



**STUDENTS' ABILITY ON MASTERING HOMOONYMS
AT GRADE VIII SMP NEGERI 5
PADANGSIDIMPUAN**

A THESIS

*Submitted to the State Institute for Islamic Studies Padangsidempuan as a Partial
Fulfillment of Requirement for the Degree of
Islamic Education Scholar (S.Pd.) in English*

Written by:

YUSI DAMAYANTI
Reg. Number. 10 340 0038

ENGLISH EDUCATION DEPARTMENT

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

2015

Term : Thesis
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Padangsidimpuan, February 2015
To :
Dean Tarbiyah and Teacher Training Faculty
in –
Padangsidimpuan

Assalamu'alaikumWr. Wb.

After reading, studying and giving advice for necessary revise on thesis belongs to YUSI DAMAYANTI, entitle "*Students' Ability in Mastering Homonyms at grade VIII SMP Negeri 5 Padangsidimpuan*", we assume that the thesis has been acceptable to complete the assignment and fulfill for the degree of Islamic Educational Scholar (S.Pd.I) in English.

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

Wassalamu'alaikumWr. Wb.

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DECLARATION OF SELF THESIS COMPLETION

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Grade VIII SMP Negeri 5 Padangsidimpuan

I hereby declare that I have arranged and written the thesis by myself, without asking for illegal help from others except the guidance from advisors, and without doing plagiarism as it is required in Students' Ethic Code of IAIN Padangsidimpuan article 14. Verse 2.

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**Thesis : STUDENTS' ABILITY IN MASTERING HOMONYMS AT GRADE VIII SMP
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The Thesis had been accepted as a Partial Fulfillment of the Requirement for the
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ACKNOWLEDGEMENT



Praised be to Allah swt, the most Creator and Merciful who has given me the health, time, knowledge and strength to finish the thesis entitled “Students’ Ability in Mastering Homonyms at Grade VIII SMP Negeri 5 Padangsidempuan”. Besides, peace and greeting be upon to the prophet Muhammad saw who has brought the human from **the darkness era into the lightness era.**

It is a pleasure to acknowledgement the help and contribution to all of lecturers, institution, family and friends who have contributed in different ways hence this thesis is processed until it becomes a complete writing. In this process of finishing this thesis, I got a lot of guidance and motivation from many people. Therefore, in this chance I would like to express my deepest gratitude to the following people:

1. Mr. Drs. H. Syahid Muammar pulungan, SH as the first advisor and Mr. Hamka, M.Hum as the second advisor who had guided, supported and suggested me with great patience to finish this thesis as well.
2. The Rector of IAIN Padangsidempuan, Mr. Dr. H. Ibrahim Siregar, M.CL, who has given chance and time. Therefore, I could learn and got some knowledge from IAIN Padangsidempuan.
3. Mrs. Hj. Zulhimma, S. Ag., M. Pd., the Dean of Tarbiyah Education and Teacher Training Faculty.
4. Mrs. Rayendriani Fahmei Lubis, M.Ag., the Chief of English Education Department.
5. Muhlison, M.Ag as my beloved advisor academic who gladly supported and counseled me till finishing this thesis.

6. All lecturers and all the academic cavities of IAIN Padangsidimpuan who had given so much knowledge and helped during I studied in this beloved institute.
7. My beloved parent, (Muhammad Hasbi Siregar & Mulyani S.Pd) who taught me how to survive in leading the life and always be patient and sincere to guard me in all of conditions, my husband (Praka Andi Hasibuan) who supported me and always be patient to help me every time and everywhere, My little angel (Azkiya Althafunnisa Hasibuan) who had been the angel for me, because of you I can finish this thesis. Then my sister and brother (Rosita Fitria H Siregar, S.Pd and Hasmul Kurniawan Siregar).
8. IAIN Padangsidimpuan Librarian (Mr. Yusri Fahmi, S. Ag., M. Hum), for their cooperative and permission to use their books.
9. My lovely friends Indah, Putri, Dasima, Lonni, Resdilla, Shiela and all of my friends in TBI-1 and also all of my friends in IAIN Padangsidimpuan, thanks for your help, patience and care to support me from starting till finishing my thesis as well. Good luck for you.
10. All of the people who have helped me to finish my study that I cannot mention one by one.

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

Padangsidimpuan, 18 February 2015

Researcher



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ABSTRACT

This research discussed about the Students' Ability in Mastering Homonyms at Grade VIII SMP Negeri 5 Padangsidimpuan. Many students still had difficulties in mastering homonyms especially in homophone and homograph. Sometimes they were also confuse to different the word homonyms in sentences. The formulation of the problems from the research were how the students' ability in mastering homonyms, what the students' difficulties in mastering homonyms and what the teacher's effort to overcome the students' ability in mastering homonyms. The purpose of this research was to describe the students' ability in mastering homonyms at grade VIII SMP Negeri 5 Padangsidimpuan, to find the difficulties of students' ability in mastering homonyms at grade VIII SMP Negeri 5 Padangsidimpuan and to explain the teacher's effort planning to overcome the students' ability in mastering homonyms at grade VIII SMP Negeri 5 Padangsidimpuan.

This research employed the qualitative research by using descriptive method. The sources of the data were the students at grade VIII especially VIII-3 class. There were 27 students, then the other sources were the English teacher and the head master. The instrument of collecting data was the test, interview and observation.

The result was found that the students' ability in mastering homonyms was still low score categorize with the mean score was 26,67%. The students' difficulties to mastering homonyms were the first, the students still weak to understand English lesson, it made them to lack English especially in homonyms. the second, the students could not different between homophone and homograph in English. The teacher's effort to overcome the students' ability in mastering homonyms were the first, the teacher would try to give practice and test after the meeting. the second, the teacher would replay the vocabularies in the middle of meeting then ask the students. the third, the teacher would correct the students English speaking.

CURRICULUM VITAE

A. Identity

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3. Graduated from SMA Negeri 3 Padangsidimpuan, in 2007 – 2010.
4. Be University student in IAIN Padangsidimpuan.

APPENDIX I

Name: _____

Homophone: Words with the same pronunciation, but different in letter and meanings.

Homographs: Words with the same in letter different in meanings.

Choose the best answer from the test below!

1. Attention the dialogue below!

a) Shut : Did you **close** the windows before leaving the house?

b) Near: The post office is **close** to the bank in the main town.

From the dialogue above what the meaning **close** that Shut said?

- a. Near from
- b. To move something
- c. The end of time
- d. Not communicating

2. Don't be scared of a little bee

The pronunciation from the underline word is.....

- a. /bi/
- b. /bii/
- c. /be/
- d. /bi:/

3. Attention the sentence below!

I enjoy reading. The pirate has a pitch over one eye. Another pirate said, "aye"!

From the underline word, where is the meaning of part of body?

- a. Eye
- b. Aye
- c. I
- d. All of true

4. Please write your name. Are you right handed? it was a rite of passage.

From the sentences above, where is the showing of verb?

- a. Right

- b. Rite
 - c. Passage
 - d. Write
5. She always wraps her presents with colourful **bows**
The pronunciation of “bow” is.....
- a. /bəʊz/
 - b. /baʊ/
 - c. /bau:/
 - d. /bauz/
6. Statement A: Tom has a strange way of holding his cricket **bat**.
Statement B: We often see **bats** in our garden in the early evening.
Where is the meaning of animal.....
- a. Bat
 - b. Bats
 - c. Bat and bats
 - d. No one
7. Look how dirty my dog’s _____ are!
- a. Paws
 - b. Pause
 - c. Pos
 - d. Pose
8. Don’t eat that _____, it’s not ripe.
- a. Pir
 - b. Pare
 - c. Pear
 - d. Pair
9. My skateboard is made of _____.
- a. Would
 - b. Wud

- c. Wood
- d. Wod

10. The chances of success were **minute**

How the pronunciation from the underline word?

- a. /mɑnjʊ:t/
- b. /mɪnɪt/
- c. /mɪnʊt/
- d. /mɪnɪt/

11. The wind was too strong to wind the sail.

Where is the show of verb?

