

**THE EFFECTIVENESS OF HOMOPHONE GAMES TO
IMPROVE STUDENTS' PRONUNCIATION AT THE TENTH
GRADE OF MA ALKHAIRAAT MALENI DONGGALA**



THESIS

Submitted As Partial Fullfilment of the Requirements for the Bachelor of
Education of English Tadris Department Faculty of Education and Teacher
Training at State Islamic University of Datokarama Palu

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2024**

STATEMENT OF THE THESIS AUTHENCITY

I hereby declare that this thesis entitled “ The Effectiveness Of Homophone Game To Improve Students’ Pronunciation At The Tenth Grade Of MA. Alkhairaat Maleni Donggala ” has been officially approved as my own work and it has not been and will not be submitted in the whole or in part to another University/Institute for the award of any another degree. If later, this thesis is found to be fabricated either in the whole or in part, I declare that i must comply with the rules and regulations of the univercity and I must be ready for all the consequencess there after due to this misconduct.

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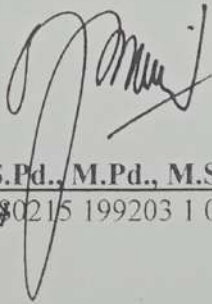
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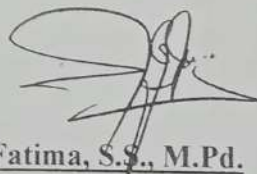
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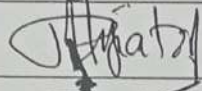
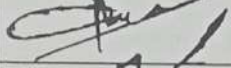

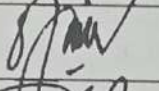



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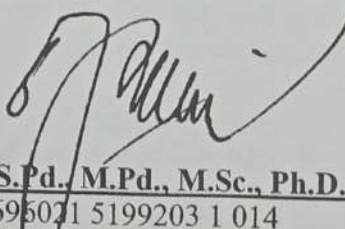
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ABSTRACT

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TITLE : THE EFFECTIVENESS OF HOMOPHONE GAMES TO IMPROVE STUDENTS' PRONOUNCIATION AT THE TENTH GRADE OF MA. ALKHAIRAAT MALENI DONGGALA

This research was conducted based on the problems of the tenth grade students at MA. Alkhiraat Maleni Donggala. Based on the pre observations that conducted by the researcher at MA. Alkhairaat Maleni Donggala in September 2023 the researcher found many students were having trouble with pronunciation. They have difficulty in disthinguishing the pronounciatin of the same word, difficulty in dettermining stressed and unstressed syllables, and difficulty in corret pronunciation of syllables. This difficulties make it difficult for them to communicate clearly and hear message accurately.

The formulation of the problem in this research was, "Is the homophone game effective to improve students' pronunciation at the tenth grade students of MA. Alkhairaat Maleni Donggala?". The objective of this research is to find out the effectiveness of using Homophone Game to improve students' pronunciation at the eleventh grade students of MA Alkhairaat Maleni Donggala.

This research used two classes, the experimental class and the control class. The researcher employed a quasi-experimental design. In this research, the researcher obtained data from pre-test and post-test scores. The sample of this presearch was 30 students. 15 students of class X A as experimental class and 15 of class X B as the control class. The instrument used in this research was a test with multiple choice questions.

Based on the data analysis, a significant value (2-tailed) < 0.05 , with a significant value of $0.000 < 0.05$. Furthermore, the T-test value must be greater than the T-table value (T-test $>$ T-table). It was known that the T-test value is 5,252 with a degree of freedom (df) of 14 and a significance level of $0.05/2$. In the T-table, the value for df 14 is 2.093. Thus, the result $5,252 > 2.093$ can be obtained, indicated that the T-test value is greater than the T-table value. Therefore, the researcher concludes that H_0 was rejected and H_a was accepted.

This means that Homophone Game is effective in improving students' Pronunciation. Students can differentiate the sounds of two words that have the same saound but have different meanings. It can be inferred that there is a significant difference between the scores of students using Homophone Game, the experimental class, and students in the control class who do not use Homophone Game.

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CHAPTER I

INTRODUCTION

A. Background of the Problem

English take a very important role in the world, especially in Indonesia. The importance of English has made the Indonesian government make English as one of the mandatory subjects studied by all students from elementary school to university level. In learning English, there are four basic skills that students must master. They are speaking, writing, listening and reading. Reading and listening are included in receptive skills, while speaking and writing are included in productive skills.

Speaking is an important skill for students to learn because students communicate with each other through speaking. In speaking, pronunciation is fundamental component of speaking. This is a productive skill because when speaking, the speaker must use good, correct, and appropriate pronunciation. A good and clear pronunciation in its implementation is very important because incorrect pronunciation can lead to misunderstandings and misinterpretations in communication. Pronunciation has a very important role in language communication, such as: good comprehension, effective communication and developing listening skill.

Pronunciation is important for both speaking and listening.¹ It is very important to teach to students so that they have good pronunciation in speaking. Good pronunciation ensures that listeners can understand what is said by the speaker. If students pronounce words correctly, people will more easily understand the message or information they want to convey. In addition, clear pronunciation helps in effective communication. If students pronounce words correctly, the message will be easier to understand, reducing the risk of misunderstanding or confusion. Therefore, it is very important to teach pronunciation effectively to students.

However, there are several problems in learning pronunciation in classroom, such as some sounds in English may not exist in Indonesian so students are confused in pronunciation, the vowel and consonant system in English contains many different sounds, and the learning techniques and media used by teachers in the learning process are less effective. Many researches discuss students' difficulties in pronunciation, such as a research conducted by Agus Sholeh & Uun Muhaji. The results of this research explain that there are several obstacles for students in pronunciation, such as difficulties in pronunciation of consonants and vowels, proper vowel, difficulty in determining stressed and unstressed syllables, difficulty in recognizing and pronouncing weak sounds, difficulty in identifying homographs, difficulty in correct pronunciation of syllables and difficulty in pronunciation of the

¹ Jonathan Marks, *English Pronunciation in Use Elementary*. (UK: Cambridge University Press, 2007), 33.

ending of a word appropriately.² Based on the results of this research, researchers conclude that there are several problems faced by students in pronunciation, such as difficulties in pronouncing consonant sounds and vowel sounds correctly. Students are often wrong pronounce consonant and vowel sounds from words in English. The pronunciation of words in English is very concerned about stressed and unstressed syllables also pose difficulties for students in speaking using English.

Therefore a solution is needed to overcome this problem. The teacher's role is very important to overcome students' pronunciation problems. The use of methods or media is very influential in improving students' pronunciation. Using the right method can make students active in learning. There are many methods that can be used in teaching pronunciation in the classroom. One of the methods that can be used is game. In pronunciation there are many games that teachers can use, one of them is homophone game.

Homophone game is about words that have same pronunciation but have different meaning.³ Homophones are a type of homonyms. Homophones are sometimes used when there are homophones with the same spelling but different meanings, such as words that can be written in the same form, “bear” (the animal) and “bear” (to carry).

²Agus Sholeh & Uun Muhaji, Pronunciation Difficulties Encountered By Efl Students In Indonesia. *Jurnal Inspiraasi Pendidikan Universitas Kanjuruhan Malang*. 5. No. 2 (2015). 698.

³Anggy Ramadhani, “The Effect of Homophones’ Game Strategy On The Students English Pronunciation Mastery At The Second Grade Students MTsN Tanjung Pura”. (Unpublished thesis, Universitas Islam Negeri Sumatera Utara,2021).

Based on the pre observation and interview on September 2023 with the English teacher at MA Alkhairaat Maleni Donggala, the researcher found many students were having trouble with pronunciation. They have difficulty in distinguishing the pronunciation of the same words, difficulty in determining stressed and unstressed syllables, and difficulty in correct pronunciation of syllables. This difficulties make it difficult for them to communicate clearly and hear messages accurately. Sometimes, they also misunderstand the words in communication because the incorrect pronunciation.

