle*

APPENDIX XI

APPENDIX XI

Observation Sheet

Teacher's Activity in Teaching Learning Process Classroom Action Research

School Name : SMA N 7 Padangsidempuan
 Subject Matter : English
 Class : XI IPA 1
 Cycles : 1

No	Activities	Yes	No	Notes
A. INTRODUCTION				
1	Researcher says greeting and introducing patiently	✓		
2	Researcher check the attendance list	✓		
3	Researcher give motivation before learning material	✓		Should be improved
B. ACTION				
4	Researcher explains about learning material	✓		Should explained clearly
5	Researcher give printed text about lesson as media while teaching process	✓		
6	Researcher gives some question about material	✓		
7	Researcher introduce homophone discuss procedure of guessing game	✓		Should explained clearly
8	Researcher ask students to playing guessing game in front of the class	✓		
C. CLOSE				
10	Researcher concluding the lesson	✓		
11	Researcher give motivation and give thanks after class was over	✓		

Co-teacher


 Arnisah, S. Pd

Nip. 19690602 199512 1 002

APPENDIX XII

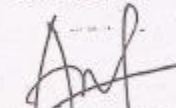
Observation Sheet

Teacher's Activity in Teaching Learning Process Classroom Action Research

School Name : SMA N 7 Padangsidempuan
Subject Matter : English
Class : XI IPA 1
Cycles : II

No	Activities	Yes	No	Notes
D. INTRODUCTION				
1	Researcher says greeting and introducing patiently	✓		
2	Researcher check the attendance list	✓		
3	Researcher give motivation before learning material	✓		Improved
E. ACTION				
4	Researcher explains about learning material	✓		More clearly
5	Researcher give printed text about lesson as media while teaching process	✓		
6	Researcher gives some question about material	✓		
7	Researcher introduce homophone discuss procedure of guessing game	✓		More clearly
8	Researcher ask students to playing guessing game in front of the class	✓		
F. CLOSE				
10	Researcher concluding the lesson	✓		
11	Researcher give motivation and give thanks after class was over	✓		

Co-teacher



Arnisah, S. Pd

Nip. 19690602 199512 1 002

APPENDIX XIII

The Calculation of Students Mean Score in Cycle 1

Interval Class	F	X	Fx
0-89	5	80	400
5-79	7	75	525
0-74	3	70	210
5-69	2	65	130
0-64	4	60	240
5-59	1	55	55
f=5	N= 22	-	1560

$$\begin{aligned}M &= \frac{\sum f x}{N} \\ &= \frac{1560}{22} \\ &= 70.90\end{aligned}$$

Where :

M : The mean of the students

Σ : The total score

N: The number of the students

APPENDIXXIV

The Calculation of Students' Score Percentage in Cycle 1

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

$$\begin{aligned} P &= \frac{5}{22} \times 100\% \\ &= 22.72\% \end{aligned}$$

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 Score in Cycle 2

Interval Class	F	X	Fx
0-94	1	90	90
5-89	5	85	425
0-84	5	80	400
5-79	9	75	675
0-74	2	70	140
f =5	N= 22	-	1730

$$\begin{aligned}M &= \frac{\sum fx}{N} \\ &= \frac{1730}{22} \\ &= 78.63\end{aligned}$$

Where:

M : The mean of the students

\sum : The total score

N: The number of the students

APPENDIX XVI

The Calculation of Students' Score Percentage in Cycle 2

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

$$\begin{aligned} P &= \frac{20}{22} \times 100\% \\ &= 90.90\% \end{aligned}$$

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 do the test.

APPENDIX XVII

Observation Sheet

Indicator List of Problematic Factor in Teaching Learning Process at First Cycle

	Names of Students	Activities			
		Students who sat on the move	Students who slept in the classroom	Students who asked for permission	Students who made noisy 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				
26	A26				
TOTAL		1 student	-	1 student	3 students

Co-Teacher


Arnisah, S. Pd

Nip. 19690602 199512 1 002

Researcher


Wulandari Ritonga

Nim: 13 340 0072

APPENDIX XVIII

Observation Sheet

**Indicator List of Problematic Factor in Teaching Learning Process at Second
Cycle**

No.	Names of Students	Activities			
		Students who confused about guessing game	Students who did not enthusiastic when learning homophone	Students who doing 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	A18				

18	A18				
19	A19				
20	A20				
21	A21				
22	A22				
23	A23				
24	A24				
25	A25				
26	A26				
TOTAL					

Co-Teacher


Arnisak S Pd

Nip. 19690602 199512 1 002

Researcher


Wulandari Ritonga

Nim: 13 340 0072

APPENDIX XIX**Problems and Solution of External Factors in Cycle 1**

No.	Internal Factors	Problems	Solution
1	Students who made noisy in the classroom	There were 3 students who made noisy in the classroom because her friends did not want hearing them.	The researcher ordered the students to stop making noisy and gave advice to them.
2	Students who slept in the classroom	-	-
3	Students who asked permission	There was one student who asked for permission.	The researcher gave 3 minutes for permission
4	Students who sat on the move	There was one student who moves to his friend seat.	The researcher asked him to back to his seat and asked him give appreciates to everyone and tells to all of students that it didn't good behavior.