- a. The wind
- b. Too
- c. Sail
- d. To wind

12. Two dogs went into the dog house to eat their kibble, a third dog went in too!

Where is the meaning of numeral?

- a. To
- b. Too
- c. Two
- d. B and C are true

13. Speak louder, I can't _____ you.

- a. Hir
- b. Hear
- c. Here
- d. Hier

14. After taking a _____ he began to sing again.

- a. Paws
- b. Pose
- c. Pos

d. pause

15. the pronunciation from the “dove= animal” is

a. /dʌv/

b. /dov/

c. /dav/

d. /dæv/

16. (a) I want you to put this money in the **bank**.

(b) The river reached the top of this **bank** during the flood

Where is the meaning of place to save money?

a. (b)

b. (a)

c. (a) and (b)

d. no one

17. (a) I used the **file** to smooth the metal bar.

(b) Please **file** these notes under the correct section

The meaning of the to save the note is

a. (a)

b. (b)

c. (a) and (b)

d. no one

18. She will _____ the best for my parents

a. Due

b. Do

c. Dou

d. Du

19. Before I date with my girl friend, I eat the date.

From the sentence, where is the meaning of fruit?

a. the date

- b. I date
- c. all of true
- d. no one

20. Can you see the lights? Whales live in the sea.

How to pronounce “see and sea”?

- a. /sie/
- b. /si/
- c. /sei/
- d. /si:/

APPENDIX II

LIST OF INTERVIEW

Interviews to the students

1. Mengapa nilai hasil homonyms adek rendah?

(Why your scores homonyms is low?)

Answer:
.....
.....
.....

2. Apa kesulitan adek dalam menguasai homonym dalam bentuk homophone?

(What are your difficulties in mastering homonyms, especially in homophone?)

Answer:
.....
.....
.....

3. Apa kesulitan adek dalam menguasai homonym dalam bentuk homograph?

(What are your difficulties in mastering homonyms, especially in homograph?)

Answer:
.....
.....
.....

4. Apa yang membuat adek merasa sulit dalam menguasai homonyms dalam bentuk homophone dan homograph?

(What are the factors that make you feel difficulties to mastering homonyms in homophone and homograph?)

Answer:

.....

.....

.....

5. Mengapa adek tidak bisa membedakan homonym dengan tulisan atau ejaan yang sama?

(why you can not different homonyms with same spelling/writing?)

Answer:

.....

.....

.....

LIST OF INTERVIEW

Interviews to the teacher

1. What do you think about the students' score in homonyms is low?

Answer:

.....

.....

.....

2. What do you think about the student's difficulties in mastering homonyms in homophone and homograph?

Answer:

.....

.....

.....

3. How is your effort to solve the problems?

Answer:

.....

.....

.....

APPENDICES III

The Result Of Students' Homonyms Ability

No	Students Initial	Sub. Indicators		Scores	Percentage
		Homophone	Homograph		
1	AFH	1	1	10	1,39%
2	AR	6	3	45	6,25%
3	AA	3	3	30	4,17%
4	A	4	3	35	4,86%
5	DY	4	4	40	5,56%
6	ES	1	2	15	2,08%
7	FN	4	2	30	4,17%
8	FS	3	3	30	4,17%
9	IE	3	2	25	3,47%
10	IS	3	5	40	5,56%
11	MR	3	5	40	5,56%
12	NS	4	3	35	4,86%
13	NP	4	1	25	3,47%
14	NH	1	3	20	2,78%
15	OS	6	2	40	5,56%
16	PW	4	1	25	3,47%
17	PS	2	1	15	2,08%
18	PM	1	2	15	2,08%
19	RG	2	1	15	2,08%
20	RA	1	3	20	2,78%
21	SM	3	4	35	4,86%
22	ST	4	2	30	4,17%
23	SYT	6	3	45	6,25%
24	SP	3	-	15	2,08%
25	UKH	3	-	15	2,08%
26	VAS	3	-	15	2,08%
27	YS	3	-	15	2,08%
TOTAL		85	59	720	100%
		425	295		
		59,03%	40,97%		

Appendix V

Appendix V: OBSERVATION

Instrument of the observation at SMP Negeri 5 Padangsidempuan

1. The situation and the condition of the students and the teacher in learning English
2. The ability of the students' in receiving the subject from the teacher

APPENDIX VI



CHAPTER I

INTRODUCTION

A. The Background of the Problems

Language is the expression of human communication through which knowledge, belief and behavior that can be experienced, explained and shared. This sharing is based on systematic, conventionally used signs, sounds, gestures, or marks that convey understood meanings within a group or community. Language is a system or arbitrary vocal symbol used for human communication, when a person needs to deliver his/her messages to other people, he/she needs a media or tool to deliver it. Language also can be said as a means of communication, which is not only in the forms of written language but also in spoken language. The success of communication process is affected by the meaning of words. Some words have a unique characteristic in meaning; some of them have a meaning with a form of word, while some of them have many forms of words representing one meaning.

Thus, language learning is very important to human being. All sciences depend upon it and also all education in human life is conducted through it. there are many language in this world. One of them is English. That is true based on the Qur'an surah Ar-Rum: 22, Allah says:

وَمِنْ آيَاتِهِ خَلْقَ السَّمَوَاتِ وَالْأَرْضِ وَأَخْلَافَ السِّنِّكُمْ وَالْوَنُكْرَ إِنَّ فِي ذَلِكَ
لَآيَاتٍ لِّلْعَالَمِينَ ﴿٢٢﴾

Means: “And among His Signs is the creation of the heavens and the earth, and the difference of your languages and colors. Verily, in that are indeed signs for men of sound knowledge”.¹

Based on Quran above, Allah creates the human differently from the skin, and also the different language. Allah also conveys that the human must develop the language knowledge. So, the human must learn not only the mother tongue language but also the other language. Finally one of them is English . English is one of the most education that must develop to rich the knowledge. This Qur’an also support by Hadist of HR. Shahih Tirmidzi:

من خرج طلب العلم كان في الله سبيل الله حتى يرجع

Meaning:

Siapa yang keluar untuk menuntut ilmu maka dia berada di jalan Allah sampai dia kembali (Shahih Tirmidzi).²

(who is go out for get the knowledge, Allah will give the way until she/he come back).(HR. Shahih Tirmidzi). It means that, Allah conveys the human to demand the knowledge, especially in language education. The meaning of who above is someone that went to another place and try to find the new experience in studying language. Allah will give the success way for them who studying because of Allah.

Nowadays, English is an international language. In Indonesia English is one of important learning in each school, it is studied from Elementary School, Junior High School, Senior High School, and in University. It can advise us, that English is important. Moreover, in Indonesian’s education “Bahasa yang dimasukkakan ke dalam ujian

¹ Muhammad Taqi-ud-Din Al-Hilali and Muhammad Muhsin Khan, *Translation of the Meanings of the Noble Qur’an in the English Language*, (Madinah: King Fadh Complex for the Printing of Holy Qur’an, 1454), p. 840.

² Drs. H. Moh. Zuhri Dipl. TAFL dkk, *Tarjamah Sunan At-Tirmidzi*, (Semarang: CV. ASY SYIFA’, 1992), p. 274.

Nasional adalah bahasa Inggris yang di khususkan kepada SMP dan SMA”³. (English becomes the only foreign language which is included in National Examination or can be called from junior high school until senior high school). Hence, it becomes one of some decision-maker-subjects for the students’ graduation to know how well they understand English during their study. So, learning English has been an important thing to do.

According to the curriculum of Junior High School, English includes both skills and sub-skills. The skills are as follows: reading, writing, speaking, and listening, and the sub-skills contain of vocabulary, grammar, collocation, and so on. Skill of reading, writing, speaking, and listening can not stand without language component, such as pronunciation. Pronunciation have many categories that have learnt by students. For example: phonetics, vowels, syllable, stress and intonation. All of component above have relation with the homonyms because of the homonyms discuss about letter and pronouncing. This is state also support of Qur’an division Al-Baqarah: 31, as mention below:

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ
 أَنْبِئُونِي بِأَسْمَاءِ هَؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ ﴿٣١﴾

Meaning:

And He taught Adam all the names (of everything), then He showed them to the angels and said, "Tell Me the names of these if you are truthful."⁴

³ Peraturan Pemerintah Republik Indonesia No. 32 Tahun 2013 tentang Perubahan Atas Peraturan Pemerintah No. 19 Tahun 2005 Tentang Standar Nasional Pendidikan, Pasal 70 ayat 3, (Ditetapkan di Jakarta: 7 Mei 2013).