Reflecting on the identified problems, the researcher is interested to apply Homophone Games to improve students' pronunciation at the tenth grade of MA Alkhairaat Maleni Donggala. It is one of the media that can be used by teacher to enhance the students' pronunciation. This method can help students to distinguish two words that have the same pronounced but different meanings. Homophone games would help students understanding the meaning of the words. In this method they will enjoy it so they can easily understand the meaning of the words.

B. Research Question

The research question is formulated as follow: Is the Homophone Games effective to improve students' pronunciation at the tenth grade of MA Alkhairaat Maleni Donggala?

C. Objective and Significance of the Research

The objective of this research is to find out whether the use of Homophone Games is effective or not to improve students' pronunciation at the tenth grade of MA Alkhairaat Maleni Donggala.

This research is expected to provide significant contribute to several parties.

1. For the Teacher

The researcher hopes that this research will increase the teacher's ability in the teaching and learning process, especially in teaching pronunciation. The teacher can use Homophone Games in teaching pronunciation.

2. For the Students

The researcher hopes that this research useful for the students when they teach their students to have a mutual cooperation with another. The teacher can stimulate the students to increase their pronunciation. And It can also train and guiding students to speak and express their data.

3. For the next Researcher

The result of this research can be used as a references for those who want to conduct a research in English teaching and learning process.

D. Outlines of the Research

Chapter I discusses several sections such as background of the problem, research question, objective and significance of the research, and outlines of the research.

Chapter II Dealing with, presents previous research, review of related literature where several sections such as the concept of pronunciation and concept

homophone games are presented. This the section also presents the theoretical framework and the research hypothesis.

Chapter III , presnted several sections such as research approach and design, research population and sample, variables of the research, operational definition of the key term, instrument of the research, data collection, and data analysis.

CHAPTER II

LITERATURE REVIEW

A. Previous Research

Many researches have conducted their research about homophone game to improve students' pronunciation. Some of related research are presented in the of following section :

The first research was conducted by Veronika Unun Pratiwi, Septi Iriani and Arin Arianti in 2017 entitled, "*Improving Students' Pronunciation Skill Using Homophone Game (A Classroom Action Research at First Eleventh Grade Science Students of SMAN 1 Nguter)*". This research showed that teaching pronunciation using Homophone Game could improve the students' pronunciation skill. Students could pronounce in correct spelling, intonation, word stress, and rythm. The used of Homophone Game could make good atmosphere in the class and make teaching learning process especially teaching pronunciation had been effective.¹ However this previous research used classroom action research, meanwhile in this research the researcher will use quasi-experiemntal design. The similarity of the previous research with this research is the focus on the improving students' pronunciation using homophone games.

¹Veronika Unun Pratiwi, Septi Iriani and Arin Arianti. "*Improving Students' Pronunciation Skill Using Homophone Game (A Classroom Action Research at First Eleventh Grade Science Students of SMAN 1 Nguter)*". International Conference on Indonesian Islam, Education and Science (ICIIES) (2017). 662

Another Research conducted by Isra Yulianti, Hasnani and Suharti Siradjuddin in 2022 entitled, “*The Effectiveness of Homophone Games towards Student’s Pronunciation at MTsN Kepulauan Selayar*”. This research showed that the use of homophone games for class VII B students of MTsN Kepulauan Selayar is more effective. Students feel happy and active during the learning process.² In the previous research, the researchers used a pre-experimental design. Meanwhile, the researcher will use quasi-experimental design in this research. Sampling technique used by previous research different with this research. Previous research used random sampling technique, meanwhile in this research the researcher will use purposive sampling technique. The similarity of the previous research with this research is the focus on the improving students’ pronunciation using homophone games.

The last research conducted by Siti Nur Istiqomah in 2023 entitled “*The Effect of Homophone Games on Students’ Pronunciation Practice*”. This research showed the implementation of the homophone game in learning has had a positive impact on students' pronunciation. The researcher concluded that the homophone game can be a valuable tool to help students acquire better language skills and confidence in communicating in the language they are learning.³ This previous research used a true-experimental design, meanwhile the researcher will use quasi-experimental design in this research. The similarity of the previous research with

² Isra Yulianti, Hasnani and Suharti Siradjuddin. “*The Effectiveness of Homophone Games towards Student’s Pronunciation at MTsN Kepulauan Selayar*”. *Jurnal Pendidikan Indonesia*, 3. No.4 (2022). 388

³ Siti Nur Istiqomah. *The Effect of Homophone Games on Students’ Pronunciation Practice*”. Thesis Faculty of Teacher Training and Education Universitas Nahdlatul Ulama Sunan Giri (2023)

this research is the focus on the improving students' pronunciation using homophone games.

However, based on the results of previous researches, it can be concluded that the use of Homophone Game in teaching pronunciation is effective to improve students' pronunciation.

B. Review of Related Literature

1. The Concept of Pronunciation

a. Definition of Pronunciation

Pronunciation is the way sounds give meaning to words.⁴ It means that pronunciation is the way someone says words to provide meaning in the communication. Correct pronunciation of words will not create misunderstandings in communication.

Pronunciation refers to the way a language is pronounced. According to Hornby, pronunciation has a deeper meaning and is divided into three areas: first, pronunciation is the way a language is spoken; second, pronunciation is the way a person speaks a language; third, Pronunciation is the way a word sounds.⁵

Based on the definition above, pronunciation refers to the way a person pronounces words or sounds in a language. Pronunciation is also very influential in the achievement of communication. Good pronunciation can help someone be more easily understood when speaking a language.

⁴Donn Byrne, *Teaching Oral English* (London: Longman Publishing Group, 1987). 33

⁵Hornby, A.S. *Oxford Advanced Learner's Dictionary* (England: Oxford University Press, 1995). 235

b. Aspects of Pronunciation

In English, pronunciation is theoretically divided into two aspects, namely the segmental aspect and the supra-segmental aspect. Segmental and supra-segmental are obligatory to achieve the effectiveness of communication of language to produce great communication.

1) Segmental Aspect

Segmental aspect is individual sound units (such as vowels and consonants) also correspond to phonemes or allophones.⁶ It encompasses individual sounds such as vowels, consonants, and diphthong. Avery defines that speech is produced by air flowing from the lungs through the mouth or nose.⁷ The researcher can conclude that "segmental aspects" refer to the sound elements or phonemes that make up language. This involves characteristics such as consonants and vowels, as well as other phonetic attributes relating to individual sound units in the language. There are three kinds of speech sounds, namely:

- Consonant

Consonants are speech sounds made by partly stopping the breath with tongue, lips and the letters used in representing. Consonants are divided into two classes: the voiceless sounds and the voiced sounds.⁸ Place of Articulation: For example, whether the consonant is produced on the lips (labial), teeth (dental), or

⁶M. Ceke-Murcia, D. M. Brinton, and J. M Goodwin, *Teaching Pronunciation: A reference for Teachers of English to speakers of other language*, (New York: Cambridge University Press, 1996). 35

⁷Avery Peter and Erlich Susan, *Teaching American Pronunciation*, (New York: Oxford University Press, 1992). 11

⁸Lim Kiat Boey, *An Introduction to Linguistic for the Language Teacher*, Encyclopedia Ed. (Singapore: Singapore University Press, 1975). 16

throat (glottal). Method of Articulation: For example, whether the consonant is produced by touching the lips (plosive), flowing through the gaps between the teeth (fricative), or by vibration of the vocal cords (sonorant).

- Vowels

Vowels are sounds produced by vocal vibrations without air resistance in the vocal tract. In English, there are five vowels, namely A, E, I, O, and U. However, in English pronunciation, there are also long and short vowels, which can differentiate the meaning of words.⁹

- Diphthongs

Diphthongs are combination of two vowels pronounced simultaneously in one syllable. Diphthongs are formed when the tongue moves from one vowel position to another within a syllable.¹⁰ Examples of diphthongs in English include vowel combinations such as /aɪ/ in the word "time" or /ɔɪ/ in the word "boy". In both of these examples, there is a change from one vowel to another during the pronunciation of the word.