APPENDIX XX

Problems and Solution of External Factors in Cycle 2

No	Internal Factors	Problems	Solution	Progress
1	Students who made noisy in the classroom	-	-	All of students more enthusiastic than first cycle and they had motivation in learning process.
2	Students who slept in the classroom	-	-	it same with the cycle 1
3	Students who asked permission	-	-	No one student asked for permission caused they were interest to do their task
4	Students who sat on the move	-	-	No one student who sat on the move

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Telp (0634) 22080 Fax (0634) 24022

89/In. 14/E.6a/PP.00.9/ 11 /2016

Padangsidempuan, 3 November 2016

: Biasa

: -

: Pengesahan Judul dan Pembimbing Skripsi

Kepada Yth:

Bapak/Ibu:

1. Rayendriani Fahmei Lubis, M.Ag
2. Hamka, M.Hum

Di-

Padangsidempuan

Assalamu 'Alaikum Wr. Wb

Dengan hormat, Disampaikan kepada Bapak/Ibu bahwa berdasarkan hasil Sidang Tiru Pengkaji Kelayakan Judul Skripsi, telah ditetapkan Judul Skripsi Mahasiswa tersebut dibawa ini sebagai berikut:

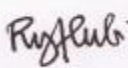
Nama : WULANDARI RITONGA
Nim : 13 340 0072
Fak/Jurusan : FTIK/TADRIS BAHASA INGGRIS-2
Judul Skripsi : **Improving Student's Pronunciation Through Homophonic Games at Grade XI SMA N 7 PADANGSIDIMPUAN**

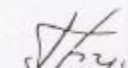
Seiring dengan hal tersebut, kami mengharapkan kesediaan Bapak/Ibu menuju pembimbing I dan Pembimbing II penelitian penulisan skripsi yang dimaksud.

Demikian kami sampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu, kami ucapkan terimakasih.

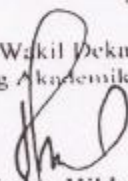
Ketua Jurusan Tadris Bahasa Inggris

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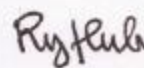
Wakil Dekan
Didang Akademik


Dr. Lelya Hilda, M.Si
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PERNYATAAN KESEDIAAN SEBAGAI PEMBIMBING

BERSEDIA / ~~TIDAK BERSEDIA~~
PEMBIMBING I

BERSEDIA / ~~TIDAK BERSEDIA~~
PEMBIMBING II


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Nomor : B 2312 /In.14/C.4c/TL.00/12/2017
Hal : Izin Penelitian
Penyelesaian Skripsi.

29 Desember 2017

Yth. Kepala SMA N 7 Padangsidempuan
Kota Padangsidempuan

Dengan hormat, Dekan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Padangsidempuan menerangkan bahwa :

Nama : Wulandari Ritonga

NIM : 13 340 0072

Fakultas/ Jurusan : Tarbiyah dan Ilmu Keguruan/ I BI

Alamat : Jl. Jendral Sudirman Untemanis

Adalah benar Mahasiswa IAIN Padangsidempuan yang sedang menyelesaikan Skripsi dengan Judul " **Improving Students' Pronunciation Through Games at Grade XI SMA N 7 Padangsidempuan**". Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan data dan informasi sesuai dengan maksud judul diatas.

Demikianlah disampaikan, atas kerja sama yang baik diucapkan terimakasih.



Lelya Rizki M.Si.
200003 2 002



PEMERINTAH PROVINSI SUMATERA UTARA
DINAS PENDIDIKAN
SEKOLAH MENENGAH ATAS (SMA) NEGERI 7

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KOTA PADANGSIDIMPUAN

SURAT KETERANGAN RISET

Nomor : 071/ 092/SMA.07/2018

Yang bertanda tangan dibawah ini kepala SMA Negeri 7 Padangsidempuan Kota Padangsidempuan Provinsi Sumatera Utara menerangkan bahwa :

Nama : WULANDARI RITONGA
NPM : 13 340 0072
Fakultas : Tarbiyah dan Ilmu Keguruan /TBI
Alamat : Jl. Jendral Sudirman Untemanis

Benar telah melakukan Penelitian di SMA Negeri 7 Padangsidempuan dalam rangka penyelesaian Skripsi dengan Judul Penelitian.

'Improving Students ' Pronunciation Through Games at Grade XI SMA N 7 Padangsidempuan.

Demikian surat ini kami perbuat untuk dapat dipergunakan seperlunya.

Padangsidempuan, 03 April 2018

Kepala Sekolah



Ervin Arvadi, S.Pd, M.Pd

NIP. 19731218 200502 1 001