⁴ Muhammad Taqi-ud-Din Al-Hilali and Muhammad Muhsin Khan. *Op.Cit.*, p.8.

It means that Allah convey the human to studying how to pronounce everything that can be seen. It also means that studying language is very important for everybody, especially learning English. So it is one of the reason learning English is applied in Elementary School up to University. Tell me the name, it means that the human must try to speak or to pronounce what she/he knew. So, the homonym is one of studying about how to pronounce or how to different two word that have same meaning or have same letter.

Homonyms are the similar or identical word in spelt and pronunciation but the meaning are different. In this case homonyms using two words, but many people are wrong to translate the word when heard them. Many homonyms exist only in theory and just in reading, since in practice there is no risk of any confusion, because they belong to different classes.

By the illustration above, studying homonyms needs a comprehending about the function of noun, verb and adjective. Where are homonyms sometimes have the same word but the shape and the meaning is different. Sometimes in a word has many shape, it can be a noun, adjective and verb. In other hand, many students still shy to ask the teacher and also lazy to try finding the new vocabularies. Based on the explanation above and the problems exist in SMP Negeri 5 Padangsidempuan about Students' homonyms ability, the researcher interest to conducting the research entitled **Students' Ability in Mastering Homonyms at Grade VIII SMP Negeri 5 padangsidempuan.**

B. The Definition of the Key Term

To avoid the vagueness and misunderstanding between the researcher and the reader, the terminologies as follow:

1. Students

Student is a person who is studying at a university or college.⁵ Additionally, in Indonesia dictionary the student is a learner especially on the grade of elementary, junior and senior high school.⁶ Then, Abudin Nata opinion states that students is all of people who learn not only in formal education institution but also in informal education situation.⁷ Finally the researcher is concluding that student is a person who is processing to learning on the grade of elementary, junior, senior high school, and university not only on the formal education institution but also on the informal education.

2. Ability

Ability is the capacity or power.⁸ Mariam says “ Ability is aquality or being able, especially in physical, mental or legal power to perform.”⁹ In addition ability is the power to do something physical or mental.

An individual’s abilities are shaped by biological and physiological factors. The composition of an individual’s muscular tissue is certainly going to affect his physical proficiency motor abilities such as strength, endurance, and flexibility. Physiological deficits in the development of rods and cones would also limit an individual’s perceptual–motor abilities, potentially affecting reaction time. Abilities are also affected by environmental factors. These statements are regard to ability.

⁵ A.S. Hornby, *Oxford Advanced Learner’s Dictionary*, (New York: Oxford University Press, 1995), p. 1187.

⁶ Tim Penyusun Kamus Pusat Bahasa, *Kamus Besar Bahasa Indonesia*, (Jakarta: Balai Pustaka, 2005), p. 1077.

⁷ Abudin Nata, *Pendidikan dalam Perspektif Hadist*, (Jakarta: UIN Jakarta, 2005), p. 249.

⁸ A.S. Hornby. *Op.Cit.*, p.2.

⁹ A. Mariam Webse, *Websters’ Colegiate Thesauru*, (USA: Massa Chusettes 1976), p. 33.

Ability is a trait (innate or learned) that permits a person to do something mental or physical.¹⁰ In other hand ability is a condition or set than marking giving points about learning ability.¹¹ Identifies 10 mental abilities that make up what's commonly referred to as intelligence. Intelligence is often the best predicator of job success, but "best" does not mean "only" and many other factors play a role in performance. Thus managers must decide which mental abilities are required to successfully perform each job. For example: a language interpreter helping a manager put together a business deal with a Hungarian enterprise would especially need language fluency, number facility, a verbal comprehension in both English and Hungarian.

Look the 10 mental abilities and description below:¹²

Table: I

Mental Ability	Description
1. Flexibility and Speed of Closure	The ability to hold in mind a particular visual configuration.
2. Fluency	The ability to produce words, ideas, and verbal expression.
3. Inductive Reasoning	The ability to form and test hypothesis directed at finding relationships.
4. Associative Memory	The ability to remember bits of unrelated

¹⁰ Gibson,et.,all, *Organization Behavior Structure Processes* (Singapore: The Mc Graw Hill Companies, 2004), p. 93.

¹¹ Conny Semiawan Stamboel, *Prinsip dan Teknik Pengukuran dan Penilaian di dalam Dunia Pendidikan* (Jakarta: Mutiara Sumber Widya, 1986), p. 198.

¹² Gibson. *Op.Cit.*,

	material and to recall.
5. Span Memory	The ability to recall perfectly for immediate reproduction a set as of item after only one presentation of the series.
6. Number Facility	The ability to rapidly manipulate number in arithmetic operations.
7. Perceptual Speed	Speed in finding figures, making comparisons, and carrying out simple task involving visual perception.
8. Deductive Reasoning	The ability to reason from stated premiers to their necessary conclusion.
9. Spatial Orientation and Visualization	The ability to perceive spatial patterns and to manipulate or transform the image of spatial patterns.
10. Verbal Comprehension	Knowledge of words and their meaning as well as the application of knowledge.

From the definition above, the researcher conclude that ability is the power or skill required to do something physical or mental. Ability is also the qualities of being able to do something. Abilities are also enduring and as such, difficult to change in adults. The ability in this research means the power of the grade VIII students of SMP Negeri 5 Padangsidempuan in homonyms.

3. Homonyms

Homonym is a word which is similar and identical with another word in sound or pronunciation.¹³ Chaer state that “homonym is formed from two words. They are

¹³ Jayanthi Dakshina Murthy, *Contemporary English Grammar*, (Delhi: Book Palace, 1998), p. 434.

“*onoma*” that means as “name”, and “*homo*” that means as “same”.¹⁴ So, homonym is some words that have same name but different meaning and also the homonym is two similar words in spell or pronunciation.

4. Mastering

It is states on oxford advance learner dictionary by Hornby that mastery is a complete knowledge or great skills.¹⁵ While in Indonesian dictionary it is stated that mastery is comprehension or capability to use knowledge or skill.¹⁶ Thomas Nelson says “Mastery is the power or authority at a master, power to understand or skill manager.”¹⁷

From these above definition, it can be taken the conclusion that mastery is a complete know ledge or great skill in compounding the knowledge or skill. So based on those definition above, the researcher concludes that the Students’ Ability in mastering homonyms at Grade VIII SMP Negeri 5 padangsidimpuan is how the capacity of the students in SMP Negeri 5 especially at Grade VIII to develop their skill in homonyms (homophone and homograph).

C. The Limitation of the Problems

Based on the identification of the problem above, there are many problems includes in homonyms learning, such as can not spell the word perfectly, still shy to ask the teacher and do not like to rich the words in English. And then they can not differ between two words that are same in pronounce but different in meaning. Additionally, the students prefer to listen the teacher speak English rather than practicing their

¹⁴ Abdul Chaer, *Pengantar Semantik Bahasa Indonesia*, (Jakarta: Rineka Cipta, 1990), p. 96.

¹⁵ A. S. Hornby. *Op.Cit.*, p. 721.

¹⁶ Gorys Keraf, *Argumentasi dan Narasi* (Jakarta: Grapindo, 2004), p. 112.

¹⁷ Thomas Nelson, *The word Compact English Dictionary* (London: Award Publication, 1985), p. 612.

pronunciation. From all of the problems above and because of the limitation of the time, find, and knowledge, so the researcher only focuses the problem in this research about the student's ability on mastering homonyms at grade VIII SMP Negeri 5 Padangsidimpuan.