2) Supra-Segmental Aspects

- Stress

Stress in pronunciation is a stronger sound emphasis on certain syllables in a word or phrase.¹¹ In English and many other languages, this stress can affect the meaning of a word or phrase.

- Intonation

⁹Kelly Gerald, *How to teach pronunciation*. (England Longman Group, 2000). 29

¹⁰Ibid, 41

¹¹Jean Yates, *Pronounced it Perfectly in English*. (USA: Barron's Educational, 1995). 142

Intonation refers to the rising and falling pattern in the pitch or melody of a voice when speaking.¹² This includes the variations in tone used in forming phrases or sentences and giving a particular nuance or expression to the conversation. Intonation plays an important role in conveying meaning, feelings, or communicative goals in speaking.

c. Teaching Pronunciation

The focus in pronunciation teaching was almost entirely on producing individual sounds and words correctly, not much attention was given to features such as intonation and rhythm. Teachers have begun to realize the importance of these musical aspects of pronunciation and to emphasize them more strongly in teaching. There are two basic teaching pronunciation as Celce-Murcia said, namely:¹³

1). An intuitive-imitative

In the part of this approach, pronunciation depends on students' personal ability to listen, what they hear, such as rhythm, intonation, and stress. So this model approach more presupposes the availability, validity, and reliability of good models to listen to.

2). An analytic-linguistic

In this part of the approach, students are more focused on the sound system of the target language and truly provide explicit information, such as phonetic

¹²Paulette dale and Lilian Poms, *English Pronunciation Made Simple*. (USA: Longman, 2005). 105

¹³Celce-Murcia, M.Brinton, D., and Goodwin, J. *Teaching Pronunciation: A Reference for Teachers of English to Speakers of other Languages*. (New York: Cambridge University Press, 1996) 1

alphabet, articulator, descriptions, charts of the vocal apparatus, contrastive information, and other aids to supplement listening, imitation, and production.

2. The Concept of Homophone Games

a. Definition of Homophone

Homophones are words that sound alike or the same in writing, but are spelled differently and mean different things too. For instance “Flea” and “Flee” are homophones. Though homophone has matching sounds, their meanings are not the same.¹⁴ Meanwhile, Crystal defines that homophone is a term used in a semantic analysis to refer to words which have the same pronunciation, but differ in meaning.¹⁵

From the definitions above, it can be concluded that homophones are words that are pronounced the same way, but have different meanings and are usually spelled differently. Even though they sound the same or very similar, homophones can have completely different or different meanings in context.

Table 2.1 Examples Homophone Words

Aisle, isle	Flew, flu, flue	Rain, reign, rein
Aye, eye, I	Four, fore, for	Raise, rays, raze
Buy, by, bye	Gnu, knew, new	Right, rite, write
Cent, scent, sent	Heal, heel, he'll	Road, rode
Chile, chili, chilly	Main, maine, mane	To, too, two

(Source: *Oxford Dictionary*)

¹⁴Brian P. Clearly, *How Much Can a Bare Bear Bear? What are Homonyms and Homophones?*, (USA: Millbrook Press, 2005). 16

¹⁵David Crystal, *Dictionary of Linguistic and Phonetic*, 3rd edition (USA: Basil Blackwell, 1991). 167

b. Definition of Game

Game is an activity with rules, a goal, and an element of fun.¹⁶ It means that, the game is a structured activity that can used in teaching learning activity by playing games, the students will not only get the fun out of learning but also goals and structures too. Maribel's definition of games are used as simple recreational activities most of the time, but they are not always that simple.¹⁷

From the explanation above, the researcher concluded that Games are the use of play techniques or activities in the learning process. Games are not only limited to computer games or video games, but also include various types of games or activities designed to achieve educational goals.

c. Definition of Homophone Game

Homophone game is about words which are same pronunciation but the meaning is different.¹⁸ This game helps highlight some sound which may be particularly difficult for students to hear and write. Homophone game is a pronunciation teaching method that can help students enjoy the learning process.¹⁹

d. Procedure of Homophone Game

There are several rules and steps of homophone game:²⁰

¹⁶Jill Hadfield, *Intermediate Communication Games*. (China: Addison Wesley Longman, 1987). 5

¹⁷Maritza Maribel, *Interactive Games in the Teaching-Learning Process of a Foreign Language*, (Mexican: Universidad De Quintana Roo, 2007). 47

¹⁸Anggy Ramadhani, *The Effect of Homophones' Game Strategy On The Students English Pronunciation Mastery At The Second Grade Students MTsN Tanjung Pura*. thesis, Universitas Islam Negeri Sumatera Utara (2021).

¹⁹ Veronika Unun Pratiwi, Septi Iriani & Arin Arianti, *Improving Students' Pronunciation Skill Using Homophone Game (A Classroom Action Research at First Eleventh Grade Science Students of SMA N 1 Nguter*. International Conference on Indonesian Islam Islam, Education and Science (ICIIES) (2017). 663

²⁰Cantrell R. J, *The Homophone Game*, (Buston: Scanlon Graphic,1998)

- 1) Before students are given the game, the teacher must explain to students what is homophone.
 - 2) Students will be divided into a small group of 3 or 4 members. Each group must have a leader who will choose who is the first player from his/her members.
 - 3) The teacher will ask the students who have been selected as the first player to stand on a facing the whiteboard, the distance is about 3 or 4 members.
 - 4) The teacher will write the blank sentence and choices of homophone words, for example: Fill in the blanks with the correct word: a. road, b. rode, c. two, d. to
 - 5) The first player will be run-up to the whiteboard to fill in the blank as his/her best answer by pronouncing.
 - 6) The first player will be changed by the second player until all the members will get a chance.
 - 7) The teacher will give the score for the group who can answer correctly.
 - 8) The winner is the highest scores.
- e. Advantages and Disadvantages of Homophone Game
- 1) Advantages of Homophone Game
Below are the advantages of homophone game as follows:
 - a) Homophone game is something that is fun to do and something entertaining. Homophone game also very interesting because there is an element of competition in it.
 - b) When teaching using homophone game, it allows active participation of students in learning.

- c) In the learning process that uses homophone game, the role of the teacher is not visible, but the interaction between students or learning citizens becomes more prominent.
 - d) This game can provide immediate feedback to be more effective
 - e) This game can provide an opportunity for students to learn to practice real behavior, not just discuss it.
 - f) Homophone games can be interactive and encompass many different learning factors at once.
 - g) Passive students can participate positively.
 - h) Students can learn a lot without stress.
 - i) This game is flexible to practice students' pronunciation.²¹
- 2) Disadvantages of Homophone Game

Homophone game also have weakness or limitations that deserve to be considered, namely:

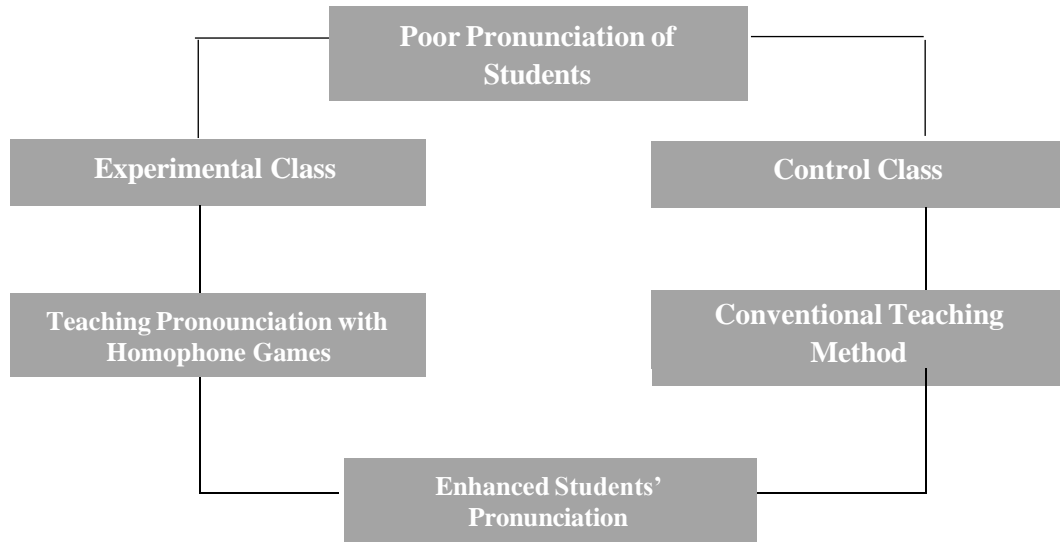
- a) Students have not yet regarding the rules and technical implementation.
- b) When the games play, if the students' numbers is too much it will surface to involve all of the students in that games, a student whom did not involved will disturb the process.
- c) In its implementation, this game is usually followed by voices so that they can cause a crowd and interface with learning activities in other classes.²²