D. The Formulation of the Problems

Based on the background above and the focus of the problem, the researcher formulates the problems of the research as follows:

1. How are the student's ability on mastering homonyms at grade VIII SMP Negeri 5 Padangsidimpuan?
2. What are student's difficulties in mastering homonyms at grade VIII SMP Negeri 5 Padangsidimpuan?
3. What are the efforts done by the English teachers to overcome the error found by students on mastering homonyms in pronouncing at grade VIII SMP Negeri 5 Padangsidimpuan?

E. The Objectives of the Research

Based on the formulation of the problem above, the researcher determine the objective writing of the research as follows:

1. To describe the students' ability at grade VIII SMP Negeri 5 Padangsidimpuan on mastering homonyms.
2. To find the difficulties students' ability at grade VIII SMP Negeri 5 Padangsidimpuan on mastering homonyms.
3. To explain the planning efforts of teacher to overcome the error found by students in mastering homonyms especially in noun and verb at grade VIII SMP Negeri 5 Padangsidimpuan

F. The Significances of the Research

This research is expected to be useful at least in three domains, the researchers are for the science of education, for teachers and for future researchers. The following illustration describes the significance for these parties, The using of the research are two kinds, they are:

1. Theoretically

conducting a pedagogical research is of use in developing the theories of language teaching and learning with respect to this consideration. It is expected that this study will be able to contribute to the application of linguistic theories especially to the teaching of English as a foreign language for Indonesian students.

2. Practically

- a. Teachers: to give the teachers as teaching materials or reference to increase and students' learning result. This research is useful for teachers as source of teaching. Teacher can get learning materials to be presented in the classrooms of teaching homonyms.
- b. Students: to solve their difficulties in mastering homonyms, especially between homophone and homograp.
- c. Researcher: to give the researcher as adding materials literature and reference to research toward other subject. This research can be used by the future researchers as reference and standing point for studying the other subjects in the field of language teaching. By homonyms this research, they will be able to identify other subjects to investigate which are the continuity of this research

G. The Thesis Outline

To make this research easier to read, the researcher made the systematic of this research would be divided into five chapters. Each chapter consists of many sub-chapters with detail as follows:

1. Chapter one discussed about introduction, they are; *first* the background of the problems: this research was hold because the researcher want to know how the students' ability on mastering homonyms at grade VIII SMP Negeri 5 Padangsidimpuan. *Second*, focus of the problem, where was here the researcher focusing the problem homonyms in homophone and homograph problems. *Third*, definition of the key term; definition of the key terms included definition about the title of the research, such as definition of students, ability, mastering and homonyms. *Fourth*, the formulation of the problems, there were three formulations. *Five*, the objectives of the research. *Sixth*, the significances of the research. *Seventh*, the thesis outline.
2. Chapter two discussed about the review related literature. It showed the definition of homonyms, types of homonyms and related finding of research.
3. Chapter three discussed about the methodology of research consist of; *first*, location and time of research. *Second*, research design. *Third*, subject of the research. *Fourth*, the sources of the data. *Fifth*, instrument of collcting data. *Sixth*, technique of data analysis. *Seventh*, technique of checking trustworthiness.
4. Chapter four included four part. *The first*, it discussed about general finding, it was about the history of school. *Second*, it discussed about specific finding where were

the description, the finding and the effort of teacher overcoming in homonyms. *Third*, discussion. *Fifth*, the threats of the research.

5. Chapter five was involved: conclusion about research and suggestion for all.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Description

In conducting research, theories are needed to explain some concepts or terms apply in research concerned. The terms as follow:

1. Definition of Homonyms

Homonym refers to a situation where we have two or more word with the same shape. Although they have the same shape, homonyms are considered distinct lexeme, mainly because they have unrelated meaning different etymologies.¹ According Hornby, "homonym is a word spelt and pronounced like another word but with a different meaning."²

So, based on those definition above, the writer conclude that the homonym is a word that have same pronounce and shape but the meaning or the function is not same. For example: see (V) = looking at, sea (N) = large lake with fresh water or salt water. From the example can conclude that homonym is not have the same meaning. Because of the sameness of shape, there is a danger of homonymous conflict or clashes in the sense that two homonyms with totally different meaning may both make sense in the same utterance.

¹ Howard Jackson & Etienne Ze'Amvela, *Words, Meaning and Vocabulary*, (Britain: Gromwell press, 2000), p. 61.

² Hornby. *Op.Cit.*, p. 570.

2. Types of Homonyms

Homonyms are words that sound alike but have different meanings. They're great. They are source of entertainment, confusion, and inspiration. Homonyms are often the cause of a spelling or word usage error. So, homonym have two types, they are:³

a. Homophone

Homophone is the first kind of the homonyms. Homophone is a word pronounced like another word but a different meaning and spelling. Homonym also two or more words that share the same pronunciation but have different meanings. They may or may not be spelled on the same way.⁴ For example : *write* and *right*, *desert* (to abandon) and *desert* (a thing deserved). There are also some example of homophone:⁵

Table II
Example of Homophone

Words	Pronunciation	Meaning
Acts/axs	/æks/	To do something/ to cut the tree
ad/add	/æd/	To more
aid/aide	/eid/	Help any kind/ an assistant
Ail/ale	/eil/	To trouble/a type of beer
Air/heir/err	/eə/	Breathed of the human/legal right/expressing
All/awl	/ɔ:l/	Entirely/the kind of bird
Ant/aunt	/ant/	Animal (insect)/the mother's sister
Arc/ark	/ɑ:k/	Circle/a sing

³Daneil Scocco, *Homonyms, Homophone, Homograph*, (www.dailywritingtips.com/homonyms-homophon. Accessed at July 20, 2014 retrieved on 5 pm).

⁴ *Ibid.*

⁵ *Ibid.*

Assent/ascent	/ə'sent/	Agreement/act of coming
Ate/eight	/et/	To put the food to mouth/number after seven
Aural/oral	/ɔ:rəl/	Concerning the ear/spoken
Away/aweigh	/ə'wei/	Phrasal verb
Aye/eye	/ai/	A dialect/part of body
Bail/bale	/beil/	Money paid/large mass of paper
Bait/bate	/beit/	Food
Ball/bawl	/bɔ:l/	A round object/cry loudly
Band/banned	/bænd/	A thin plat/to forbid
Bard/barred	/ba:d/	A poet
Bare/bear	/beə:/	Without clothing/animal
Baron/barren	/bæən/	A nobleman/plants or tree
Base/bass	/beis/	To use the foundation/guitar
Canvas/canvass	/kænvəs/	Cloth for making tents/to go around
Cell/sell	/sel/	Very small room/exchange for money
Cellar/seller	/selə:/	Underground room/to get
Censor/sensor	/sensə:/	Not for watch
Cent/scent/sent	/sent/	Part of dollar
Cereal/ceerial	/siərəl/	Eat for breakfast/program of TV
Chance/chants	/tʃans/	It is happen/shout repeatly
Chased/chaste	/tʃeis/	To run after/not having sex
Cheap/cheep	/tʃi:p/	Low in price/to make the weak
Chews/choose	/tʃu:/	To work food ate with teeth/choosen A or B
Days/daze	/deiz/	The time/to make unable
Dear/deer	/dier/	Nove by greatly/animal

Defused/diffused	/di:fju:z/	To remove/to spread
Desert/dessert	/dizʒt/	To go away from a place without intending
Dew/do/due	/dju:/	Tiny of water/to make
Die/dye	/dai/	To stop living/to colour
Eye/I	/ai/	Part of body/ pronoun
Faint/feint	/feint/	Sound or smell/a movement
Fair/fare	/feə:/	Treating each person/many charge
Faun/fawn	/fə:n/	A goat's horn/to try
Flew/flu/flue	/flu:/	To fly/an infection in the nose/a channel
Flour/flower	/flaʊə/	A fine powder to make cake/the part of plant
Flocks/phlox	/flaks/	Soft wool
For/four/fore	/fə:/	Conjunction/numeral/time or rank
Grate/great	/greit/	A metal frank/very large
Groan/grown	/grəʊn/	Any thick oily/name of person
Gussed/guest	/ges/	/make a deep sound/adult
Hail/hale	/heil/	To give an answer/a person who is invited
Hair/hare	/heə:/	Frozen/strong and healthy
Hall/haul	/hɔl/	Part of body/an animal
Hangar/hanger	/hæŋ/	A space/to pull
Hay/hey	/hei/	Grass cut/greetings
Heal/heel	/hi:l/	To become/part of body in food
Hear/here	/hiə:/	to perceive sound/preposition
Heard/herd	/hiəd/	To hear in past/number of animal
In/inn	/in/	Preposition