²¹Hadfield Jill, *Elementary Vocabulary Game*, (Harlow: Pearson Education Ltd, 1998). 55

²²Ibid, 57

C. Theoretical Framework

Figure 2.1 Theoretical Framework



There are six nodes in the theoretical framework above. First teaching pronunciation, students are given material on how to pronounce words correctly. Second, experimental class and control class. Where the experimental class use the Homophone games in teaching pronunciation, while the control class use the lecture method in teaching pronunciation. Last, enhance students' pronunciation refers to the final results of students after learning to pronunciation.

D. Research Hypothesis

The hypothesis of this research are:

H₀ : The use of Homophone Game is not effective to improve students' pronunciation at the tenth grade of MA Alkhairaat Maleni Donggala.

H_a : The use of Homophone Game is effective to improve students' pronunciation at the tenth grade of MA Alkhairaat Maleni Donggala.

CHAPTER III
RESEARCH METHODOLOGY

A. Research Approach and Design

The research approach in this research is a quantitative approach. Quantitative approach is an approach of testing objective theories by examining relationships between variables.¹ The research design in this research will use quasi-experimental design because the researcher want to compare students who are taught using Homophone Game and who are taught without using Homophone Games. So there are two groups in this research, namely the experimental class and control class. Experimental class is a class taught using treatment, namely Homophone Games. Meanwhile, Control Class is a class taught without using Homophone Games or using the lecture method.

Table 3.1 Research Design

Experimental	<i>O</i> ₁	X	<i>O</i> ₂
Control	<i>O</i> ₃	Y	<i>O</i> ₄

Adopted : Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D* (Bandung: Alfabeta, CV, 2013). 77

Description:

- O*₁ & *O*₃ : Pre-test
- X : Using Homophone Games
- Y : Using Lecture Method
- O*₂ : Post-test
- O*₄ : Post-test

¹ John W. Creswell, *Research Design Qualitative, Quantitative, and Mixed Methods Approaches*, 4th edn (London, UK: Sage Publication, 2014)

B. Population and Sample

1. Population

The population includes the entire set of elements that meet certain criteria being studied.² The population in this research is the tenth grade students at MA Alkhairaat Maleni Donggala. The researcher will take the tenth graders as the population because based on the results of observations and interviews with the English teachers, tenth graders had problems in learning pronunciation. The total population is 30 students, consists of two classes.

Table 3.2. The Distribution of the Students

No	Class	Number of Class
1.	X IPA1	15
2.	X IPA 2	15
Total		30

2. Sample

Sample is a group of individuals, elements, or units selected from a population for the purpose of observation, measurement, or analysis.³ Based on this definition, sample is a small portion or half of the population that is deliberately chosen to be a subject to be researched and then the results can be determined. In this research, a researcher plants to use purposive sampling to take the sample. They will take to classes as samples : class X IPA 1 as the experimental class and class X IPA 2 as the control class. Each class consists of 15 students. This method allows

²Syahrum and Salim, *Metodologi Penelitian Kuantitatif* (Bandung: Citapustaka Media, 2012). 113

³John W. Creswell, *Research Design Qualitative, Quantitative, and Mixed Methods Approaches*, 4th edn (London, UK: Sage Publication, 2014)

researches to select samples that meet certain criteria relevant to their research objectives.⁴ The researcher will take two classes, namely class X IPA 1 consists of 15 students as experimental class and X IPA 2 consist of 15 students as control class.

C. Variables of the Research

Research variables are characteristics, traits, or factors that can be measured and observed in scientific research.⁵ There are two variables in this research, those are independent variable and dependent variable. Independent variable is a variable whose affect other variable. While the dependent variable is a variable whose value depends on the value of the variable other.⁶The independent variable is homophone games and dependent variable is the students' pronunciation.

D. Operational Definitions of the Key Terms

1. Homophone Game

Homophones are words that sound alike or the same in writing, but are spelled differently and mean different things too. For instance “Flea” and “Flee” are homophones. Though homophone has matching sounds, their meanings are not the same.⁷ It means that homophones are words that are pronounced the same way, but have different meanings and are usually spelled differently.

⁴ Syahrums and Salim, *Metodologi Penelitian Kuantitatif* (Bandung: Citapustaka Media, 2012) 118

⁵ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik Edisi Revisi*. (Jakarta: Rineka Cipta, 2006).68

⁶ Sugiyono, *Metode Penelitian Manajemen*. (Bandung: Alfabeta) 2016: 96.

⁷ Brian P. Clearly, *How Much Can a Bare Bear Bear? What are Homonyms and Homophones?*, (USA: Millbrook Press, 2005). 16

Games are used as simple recreational activities most of the time, but they are not always that simple.⁸ It means that games are the use of play techniques or activities in the learning process. Games are not only limited to computer games or video games, but also include various types of games or activities designed to achieve educational goals.

Homophone game is about words which are same pronunciation but the meaning is different.⁹ This game helps highlight some sound which may be particularly difficult for students to hear and write.

2. Pronunciation

Pronunciation media examples of that have deeper meaning can be found in the context of pronunciation training in a foreign language at school or courses, speaking training technique in public presentations, or in discussion about clear and effective pronunciation in professional communication settings.

E. Instrument of the Research

Research instruments refer to the tools or facilities that researchers use to collect data or information needed for research.¹¹ The instrument in this research is an objective test with a completion sentence, in which students answer questions by completing sentences with appropriate words. The pre-test consisted of 15 numbers of completion sentence. Post-test consisted of 15 numbers of completion

⁸ Maritza Maribel, *Interactive Games in the Teaching-Learning Process of a Foreign Language*, (Mexican: Universidad De Quintana Roo, 2007). 47

⁹ Anggy Ramadhani, *The Effect of Homophones' Game Strategy On The Students English Pronunciation Mastery At The Second Grade Students MTsN Tanjung Pura*. thesis, Universitas Islam Negeri Sumatera Utara (2021).

¹¹ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D* (Bandung: Alfabeta, CV, 2013). 102

sentence. Therefore, the researcher will use completion sentence question as instrument in this research.

1. Validity

The researcher will use content validity in validity of instrument. Content validity refers to the extent to which a measurement instrument can cover fairly and representatively the entire domain it wishes to measure. The researcher also validated the instrument by using software SPSS 23. . The researcher will use content validity for this instrument using Pearson product moment correlation formula ;

$$r_{xy} = \frac{N\Sigma xy - (\Sigma x)(\Sigma y)}{\sqrt{(N\Sigma x^2 - (\Sigma x)^2)(N\Sigma y^2 - (\Sigma y)^2)}}$$

Note :

r_{xy} = Efficient correlation between variabel X and Y

Σxy = Number of multiplication between variabel X and Y

Σx^2 = The sum of the squares of the X values

Σy^2 = The sum of the squares of the Y values

$(\Sigma x)^2$ = The sum of the X values is then squared

$(\Sigma y)^2$ = The sum of the Y values is then squared

2. Reliability

Reliability is a measure of how consistently and reliably a system or method produces the same or similar results under the same conditions. The researcher will use software SPSS 23 to measure reliability of instrument.

$$r = \frac{k}{k-1} \left(1 - \frac{\sum \sigma_i^2}{\sigma^2} \right)$$

Note :

r : Reliability coefficient

k : Number of question

σ_i^2 : Variant question items

σ^2 : Variant test scores

F. Data Collection Technique

In collecting data, the researcher will use a test to measure students' knowledge in pronunciation. There are two types of test given to students, namely pre-test and post-test.

1. Pre-test

Pre-test is a test or exam that is carried out before a learning or training activity begins. Pre-test will be given at the first meeting. Pre-test will be given to students before the treatment, in order to find out the students' pronunciation before using the homophone games. The pre-test consisted of 15 numbers of completion sentence

2. Treatment

In this study the researcher will give the treatment in 6 meetings where the treatment will be given in an experimental class that uses Homophone Game

3. Post-test

Post-test is a test or examination carried out after the completion of a learning program, training or certain activities. Post-test will be given to students after treatment to find out the improvement of students' pronunciation after using homophone games in the teaching and learning process. The post-test consisted of 15 number of completion sentence.

G. Data Analysis

Data analysis is will be done through tests by use percentages of inferential statistics. The researcher will use SPSS 23 software to analyze the data. Following are some step analysis of research data using SPSS 23:

1. Descriptive Analysis

Research data will be described or explained with the use of descriptive analysis. The mean score, lowest and maximum scores, and standard deviation obtained from the pre-test and post-test.

2. Inferential Analysis

a. Normality Test

The Normality Test is utilized to determine if the data being examined follows a normal distribution, making it suitable for parametric statistics. If the

significance levels is above 0.05, the data is considered to have a normal distribution. This test is conducted to assess the normality of the data distribution and determine if it is normally distributed or not.

Normality test is used to determine whether the data in the research normally distributed or not. Normality test is a requirement for conducting a paired sample t-test. The researcher will carry out normality test using SPSS 23.

$$\chi^2 = \sum \frac{(O - E)^2}{E}$$

Note :

O : Frequency observed

E : Frequency expected

b. Homogeneity Test

Homogeneity test is a statistical method used to evaluate whether the variances of two or more groups of data are equal. This helps determine whether the differences between the groups come from true variation or simply from measurement error. In this research, the homogeneity test will be carried out to determine whether the data variance was homogeneous or not from the post-test data acquisition for the experimental class and the control class.

$$F = \frac{S_{big}}{S_{small}}$$

Note:

F : Coefficient of homogeneity

S_{big} : The biggest variance

S_{small} : The smallest variance

c. Paired Sample T-test

Paired sample t-test will use to test the hypothesis, whether there is an effect of the tea party method on students' reading comprehension. The paired sample t-test to answer the research question "is the Homophone Games effective to improve students' pronunciation at the tenth grade of MA Alkhairaat Maleni Donggala?". In this analysis, the researcher will compare the calculated t-count with the t-tabl

CHAPTER IV
RESULT AND DISCUSSION

A. Description of the Research Result

this research study involves two classes : an experimental class and a control class. The cdesign used is quasi-experimental design. Data was obtained from pre-test and post-test scores. In this study, the researcher implemented the 2013 curriculum to teach pronunciation skills to the tenth grade students at MA. Alkhairaat Maleni Donggala.

The researcher chose class X A as the experimental class and class X B as the control class. In the experimental class, the researcher used the Homophone Game as the treatment, while in the control class, the was employed a traditional method. Below as the teaching schedule for the study :

Date	Time	Class	Description
Monday, 29 th July 2024	08:00-09:00	X A	Pre-Test
	10:30:11:30	X B	Pre-Test
Tuesday, 01 st August 2024	07:15-07:55	X A	Treatment using Homophone Games
Tuesday, 01 th August 2024	10:10-10:50	X B	Treatment without Homophone Game
Tuesday, 08 th August 2024	07:15-07:55	X A	Treatment using Homophone Game
Tuesday, 08 th August	10:10-10:50	X A	Treatment Without

Table 4.1 Teaching Schedule

2024			Homophone Game
Tuesday, 15 th August 2024	07:15-07:55	X A	Treatment using Homophone Game
Tuesday, 22 nd August 2024	10:10-10:50	X B	Treatment Without Homophone Game
Monday, 26 th August 2024	08:00-09:00	X A	Post-Test
	10:30-11:30	X B	Post-Test

The table above shows that the research was carried out from Monday, 29th July 2024, to Monday 26th August 2024. The following is an explanation of the activities carried out by researches during the research period in class X MA. Alkhairaat Maleni Donggala.

The research began with the researcher administering a pre-test to both the experimental and control class. The pre-test for the experimental class was conducted on Monday, July 29, 2024. Similarly, the control class also received the pre-test on the same date, but at a different time than the experimental class.

In the experimental class, the researcher taught the lessons using the Homophone Game. The session began with an introduction to homophones for the students. The treatment in the experimental class took place from July 01st, 2024 to August 22nd 2024..

At the end of the research, a post-test was given to both the experimental and control classes. The post-test for the experimental class was conducted on Monday, August 22nd 2024. Likewise, the control took class the post-test on the same day, but at a different time than the experimental class.

The following is the information obtained by the researcher after

completing the research in the tenth grade of MA. Alkhairaat Maleni Donggala.

1. Descriptive Analysis

In the descriptive analysis, the researcher presents the pre-test and post-test results for both the experimental and control classes. This includes the frequency scores for each class, along with the percentage distribution of those scores in both the experimental and control class.

a. Data Pre-test and Post-Test in Experimental Class

Table 4.2 Students' Score in Experimental Class

No	Name	Pre-Test
1.	AF	53
2.	IA	46
3.	NI	60
4.	L	40
5.	SAN	40
6.	MN	86
7.	I	33
8.	A	53
9.	ZP	40
10.	R	53
11.	MAS	60
12.	AR	33
13.	AS	46
14.	AD	53
15.	RIA	60

Table 4. 3 Descriptive Statistic of Pre-test Scores in the Experimental Class

N	15
Minimum	33
Maximum	86
Mean	50.40
Std. Deviation	13.468

Based on the table above, the lowest Pre-test score is 33, while the highest Pre-test score is 86. The average Pre-test score in the experimental class is 50.40 with a standard deviation of 13.468.

Table 4. 4 Post-test Scores of Students' in the Experimental Class.

No	Name	Pre-Test
1	AF	80
2	IA	60
3	NI	80
4	L	53
5	SAN	60
6	MN	100
7	I	60
8	A	66
9	ZP	66
10	R	60
11	MAS	73
12	AR	53
13	AS	60
14	AD	73
15	RIA	73

Table 4. 5 Descriptive Statistic of Post-test Scores in the Experimental class

N	15
Minimum	53
Maximum	100
Mean	67.80
Std. Deviation	12.434

Based on the table above, the lowest Pre-test score is 53, while the highest Pre-test score is 100. The average Pre-test score in the experimental class is 67.80 with a standard deviation of 12.434.

The data shows that the lowest student score increased from 33 on the pre-test to 53 on the post-test. Moreover, the highest score rose from 86 on the pre-test to 100 on the post-test. The average score also improved, moving from 50.40 on the pre-test to 67.80 on the post-test. This indicates a notable enhancement in the students' pronunciation skills.

b. Data pre-test and post-test in control class

Table 4. 6 Pre-test Scores of Students' in the Control Class

No	Name	Pre-Test
1	R	46
2	NR	73
3	F	60
4	MMA	0
5	NA	60
6	D	66
7	SF	13
8	A	46
9	V	60
10	RZ	46
11	RA	26
12	R	46
13	IS	46
14	AG	53
15	MR	46

Table 4. 7 Descriptive Statistic of Pre-test Scores in the Control Class

N	15
Minimum	0
Maximum	73
Mean	45.80
Std. Deviation	19.586

Based on the data in the table above, it can be observed that the minimum student score on the pre-test is 0 and the maximum score is 73. The mean student score is 45.80 with a standard deviation of 19.586.