Insight/incite	/insait/	The ability to see/to urge
Instance/instant	/intəns/	A particular occurrence/coming or happening
Intense/intent	/intens/	Very great/showing eager
Knead/knead/need	/ni:d/	Sweet substance/upright post
Knight/night	/nait/	To press/want something
Knit/nit	/nit/	a man with a rank honour/ a situation
Knot/not	/nat/	To make garment/the egg
Know/no	/nəʊ/	A unit of speed/with auxiliary
Knows/nose	/nəʊz/	To have in mind/with use countable
Laid/lade	/leid/	To have in mid/part of body
Lain/lane	/lein/	Placing something/a young man
Leach/leech	/liːʃ/	Hide the fact/a narrow road
Lead/led	/li:d/	Minerals/influenced mainly
Made/maid	/meid/	Constructing/a female servant
Mail/male	/meil/	Official the system/the symbol of a woman
Mall/maul	/mae/	A large covered
One/won	/wʌn/	To refer to a person or people/a person who gets the high rank
Pail/pale	/peil/	A bucket/a person having little colour
Passed/past	/pas/	To move forward/gone by in time
Pause/paws	/pəʊz/	A temporary stop in action/nails of the animal
Pea/pee	/pi:/	A round green seed that grows with others
Rap/wrap	/ræp/	A quick sharp blow or knock/to cover and close
Rest/wrest	/rest/	To relax/to take away

Right/rite/write	/rait/	Exactly/a religious/to make letters
Sail/sale	/seil/	A sheet of canvas/the action process of selling or of being sold
Son/sun	/sʌn/	A male child of parents/the star in the sky during the day
Stile/style	/stail/	A set of people that people use to climb over/a distinctive manner of doing
Tail/tale	/teil/	The moveable part at the end of body/a story
Tea/tee	/ti:/	The dried leaves of the tea bush/a plat area
To/too/two	/tu:/	Preposition/used place at the end of a clause/numeral
Toe/tow	/təʊ/	Any of the small parts at the front of human foot/to pull
Way/weight/whey	/wei/	Often in compounds/a measure of how heavy/the thin liquid that remain after sour milk
Whine/wine	/wain/	A long high pitched/an alcoholic drink made from the grape
Yoke/yolk	/jəʊk/	Harsh treatment/the round yellow part in the middle of egg
Yore/your	/jɔ:/	Long ago/belonging to the person or people

From definition above the researcher conclude that homophone is two or more word that have same pronunciation but the letter and the meaning is different.

b. Homograph

Homographs are the second kind of homonyms. Homographs are words that are spelled the same but pronounced differently and have different meanings and the meaning more one. An example is "sewer," pronounced soo-wer, the place

that takes away your waste, and "sewer," pronounced so-wer, the person who replaces your lost button. Another example is "console," with the accent on the first syllable, a noun meaning an electronic control device, and "console," with the accent on the second syllable, a verb meaning to comfort someone in need.⁶

There are some examples of homograph:

- 1) Accent - stress or emphasis/a manner of speaking or pronunciation influenced by the region in which one lives or grew up
- 2) Agape - wide open/a Greek word meaning "love"
- 3) Attribute - a characteristic or quality/to think of as belonging to or originating in some person, place or thing
- 4) Axes - the plural of ax or axe/the plural of axis
- 5) Bass - a deep voice or tone/a kind of fish
- 6) Bat - a piece of sporting equipment used in baseball/a winged animal associated with vampires
- 7) Bow - to bend at the waist/the front of a boat/a pair of tied loops
- 8) Buffet - to hit, punch or slap/a self-serve food bar
- 9) Bustier - an undergarment/more busty
- 10) Compact - small/to make small/a small case for holding makeup
- 11) Compound - to mix or combine/an enclosed area with a building or group of buildings inside
- 12) Content - happy or satisfied/all that is contained inside something
- 13) Contract - an agreement/to get, acquire or incur
- 14) Coordinates - brings into proper place or order/a set of numbers used to calculate position
- 15) Desert - a hot, arid region/to leave
- 16) Digest - a condensed version of some information/to change food in the stomach into a form that can be absorbed by the body
- 17) Discount - a reduction in price/to underestimate the significance of or give no credence to
- 18) Does - female deer (plural)/present, third person singular form of the verb "do"
- 19) Down - in a lower position/soft, furry feathers
- 20) Entrance - the place of entry/to bewitch, delight or enrapture
- 21) Evening - late afternoon/making more even
- 22) Fine - very good/sharp or keen/delicate or subtle/a sum of money paid to settle a matter
- 23) Firequent - occurring regularly/to visit a place with regularity
- 24) Incense - a substance that produces a pleasant odor when burned/to infuriate or make very angry
- 25) Lead - to go first with followers behind/a type of metal

⁶ *Ibid.*

- 26) Minute - 60 seconds or 1/60th of an hour/extremely small
- 27) Moped - acted sad or gloomy/a bicycle with a motor
- 28) Object - a thing you can see or touch/a goal/a noun that receives the action of a verb/to be opposed to
- 29) Proceeds - advances or continues on/the money or profit gained from some sale or venture
- 30) Produce - to create or make/fresh fruits and vegetables
- 31) Project - a plan or proposal/to throw or hurl forward/to cause a shadow or image to fall upon a surface
- 32) Putting - the present participle of put/the present participle of putt
- 33) Number - a numeral/to count/more numb
- 34) Refuse - waste or garbage/to reject or decline to accept
- 35) Row - a fight/to propel a boat forward using oars/a line
- 36) second - 1/60th of a minute/after the first
- 37) Subject - under some authority or control/to bring under authority or control/to make liable or vulnerable/a topic/the noun in a sentence about which something is said in the predicate
- 38) Tear - to rip/a drop of water from the eye
- 39) Wind - to turn/moving air
- 40) Wound - turned/an injury

From definition above, the researcher take a conclusion that homograph is two or more word that have same in the writing or the letter but sometimes in pronunciation mostly different. Sometimes it can be found in the different sound, like high or low or in the syllable like one or two syllable. So, in the homograph the writers must carefully to comprehend the sentences.

B. Main Sources of Homonyms

There are two main scores of homonyms: 1) diverging meaning development of one polysemantic word, and 2) converging sound development of two or more different words. The process of diverging meaning development can be observed when different meanings of the same word move so far away from each other that they come to be regarded as two separate units. This happened, for example, in the case of Modern English flower and flour which originally were one word meaning 'the flower' and 'the finest part of wheat'. The difference in spelling underlines the fact that from the

synchronic point of view they are two distinct words even though historically they have a common origin.

Convergent sound development is the most potent factor in the creation of homonyms. The great majority of homonyms arise as a result of converging sound development which leads to the coincidence of two or more words which were phonetically distinct at an earlier date.

C. Review of Related Finding

This research did not begin from zero point, because of Heni Rusmiati from had done research in 2009 with title: Homonyms in Wonorejo's Javanese Language. She used the descriptive qualitative in method. Then the focus of the problem in her research is the relation homonyms with the semantic, where the semantic had ambiguity sense. The result of her research said that homonym expression presence in Wonorejo's Javanese language because there were affixation process, new word coming into Indonesian, there are shorting and acronym process and there are any language indications Beside, it exists in Wonorejo's Javanese language because there are conceptual meaning, social meaning, affective meaning, simple word choosing usage in conversation, different spelling ('a' becomes 'e'), Wonorejo's society want to make special characteristic on their language by adding 'ra' in the last of sentence in their spoken, and behaviorism.⁷

⁷ Heni Rusmiati, *Homonyms in Wonorejo's Javanese language*, (Unpublished Script) (Semarang UNDIP, 2009)

There was also Muamar Abul, from University of North Sumatera has done the research in 2010 with the title” vowel varieties of some specific English dialects”, the result of her research said that there is vowel varieties of some Specific English Dialects.⁸

Then, Rini from State Collage for Islamic Studies has done research in 2008 with the tittle: The Influence of mother tongue to Students’ Pronunciation, The result of her research said that there is effect of mother tongue toward Students’ Pronunciation.⁹

⁸Muamar Abul, *Vowel Varieties of Some Specifics English Dialects (Unpublished Script)* (Medan USU, 2010).