Table 4. 8 Post-test Scores of Students' in the Control Class

No	Name	Post-Test
1	R	86
2	NR	80
3	F	86
4	MMA	13
5	NA	73

6	D	46
7	SF	0
8	A	80
9	V	80
10	RZ	60
11	RA	53
12	R	53
13	IS	46
14	AG	60
15	MR	60

Table 4. 9 Descriptive Statistic of Post-test Scores in the Control Class

N	15
Minimum	0
Maximum	86
Mean	58.40
Std. Deviation	25.329

From the table above, it can be seen that the minimum student score on the post-test is 0 and the maximum score is 86. The mean student score on the posttest is 58.40 with a standard deviation of 25.329.

Table 4. 10 Comparison of Descriptive Statistics in the Experimental and Control Class

	Experimental Class		Control Class	
	Pre-test	Post-test	Pre-test	Post-test
Minimum	33	65	0	73
Maximum	86	100	73	86
Mean	50.40	67.40	45.80	58.40
Std. Deviation	13.468	12.434	19.586	25.329

From the table, it is evident that the minimum pre-test score in the experimental class is 33, while in the control class, it is 0. The highest pre-test score is 86 for the experimental class and 73 for the control class. After the post-test, the minimum score in the experimental class to 65, whereas in the control class, it was 73. The maximum post-test score reached 100 in the

experimental class and 86 in the control class. The average pre-test score was 50.40 for the experimental class and 45.80 for the control class. In the post-test, the mean score increased to 67.40 in the experimental class and 58.40 in the control class. The standard deviation for the pre-test scores was 13.468 in the experimental class and 19.586 in the control class. For the post-test, the standard deviation was 12.434 in the experimental class and 25.329 in the control class.

By comparing the student scores, the researcher can conclude that there is a significant difference between the experimental class, which received instruction using the Homophone Game, and the control class, which did not use the Homophone Game in their lessons.

2. Inferential Analysis

In the inferential analysis, the researcher presents data that includes the results of normality tests, homogeneity tests, and hypothesis tests. The hypothesis test used is the paired sample t-test. A detailed explanation of each data set is provided as follows:

a. Normality Test Result

Table 4.11 Test of Normality

		Tests of Normality		
		Shapiro-Wilk		
	Class	Statistic	Df	Sig.
Students' Result	Pre-Test Experimental Class	,894	15	,077
	Post-Test Experimental Class	,883	15	,053
	Pre-Test Control Class	,880	15	,062
	Post-Test Control Class	,876	15	,052

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

In this study, the Shapiro-Wilk test was used to assess normality because the sample size was less than 50. If the significance value (sig) is greater than 0.05, the data is considered normally distributed; if it is less than 0.05, the data is not normally distributed. From the normality test results, the significance value for the experimental class pre-test is 0.077 and for the post-test is 0.053, both of which are greater than 0.05 ($0.077 > 0.05$, $0.53 > 0.05$), indicating that the data in the experimental class is normally distributed. Similarly, the control class pre-test shows a significance value of 0.062, and the post-test is 0.52, both greater than 0.05 ($0.62 > 0.05$, $0.52 > 0.05$), so the data in the control class is also normally distributed.

b. Homogeneity Test result

Table 4.12 Test of Homogeneity of Variances

		Test of Homogeneity of Variance			
		Levene Statistic	df1	df2	Sig.
Students' Result	Based on Mean	3,686	1	28	,065
	Based on Median	3,443	1	28	,074
	Based on Median and with adjusted df	3,443	1	20,125	,078
	Based on trimmed mean	3,394	1	28	,076

From the homogeneity test table, it is observed that the significance value based on the mean is 0.065. Since $0.065 > 0.05$, it can be concluded that the data from the experimental and control classes is homogeneous. Although this homogeneity test is useful for conducting the independent sample t-test, it is not an absolute requirement.

Pair 1	Pre-Test Experimental Class - Post-Test Experimental Class	-17.400	6.010	1.552	20.728	14.072	11.214	14	,000
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The paired sample t-test is used to determine whether the Homophone Game is effective in teaching Pronunciation student. According to the table, the t-test value (t-count) is 11.214 with a significance level of 0.000. If the significance value (2-tailed) is less than <0.05 , H_0 is rejected and H_a is accepted. If the significance value is greater than >0.05 , H_0 is accepted and H_a is rejected. In this case, the significance value is 0.000, which is less than <0.05 , so H_0 is rejected, and H_a is accepted, meaning that the use of the Homophone Game to improves students' pronunciation in the tenth grade at MA Alkhairaat Maleni Donggala.

The researcher compares the T-test value with the T-table value to determine which hypothesis will be accepted. If the T-test value is less than the T-table value, H_0 is accepted and H_a is rejected. Conversely, if the T-test value is greater than the T-table value, H_0 is rejected and H_a is accepted. According to the paired sample T-test data, the T-test value is 11.214. With a degree of freedom (df) of 14 and a significance level of 0.025 ($0.05/2$), the T-table value is 2.093. Since $5.252 > 2.093$, H_0 is rejected and H_a is accepted, indicating that using of Homophone significantly improves the pronunciation skills at the tenth grade of MA. Alkhairaat Maleni Donggala.

B. Discussion of the Research Result

Based on the data analysis, the result is a significant value (2-tailed) < 0.05 , with a significant value of $0.000 < 0.05$. Furthermore, the T-test value must be greater than the T-table value ($T\text{-test} > T\text{-table}$). It is known that the T-test value is 5,252 with a degree of freedom (df) of 14 and a significance level of $0.05/2$. In the T-table, the value for df 14 is 2.093. Thus, the result $5,252 > 2.093$ can be obtained, indicating that the T-test value is greater than the T-table value. Therefore, the researcher concludes that H_0 is rejected and H_a is accepted.

Based on the results of the research, it was obtained that the use of homophone games can improve students' pronunciation at the tenth grade of MA Alkhairaat Maleni. It was proved that the use homophone games could be one of effective solutions for students' pronunciation. effective.

It supported by Veronica Unun Pratiwi 2017 The aim of this research is to improve the students' pronunciation. This research research uses classroom action research, the subject of the research is the students at Eleventh Grade of 1 Nguter Senior Higt School. The mean score got improvement from Pre-test until Post-test 2. The mean score in the Pre-test was 57,36 , in Post-test I was 68,19 and in Post-test 2 was 80.¹ In this research the mean student score on the pre-test was 50,40 and there was an improve in the average score on the post-test to 67,80. This demonstrates a significsnt improvement in the students' pronunciation skills.

¹ Veronika Unun Pratiwi, Septi Iriani and Arin Arianti. "Improving Students' Pronunciation Skill Using Homophone Game (A Classroom Action Research at First Eleventh Grade Science Students of SMAN 1 Nguter)". International Conference on Indonesian Islam, Education and Science (ICIIES) (2017). 662

The result of the research are also supported by Isra Yulianti 2022, this research result showed that through the Homophone game the pronunciation of students' in grade VII B MTsN Kepulauan Selayar was more effective. It can be seen from the students' pre-test and post-test scores increased, from 48.81 to 59.62, with a score range of 10.81. Meanwhile, the standard deviation for the pre-test is 0.3725 and the post-test is 0.4045, with a value range of 0.032. Where the value of the T-test is greater than t-table, namely 787,108 1,75305.² While in this research to find out the learning result of students after using Homophone game. The results showed that there was an improvement in students' pronunciation skills.

The result of the research also supported by Siti Nur Istiqomah 2023 The results revealed a significant improvement in students' pronunciation skills following the treatment. Their average scores increased from 56 in the pre-test to 75 in the post-test, meanwhile, in the control class although there was also an improvement in pronunciation from 64 in the pre-test to 73 in the post-test, the significant difference between the two groups indicates that the homophone game specifically contributed significantly to enhancing students' pronunciation skills.³ while researchers revealed that researchers had made significant improvements in students' pronunciation skills after treatment. Their average score increased from 86 in the pre-test to 100 in the post-test, meanwhile, in the control class although there was also an increase in pronunciation from 73 in the

² Isra Yulianti, Hasnani and Suharti Siradjuddin. "The Effectiveness of Homophone Games towards Student's Pronunciation at MTsN Kepulauan Selayar". Jurnal Pendidikan Indonesia, 3. No.4 (2022). 38

³ Siti Nur Istiqomah. *The Effect of Homophone Games on Students' Pronunciation Practice*". Thesis Faculty of Teacher Training and Education Universitas Nahdlatul Ulama Sunan Giri (2023)

pre-test to 86 in the post-test, this was already significant. The differences between the two groups showed that homophone play in particular made a significant contribution to the improvement of students' pronunciation.

Moreover, homophone game could helped the process of learning pronunciation to run effectively. This research also proved that students become more active and interested in learning pronunciation during the learning process. This confirmed by the findings of Isra Yulianti, Hasnani and Suharti Siradjuddin where students feel happy and active during the learning process. Finally, the use of homophone games helped students improve their pronunciation.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data analysis from the previous page, it can be concluded that using the Homophone Game has a significant positive impact on improving students' pronunciation skills. The Homophone Game effectively enhances these skills. The T-test result of 5.252 is greater than the T-table value of 2.093, indicating that the T-test value exceeds the T-table value. As a result, the null hypothesis is rejected, and the alternative hypothesis is accepted. Additionally, the independent sample t-test shows a significance value (2-tailed) of 0.000, which is less than 0.05. These findings suggest that the Homophone Game is effective in improving students' pronunciation skills, demonstrating a significant difference in scores between the experimental class, which used the game, and the control class, which did not.

B. Suggestion

Following the conclusion of the data analysis result, the research offers the following suggestion :

1. Schools, particularly teachers, should focus on creating a harmonious teaching and learning environment and employ engaging methods that capture students' interest in classroom. This approach will help ensures students are both interested and comfortable with the learning materials. Additionally, teachers

should maintain strict discipline to ensure students understand and adhere to school rules.

2. Students, are expected to cultivate self-awareness to become more enthusiastic about their learning, which will enhance their abilities and achievements. This is particularly crucial in English language learning, especially with reading materials. As the learning process advances, students should be more engaged and focused to better understand and retain information about pronunciation.

3. The study aimed to enhance students' pronunciation through the use of Homophon Games. This technique can similarly be applied to boost students' English pronunciation skills. It is anticipated that other researchers might address their research challenges with comparable methods. Additionally, this research is expected to serve as a valuable resource for future studies.

Appendix 1. Lesson Plan in Experimental Class

RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah : Ma. Alkhairaat Maleni Donggala
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : XI / Ganjil
Materi Pokok : Homophone
Alokasi Waktu : 80 Menit (Pertemuan ke 1)

Kompetensi Inti

KI 3 : Memahami dan menerapkan fakta, konsep, prosedur, dan pengetahuan metakognitif pada tingkat teknis sederhana dan ad hoc berdasarkan rasa ingin tahu tentang ilmu pengetahuan, teknologi, seni, budaya, dan wawasan kemanusiaan, kebangsaan, dan kebangsaan ke dalam fenomena dan peristiwa yang terlihat.

KI 4 : Menunjukkan keterampilan penalaran, pengolahan dan presentasi secara kreatif, produktif, kritis, mandiri, kolaboratif dan komunikatif dalam ranah konkrit dan abstrak berdasarkan pengetahuan yang dipelajari dari sudut pandang teoritis di sekolah dan sumber lain yang sejenis.

Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyatakan harapan, doa, dan ucapan selamat atas suatu kebahagiaan dan prestasi, serta menaggapinya, sesuai dengan konteks penggunaannya.	Menganalisis kalimat yang terkategori homophone yang meliputi fungsi sosial, struktur teks dan unsur kebahasaan.

<p>4.1 Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan menyatakan harapan, doa, dan ucapan selamat atas suatu kebahagiaan dan prestasi, dan menanggapi, engan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>Menyusun kata kata homophone menjadi satu kesatuan kalimat yang meliputi fungsi sosial, struktur teks, dan unsur kebahasaan.</p> <p>Membuat kalimat yang berhubungan dengan homophone yang meliputi fungsi sosial, struktur teks dan unsur kebahasaan.</p>
--	---

Tujuan Pembelajaran :

- Mengidentifikasi dan memahami homophone dalam konteks kalimat.
- Menggunakan homophone secara benar dalam percakapan dan penulisan.

Alat dan bahan Pembelajaran :

Alat : spidol, papan tulis, laptop

Bahan : kata dengan homophone

Pendekatan dan Metode

Pendekatan : Scientific Approach

Metode : Homophone Game

Materi pokok dan Uraian Materi :

There, Their, They're:

"I saw the cat over there."

"Their house is painted blue."

"They're going to the park."

To, Too, Two:

"I'm going to the store."

"I ate too much cake."

"There are two apples on the table."

Your, You're:

"Is this your book?"

"You're going to love this movie!"

Its, It's:

"The cat chased its tail."

"It's raining outside."

Here, Hear:

"Come here and sit down."

"Can you hear the music playing?"

Plain, Plane:

"The cake is plain, without any frosting."

"We flew in a plane to get to our destination."

Bare, Bear:

"The tree branches were bare in winter."

"I saw a bear in the woods."

**Sale, Sail:*

"There's a sale at the store."

"They set sail across the ocean."

The dialogue between a man with a woman related to the Homophone :

Man: "I can't believe they're letting their dog run loose in the park again."

Woman: "I know, it's really irresponsible. Their dog could cause trouble."

Man: "Exactly! And it's not fair to the other park-goers. Do you think they're aware of the problem?"

Woman: "I'm not sure. We could try talking to them about it. Would you like to go over there together?"

Man: "Sure, let's go. It's important to address these issues politely and respectfully." Woman: "Definitely. We don't want to cause any unnecessary conflict."

Man: "Agreed. Hopefully, they'll understand and take responsibility for their pet."

Woman: "Let's hope so. And maybe they'll also realize that 'there,' 'their,' and 'they're' aren't interchangeable!"

Langkah Pembelajaran :

Kegiatan Pendahuluan (10 Menit)
Peneliti membuka kegiatan pembelajaran dengan mengucapkan salam dan doa.
Peneliti menanyakan kabar dan mengecek kehadiran siswa
Peneliti menyampaikan tujuan pembelajaran yang ingin dicapai
Peneliti memberikan apersepsi dan motivasi
Peneliti menyampaikan lingkup materi, langkah pembelajaran, dan teknik penelitian.
Kegiatan Inti (60 Menit)
Peneliti menyampaikan materi terkait Homophone dan guru menuliskan beberapa contoh terkait kalimat homophone.
Peneliti meminta siswa untuk latihan mengucapkan kata homophone bersama-sama
Peneliti dan siswa melakukan tanya jawab mengenai homophone.
Peneliti meminta para siswa untuk berhitung dan membuat kelompok atau group di dalam setiap kelompok / group sebanyak 4-5 org siswa
Peneliti membuat pertanyaan <i>'fill in the blank'</i> di papan tulis mengenai Homophone
Lalu Peneliti akan membuat game yaitu Homophone game yang dimana setiap kelompok akan berlumba-lumba untuk mengisi kata yang terpotong dipapan tulis.

Setiap kelompok mengumpulkan poin berdasarkan pertanyaan yang dijawab secara benar
Peneliti menghitung poin dari setiap kelompok yang menjawab pertanyaan dengan benar.
Peneliti dan siswa memberikan tepuk tangan kepada kelompok yang mendapatkan poin terbanyak
Peneliti memberikan apresiasi atas partisipasi semua siswa.

Kegiatan Penutup (10 Menit)

Peneliti dan siswa menyampaikan kesimpulan dan refleksi terhadap pembelajaran.
Peneliti memberikan umpan balik dan pesan moral dari pembelajaran.
Peneliti menutup pembelajaran dengan mengucapkan salam.