⁹ Rini Erminawati, *The Influence of Mother Tongue to Students’ Pronunciation(Unpublished Script)* (Padangsidimpuan STAIN, 2012)

CHAPTER III

RESEARCH METHODOLOGY

A. The Location and Schedule of the Research

1. The Location of the Research

The research had been done at SMP Negeri 5 Padangsidimpuan. It was located on Jl. Perintis Kemerdekaan no. 65, Kelurahan Kampung Sawah, South of Padangsidimpuan. It is also across with SMA Negeri 3 Padangsidimpuan.

2. The Schedule of the Research

This research had been done from August 2014 until finish. The allocations of the researcher's time can be seen on the appendix sheat.

B. The Research Design

This research used qualitative descriptive. This research used a content analysis method with kind is manifest coding. L. R. Gay and Peter Airasian stated qualitative approach is based on the collection and analysis of nonnumeric data such as : observations, interviews, and other more discursive sources of information.¹

Based on the method, this research used descriptive method. Descriptive research is involves collecting data in order to test hypotheses or to answer questions about the opinions of people about some topic or issue and descriptive research also called survey research.²

Qualitative inquires used theory in their studies in several ways. This theory provides an explanation for behavior and attitudes, and it may be complete with

¹ L. R Gay & Peter Airasian, *Educational Research; Competence for Analysis and Application* (USA: Prentice Hall, 2000), p. 8.

² *Ibid.*, p. 315.

variables, constructs, and hypotheses. For example, ethnographers employ cultural themes or “aspects culture” to study in their qualitative projects.³

Based on the statements above, the researcher was concluded that descriptive research means to analyzed or made a sense perception (descriptive) about situation or events. It used to described how to know students’ ability on mastering homonyms at grade VIII SMP Negeri 5 Padangsidimpuan

C. The Subject of the Research

Subject of the research was the students of SMP Negeri 5 padangsidimpuan at the eighth grade, especially VIII-3 on 2014/2015 years.

D. The Sources of the Research

There were some sources that needed it in the research, they are:

1. Primary sources of data

Primary data, the data was done from the students at grade VIII SMP Negeri 5 Padangsidimpuan. There were nine classes. This research was done by using purposive sampling. Purposive sampling referred to as judgment sampling, the researcher select a sample based on his or her experience or knowledge of the group to be sample.⁴ Riduan said purposive sampling is “One of technical that can be used by researcher has some of considerations take the certainly sampling to get the aim”.⁵ Actually, the researcher was taken one class to done the research. The researcher was taken from VIII-3 was 27 students because this class could represent of all the class.

³ John W. Cresswell, *Research Design*, (New Delhi: Sage Publications, 2002), p. 131.

⁴ *Ibid.*, p. 138.

⁵ Riduan, *Belajar Mudah untuk Guru-Karyawan dan Peneliti Pemula* (Bandung: Alfabeta, 2005), p. 63.

2. Secondary Data

The researcher had collected the data from the teacher in VIII-3. She was Mrs. Nurhayati Siregar, SPd as their English teacher on 2014/2015.

E. The Instrument of Collecting Data

The key instrument of this research was the researcher self. The researcher had taken the data by the students and the English teacher and to collected the valid data. Based on the source of data, for the primary data the researcher used the observation and test as an instrument for collecting the data, this research used the qualitative research. L. R. Gay stated: “Qualitative research sometimes combines qualitative (e.g. observation) and quantitave (e.g. test scores) data in studies, resulting in the need for statistical analysis“.⁶ The research wants to know the students’ ability on mastering homonyms at grade VIII SMP Negeri 5 Padangsidempuan.

Based on the statement above, the researcher choose the instrument of collecting data in this research, they were:

1. Test

Brown defines “test as a method of measuring a person’s ability; knowledge or performance in a given domain”.⁷ Suharsimi Arikunto also state that, “Test is the instrument which the instrument is arranged with especially because the test is used the measure of something important and certain”.⁸

Based on the source of the research, for the primary data the researcher used the test as an instrument for collcting the data.the test had been done with multiple choice about homonyms. The test step by step started from easy question until difficult

⁶ L.R Gay& Peter Airasian. *Op. Cit.*, p. 109.

⁷ H. Douglas Brown, *Language Assessment* (San Fransisco: Longman, 2004), p. 3.

⁸ Suharsimi Arikunto, *Menajemen Penelitian* (Jakarta: PT. Rineka Cipta, 2003), p. 223.

question. Model of multiple choice they were four choices. The students will be choosed one true answer. Appropriate with the instrument of this research, the researcher want to know the students' ability on mastering homonyms at grade VIII SMP Negeri 5 Padangsidimpuan.

In script the researcher made the indicator of test. The indicators was the homonyms. Then, the subject of indicators was two and the item was 10 noun, verb was 10. The score of the item was five.

Table III
Indicators of the Test

No	Indicators	Subject of Indicators	No Item	Item	Sum	Score of Each Item
1	Homonyms	Homophone	2,3,4,7,8,9,12, 13,14,20	10	50	5
		Homograph	1,5,6,10,11,15,16 ,17,18,19	10	50	5
		Total		20	100	

The researcher used the techniques for collecting data with the test as follow:

- a. Preparing the test
- b. Giving written test to all of students according the sample stated, and gave the test with fill the blank with correctly.
- c. Determining the time of doing the test.
- d. Giving chance or time for students to something left or not clear in doing the test.

- e. The researcher would ask the students to did the test and the researcher looked after the students during the test time.
 - f. After students finished answering the test, then the researcher would collect their answer to analyzed.
2. Interview

Interview is one of the element that very important in qualitative research. Interview is a purposeful interaction usually between two person.⁹ Interview is the form of communications, art of questions and hear.¹⁰ In this research, the researcher uses the structural interview. Amirul Hadi said, “Pada wawancara terstruktur peneliti menyiapkan pertanyaan pertanyaan yang akan dijawab oleh orang yang diwawancarai”.¹¹(In structural interview the researcher prepared the question an alternative of the answer that is given to the interviewer). So, this interview was one of the techniques of collecting data by doing oral interview in individual meeting. The researcher had used the interview to know the condition of the students’ ability in mastering homonyms at grade VIII SMP Negeri 5 Padangsidempuan.

3. Observation

Observation was used to get information about phenomenon that occurs, by doing observation and recording toward visible phenomenon systematically. The researcher observed the students’ ability in mastering homonyms in the classrooms. There were some kinds of observation; they were behavior checklist, observation notes, reflective observation, analytical observation, and narrative observation. However, the

⁹ L.R Gay & Peter Airasian. *Op. Cit.*, p. 219.

¹⁰ Norman K. Denzin & Yvonna S. Lincoln, *Hand Book of Qualitative Research* (Yogyakarta : Pustaka Pelajar, 2009), p. 495.

¹¹ Amirul Hadi dan Haryono, *Metodology Penelitian* (Bandung: Pustaka Setia, 1998), p. 136.

researcher used observation notes because it is a simple form and the data are not counted but using note to describe what happened in the classroom.¹²

F. The Techniques of the Data Analysis

The writer took the steps of the data analysis as follow:

1. Describing students ability of SMP Negeri 5 Padangsidempuan on mastering homonyms especially in homophone and homograph.
2. Finding the students difficulties of SMP Negeri 5 Padangsidempuan on mastering homonyms especially in homophone and homograph.
3. Explaining the teacher's effort to overcome the students' mastering homonyms at grade VIII SMP Negeri 5 Padangsidempuan.

G. The Technique of Checking Trustworthiness

Trustworthiness in qualitative research was very important because checking to the trustworthiness of the data was used to contradicted the assumption of qualitative research is not scientific. There were nine techniques to determine the data trustworthiness stated by Lexy J. Moleong as:¹³

1. The extension of participation is the extension not only done at the short time, but need the long time.
2. The application of research is the researcher must do the research with careful, detail and continuous to the object of the research.
3. Triangulate is the technique of checking data trustworthiness that using something besides the data to verification or as a comparison of the data.

¹² Anne Burns. *Op.cit.*, p. 67.

¹³ Lexy J Moleong, *Metode Penelitian Kualitatif* (Bandung: Remaja Rosdakarya, 2009), p. 175.

4. Checking with friendly through discussion is done with expos the interview result or the final result that gotten in discussion with friends.
5. Analyze the negative case is the research collects the example an appropriate case with the model and the inclination of information that have collected a used as a substance of comparison.
6. The adequate and referential are the tools of them, with using the free time to compare the result of the research with critics are collected.
7. Checking the member is the most important in checking credibility.
8. The detail description is a technique to demand the researcher to the result his/her research, so description is done carefully and accurately to draw the context of the research.
9. Auditing used to check the truth and certainly of data, this point that done well to the process of result and extent.

But the researcher had taken number three was the triangulate. Triangulate is a powerful thechnique that facilities validation of data through cross verification from two or more sources. In particular, it refers to the application and combination of several research methodologies in the study of the same phenomenon.¹⁴

Triangulate by using different data sources to confirm one another, as when interview, and recollections of other participants produce that had same description of an event, or when a participant respond similar to a personal question that was asked on three different occasions.

¹⁴ Sudarwan Denim, *Menjadi Peneliti Kualitatif*, (Bandung: Pustaka Setia, 2002), p. 136.

The researcher just took triangulate to check the trustworthiness data with compared the results of test and interview teacher and interview students to increase the credibility and validity results.

CHAPTER IV

RESULT OF THE RESEARCH

A. General Findings

SMP Negeri 5 Padangsidimpuan was built on 1976. This school located in Jl. Perintis Kemerdekaan No. 6, district of Kampung Sawah Padangmatinggi and Kec. South of Padangsidimpuan. This school was built on 8.344 m². SMP Negeri 5 Padangsidimpuan was the place of the research that conducted at VIII grade. The location was across with SMA Negeri 3 Padangsidimpuan and SPMA. This history of SMP Negeri 5 Padangsidimpuan was got when the researcher interview Mr. Suleman, he said that that:¹

a. Facilities of the school at SMP Negeri 5 Padangsidimpuan

1. 26 unit of classes
2. 1 unit of library
3. 1 unit of computers' room
4. 1 unit of headmaster's room
5. 1 unit of Mushollah
6. 1 unit of teachers' room
7. 1 unit of Administration's room
8. 4 unit of bathroom

b. The population of students in SMP Negeri 5 Padangsidimpuan

Class	Number
VII	314
VIII	338
IX	325
Total	977

¹ Suleman, The Staff of Administration in SMP Negeri 5 Padangsidimpuan, *Personal Interview*, 7 February 2015, SMP Negeri 5 Padangsidimpuan.

c. The English Teacher in SMP Negeri 5 Padangsidempuan

1. Sudarsih, S.Pd
2. Nurhayati, S.Pd
3. Hapsyah Sri Mei Siregar, S.Pd
4. Rosmawar, S.Pd
5. Marlina Hasibuan, S. Pd
6. Elmi Sartika Dewi Lubis, S. Pd

B. Specific Findings

1. The Description of Students' Achievement in Learning Process in Mastering Homonyms at Grade VIII-3 SMP Negeri 5 Padangsidempuan

After the researcher gave the test to the student, the researcher found many students' ability in mastering homonyms at grade VIII-3 SMP Negeri 5 Padangsidempuan on 2014/2015 year. Based on the test from the students, it was found that students' comprehending about homonyms is low. in other hand it can be said that students' were not able, especially to mastering homophone and homograph. The result of students' ability in mastering homonyms scores was presented in the following table. The description scores of the students achievement in identifying collocation could be seen as table below:

Table: IV
The Description of Students' Ability in Mastering Homonyms at Grade VIII-3
SMP Negeri 5 Padangsidimpuan

No	Students Initial	Score
1	AFH	10
2	AR	45
3	AA	30
4	A	35
5	DH	40
6	ES	15
7	FN	30
8	FS	30
9	IE	25
10	IS	40
11	MR	40
12	NS	35
13	NP	25
14	NH	20
15	OS	40
16	PW	25
17	PS	15
18	PM	15
19	RG	15
20	RA	20
21	SM	35
22	ST	30
23	STR	45
24	SP	15
25	UKH	15
26	VAS	15
27	YS	15
TOTAL		720
MAX SCORE		45
MIN SCORE		25
MEAN		26,67

Based on the table above, it could be conclude that there was 1 student got 10 score, 8 students got 15 score, 2 students got 20 score, 3 students got 25 score, 4 students got 30 score, 3 students got 35 score, 4 students got 40 score and 2 students got 45 score.

There were two sub indicators in the test, they were homophone and homograph. From the data all of students could get the score in homophone, it could see in (appendix III) that the highest score was 30 and the lowest was 5. From the data also got that there was 5 students answered just 1 homophone, 2 students answered 2 homophones, 10 students answered 3 homophones, 7 students answered 4 homophones and 3 students answered 6 homophones. so, the all of students got 85 and the score was 425 score. It could calculate that the students percentage in homophones were 59,03. See the table below or see (appendix III).

Table: V

Homophone's Score	Frequency
1	5
2	2
3	10
4	7
6	3
Total	85

From the data also was got that there was 5 students could answer 1 homograph, 6 students answered 2 homographs, 8 students answered 3 homographs, 2 students answered 4 homographs and 2 students answered 5 homographs. Four students could not answer homonyms in homographs, they were Syumiati Pratiwi (SP), Ummi Kalsum Harahap (UKH), Vindy Aulia Setty (VAS) and Yuni Salsabila (YS). it could calculate that the students percentage in noun was 40,97.

Table: VI

Homograph's score	Frequency
1	5
2	6
3	8
4	2
5	2
Total	59

Therefore, from 27 students in VIII-3 class, nobody could pass the Minimum Mastery Criterion (KKM) 75 score. It could be seen from the table that the high score was 45, the dominant answering was homophone. Based on the calculation, it found that the mean score from the all students was 26,29. It could be seen from the formula below:

$$M = \frac{\sum \text{Score}}{\sum \text{Respondent} \times \sum \text{Item} \times \text{The highest score}} \times 100\%$$

$$\frac{720}{27 \times 20 \times 5} \times 100\%$$

$$M = 26,67$$

It showed that the students' achievement in mastering homonyms still into low categories. it could be seen on the table of Riduan:²

Table: VII
Criteria Score Interpretation

Percentage	Criteria
0 % – 20%	Very low
21% – 40%	Low
41% – 60%	Enough
61% – 80%	High
81% – 100%	Very high.

2. The students' Difficulties in Mastering homonyms at Grade VIII SMP Negeri 5 Padangsidimpuan

As mentioned before, the describing students' ability in mastering homonyms was still low score. It happened, because of there were some difficulties of students in mastering homonyms.

² Riduan, *Log.cit*, p. 89.

Based on the result of test and interview to grade VIII-3 students at SMP Negeri 5 Padangsidimpuan. There were some difficulties that usually faced by students in learning homonyms. They were:

- a. The students were still weak to understand English.

Based on the test before, the students made many mistake to answered the question, such as when the question about the homonyms in homophone they answered homograph. Then, they did not know what is the meaning of the question because they were not able to translate it.

The statement above also was collaborated with the English teacher in the class, she said that:

Menurut saya kenapa hasil nilai mereka rendah dalam penguasaan homonyms merupakan hal yang wajar karena siswanya masih lemah dalam penguasaan kosa kata dan minat siswa dalam belajar bahasa Inggris sangat lah rendah.³ (I think why the students got the low score in mastering homonyms because the students were still weak in mastering vocabulary and the students' interest in studying English was low).

Not only that, the researcher also taken from interviewed with students. Four of the students stated that:

STA, AR, IE, AF mengatakan bahwa mereka belum tahu banyak dan kurang mengerti tentang Bahasa Inggris dan kurang minat dalam pelajaran Bahasa Inggris.⁴ (STA, AR, IE, AF state that they did not know and understood about English more and the students were not interest in English lesson).

So, based on the confirmed the result of the test and the result of the interview with the English teacher and the students, it could be concluded that the students were still weak in English especially in translate the English to Indonesian and also they were not interest in English.

³ Nurhayati Siregar S.Pd, The English Teacher of SMP Negeri 5 Padangsidipuan, *Interview*, on February 14, 2015.

⁴ The Students of SMP Negeri 5 Padangsidimpuan VIII-3, *Interview*, on February 14, 2015.

- b. The students could not different between homophone and homograp in English

Based on the result of test, many students made mistake with wrong answer, it can be seen in (appendix I), some times the question showed the homophone, the students choiced homograph and also if the question showed homograph, they choiced homophone. It was also supported by the teacher and the students from interview, they English teacher state that:

Salah satu kesulitan siswa dalam memahami homonyms ini adalah banyaknya perbedaan dalam Bahasa Indonesia dan Bahasa Inggris, misalnya perbedaan dalam kata kerja dan juga struktur kalimat nya. maka itu lah terkadang membuat mereka bingung.⁵ (One of the students' difficulties in mastering homonyms, there were many different between Indonesian language and English especially in verb and also in structure of sentences. That was making the students often confused to answered the question).

It also was showed from the interview with the students in VIII-3 class, they stated that:

AR mengatakan bahwa penulisan homonyms jauh berbeda, jadi agak terasa sulit untuk membedakannya.⁶ (AR stated that writing of homonyms was different, so it made so difficult to different it). STA juga mengatakan kesulitannya yaitu membedakan bahasa Inggrisnya dan mungkin artinya tidak tahu.⁷ (STA said that it was difficult to different the English and she did not know what is the meaning).

Based on interview from the English teacher and the students, it was concluded that the students could not different between homophone and homograph because they were not often practicing their English and tried to put it in the memorize.

⁵ Nurhayati Siregar S.Pd, The English Teacher of SMP Negeri 5 Padangsidipuan, *Interview*, on February 14, 2015.

⁶ Aldi Robiansah, the Students of SMP Negeri 5 Padangsidimpuan VIII-3 class, *Interview*, on February 14, 2015.

⁷ Sukma Tri Ananda, the Students of SMP Negeri 5 Padangsidimpuan VIII-3 class, *Interview*, on February 14, 2015.

3. The Effort of the English Teacher in Overcoming the Students' Mastering Homonyms at Grade VIII SMP Negeri 5 Padangsidempuan

Based on the result of the interview toward the English teacher, Mrs. Nurhayati Siregar, S.Pd said that the effort to overcoming the students' mastering homonyms in noun and verb were:⁸

- a. The teacher will try to give practice the students.
- b. The teacher will give some test to students after she finished explain the lesson.
- c. The teacher will often replay the vocabularies in middle of meeting, then ask them one by one about verb and noun in homophone and homograph.

In addition, the teacher also said that use correct homonyms in speaking because some time homonyms have the some pronunciation like homophone, then they must repeat again the lesson that have been learnt in the school.⁹

C. Discussion

After analyzing the collecting data, it was gotten the students' ability in mastering homonyms at grade VIII SMP Negeri 5 Padangsidempuan could be categories into low category. It could be known from the calculating score of the students' ability was 26, 67%. and based on the classification quality it was clasified into low category. based on the result of the students test all of students got low score from the KKM. Further, based on the interview to the students, there were some difficulties that were faced by the students in homonyms such as difficult to different homophone and homograph in sentences, and also difficult to comprehend the same vocabularies. In

⁸ Nurhayati Siregar, S.Pd, *Op. Cit*

⁹ *Ibid*

addition, the researcher also found that students' difficulties come from various reasons such as the students mastering the structure of sentence was less and then had lack of interest in learning English.

While according to research done by Heni Rusmiati from had done research in 2009 with title: *Homonyms in Wonorejo's Javanese Language*. She used the descriptive qualitative in method. Then the focus of the problem in her research is the relation homonyms with the semantic, where the semantic had ambiguity sense. The result of her research said that homonym expression presence in Wonorejo's Javanese language because there were affixation process, new word coming into Indonesian, there are shorting and acronym process and there are any language indications Beside, it exists in Wonorejo's Javanese language because there are conceptual meaning, social meaning, affective meaning, simple word choosing usage in conversation, different spelling ('a' becomes 'e'), Wonorejo's society want to make special characteristic on their language by adding 'ra' in the last of sentence in their spoken, and behaviorism.¹⁰

There was also Muamar Abul, from University of North Sumatera has done the research in 2010 with the title "vowel varieties of some specific English dialects", the result of her research said that there is vowel varieties of some Specific English Dialects.¹¹

¹⁰ Heni Rusmiati, *Homonyms in Wonorejo's Javanese language*, (Unpublished Script) (Semarang UNDIP, 2009)

¹¹ Muamar Abul, *Vowel Varieties of Some Specifics English Dialects (Unpublished Script)* (Medan USU, 2010).

Then, Rini from State Collage for Islamic Studies has done research in 2008 with the title: The Influence of mother tongue to Students' Pronunciation, The result of her research said that there is effect of mother tongue toward Students' Pronunciation.¹²

Especially for this research, the researcher also had found some facts from interview to the students might support the occurrence of problem or the difficulties. The first, some of students regard that English lesson was difficult and made them confused. The second, student did not like to ask the teacher when he/she could not understand about the lesson.

In overcoming students' ability in mastering homonyms at grade VIII SMP Negeri 5 Padangsidimpuan had several efforts such as the teacher often repeated the lesson until the students understood, gave more exercise to the students and often ask them about noun and verb in homophone and homograph.

D. The Treat of the Research

In this research, the researcher believed that there were many threats of the researcher. It started from the titled until the techniques of analyzing data, so the researcher knew that it was so far from excellence thesis.

In doing the test, there were the threats of time, because the students had activities. Beside, the time which was given to the students was not enough. Also the students did not do the test seriously. So, the researcher took the seats answers directly without care about it.

The researcher was aware all the things would want to be researched but to got the excellence result from the research were more difficult because there were the threats

¹² Rini Erminawati, *The Influence of Mother Tongue to Students' Pronunciation(Unpublished Script)* (Padangsidimpuan STAIN, 2012)

the researcher. The researcher has searched this research only. Finally this has been done because the helping from the entire advisors, principle and English teacher.

CHAPTER V

CONCLUSION AND SUGGESTION

A. The Conclusion

After getting the result of the researcher, the researcher concluded the research as follow:

1. The students' ability in mastering homonyms at grade VIII SMP Negeri 5 padangsidimpuan 2014/2015 could be categorized into low category. It could be seen from the value of the mean score (M) which had been gotten by students, that was 26,67%.
2. The difficulties that were faced by students' ability in mastering homonyms were the first, difficult to different homophone and homograph in sentences, and also difficult to comprehend the same vocabularies. The second, students' difficulties come from various reason such as the students mastering the structure of sentence was less and then had lack of interest in learning English.
3. The effort of English teacher in overcoming the students' ability in mastering homonyms at grade VIII SMP Negeri 5 Padangsidimpuan were the first, the teacher will try to give practice and test every meeting. The second, the teacher will replay the vocabularies in the middle of meeting then ask the students. The third, the teacher will correct the students speaking English.

B. The Suggestion

based on the conclusion above, the researcher gave some suggestion as follow:

1. To principle of SMP Negeri 5 Padangsidimpuan always to motivate the English teacher to increase his ability in teaching English.
2. To the English teacher to motivate the students to improve their abilities especially in mastering homonyms and in teaching must be done by iner feeling, so that the teacher always effort the students can understand what we do say. Then the teacher also can use appropriate teaching method and teaching media, so that students are not saturated and teaching becomes more varied, then the students are also more easily to understand and remember.
3. To the readers especially English learners more improve their knowledge especially in mastering homonyms.

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