Donggala, Juli 2024

Mengetahui,
Guru Mata Pelajaran
Bahasa Inggris

Mahasiswa

SUPRATMAN, S.Pd
NIP. 197910122007011005

ANNISA
NIM. 20.1.16.0008

RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah : Ma. Alkhairaat Maleni Donggala
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : XI / Ganjil
Materi Pokok : Homophone
Alokasi Waktu : 80 Menit (Pertemuan ke 2)

Kompetensi Inti

KI 3 : Memahami dan menerapkan fakta, konsep, prosedur, dan pengetahuan metakognitif pada tingkat teknis sederhana dan ad hoc berdasarkan rasa ingin tahu tentang ilmu pengetahuan, teknologi, seni, budaya, dan wawasan kemanusiaan, kebangsaan, dan kebangsaan ke dalam fenomena dan peristiwa yang terlihat.

KI 4 : Menunjukkan keterampilan penalaran, pengolahan dan presentasi secara kreatif, produktif, kritis, mandiri, kolaboratif dan komunikatif dalam ranah konkrit dan abstrak berdasarkan pengetahuan yang dipelajari dari sudut pandang teoritis di sekolah dan sumber lain yang sejenis.

Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyatakan harapan, doa, dan ucapan selamat atas suatu kebahagiaan dan prestasi, serta menaggapinya, sesuai dengan konteks penggunaannya.	Menganalisis kalimat yang terkategori homophone yang meliputi fungsi sosial, struktur teks dan unsur kebahasaan.

<p>4.1 Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan menyatakan harapan, doa, dan ucapan selamat atas suatu kebahagiaan dan prestasi, dan menanggapi, engan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>Menyusun kata kata homophone menjadi satu kesatuan kalimat yang meliputi fungsi sosial, struktur teks, dan unsur kebahasaan.</p> <p>Membuat kalimat yang berhubungan dengan homophone yang meliputi fungsi sosial, struktur teks dan unsur kebahasaan.</p>
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Tujuan Pembelajaran :

- Mengidentifikasi dan memahami homophone dalam konteks kalimat.
- Menggunakan homophone secara benar dalam percakapan dan penulisan.

Alat dan bahan Pembelajaran :

Alat : spidol, papan tulis, laptop

Bahan : kata dengan homophone

Pendekatan dan Metode

Pendekatan : Scientific Approach

Metode : Homophone Game

Materi pokok dan Uraian Materi :

The dialogue between a man with a woman related to the Homophone :

Man: "I can't believe they're letting their dog run loose in the park again."

Woman: "I know, it's really irresponsible. Their dog could cause trouble."

Man: "Exactly! And it's not fair to the other park-goers. Do you think they're aware of the problem?"

Woman: "I'm not sure. We could try talking to them about it. Would you like to go over there together?"

Man: "Sure, let's go. It's important to address these issues politely and respectfully." Woman: "Definitely. We don't want to cause any unnecessary conflict."

Man: "Agreed. Hopefully, they'll understand and take responsibility for their pet."

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Kegiatan Penutup (10 Menit)
Peneliti dan siswa menyampaikan kesimpulan dan refleksi terhadap pembelajaran. Peneliti memberikan umpan balik dan pesan moral dari pembelajaran. Peneliti menutup pembelajaran dengan mengucapkan salam.

Donggala, Agustus 2024

Mengetahui,
Guru Mata Pelajaran
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RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah : Ma. Alkhairaat Maleni Donggala
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : XI / Ganjil
Materi Pokok : Homophone
Alokasi Waktu : 80 Menit (Pertemuan ke 3)

Kompetensi Inti

KI 3 : Memahami dan menerapkan fakta, konsep, prosedur, dan pengetahuan metakognitif pada tingkat teknis sederhana dan ad hoc berdasarkan rasa ingin tahu tentang ilmu pengetahuan, teknologi, seni, budaya, dan wawasan kemanusiaan, kebangsaan, dan kebangsaan ke dalam fenomena dan peristiwa yang terlihat.

KI 4 : Menunjukkan keterampilan penalaran, pengolahan dan presentasi secara kreatif, produktif, kritis, mandiri, kolaboratif dan komunikatif dalam ranah konkrit dan abstrak berdasarkan pengetahuan yang dipelajari dari sudut pandang teoritis di sekolah dan sumber lain yang sejenis.

Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyatakan harapan, doa, dan ucapan selamat atas suatu kebahagiaan dan prestasi, serta menaggapinya, sesuai dengan konteks penggunaannya.	Menganalisis kalimat yang terkategori homophone yang meliputi fungsi sosial, struktur teks dan unsur kebahasaan.

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Tujuan Pembelajaran :

- Mengidentifikasi dan memahami homophone dalam konteks kalimat.
- Menggunakan homophone secara benar dalam percakapan dan penulisan.

Alat dan bahan Pembelajaran :

Alat : spidol, papan tulis, laptop

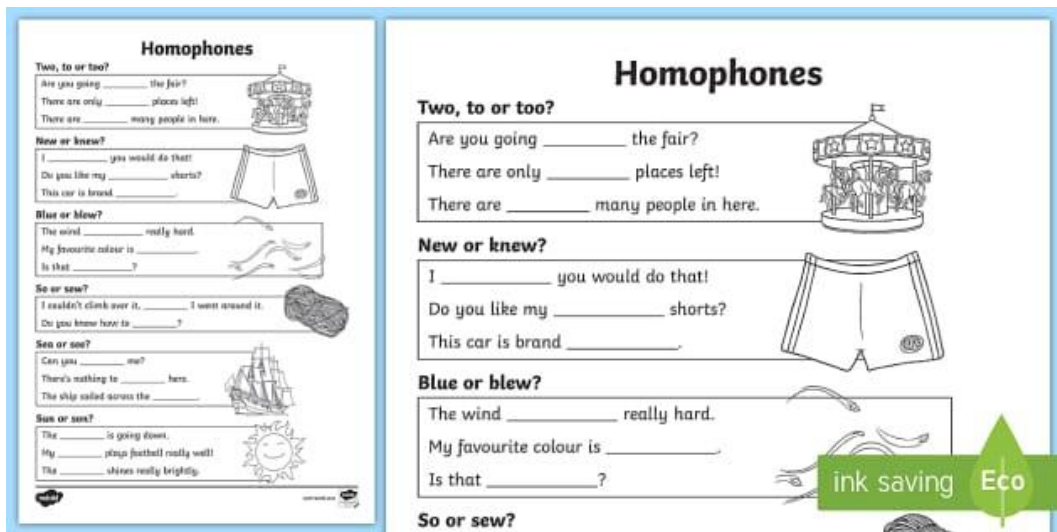
Bahan : kata dengan homophone

Pendekatan dan Metode

Pendekatan : Scientific Approach

Metode : Homophone Game

Materi pokok dan Uraian Materi :



Langkah Pembelajaran :

Kegiatan Pendahuluan (10 Menit)
<p>Peneliti membuka kegiatan pembelajaran dengan mengucapkan salam dan doa.</p> <p>Peneliti menanyakan kabar dan mengecek kehadiran siswa</p> <p>Peneliti menyampaikan tujuan pembelajaran yang ingin dicapai</p> <p>Peneliti memberikan apersepsi dan motivasi</p> <p>Peneliti menyampaikan lingkup materi, langkah pembelajaran, dan teknik penelitian.</p>
Kegiatan Inti (60 Menit)
<p>Peneliti menyampaikan materi terkait Homophone dan guru menuliskan beberapa contoh terkait kalimat homophone.</p> <p>Peneliti meminta siswa untuk latihan mengucapkan kata homophone bersama-sama</p> <p>Peneliti dan siswa melakukan tanya jawab mengenai homophone.</p> <p>Peneliti meminta para siswa untuk berhitung dan membuat kelompok atau group di dalam setiap kelompok / group sebanyak 4-5 org siswa</p> <p>Peneliti membuat pertanyaan <i>'fill in the blank'</i> di papan tulis mengenai Homophone</p> <p>Lalu Peneliti akan membuat game yaitu Homophone game yang dimana setiap kelompok akan berlumba-lumba untuk mengisi kata yang terpotong dipapan tulis.</p> <p>Setiap kelompok mengumpulkan poin berdasarkan pertanyaan yang dijawab secara benar</p> <p>Peneliti menghitung poin dari setiap kelompok yang menjawab pertanyaan dengan benar.</p>

Peneliti dan siswa memberikan tepuk tangan kepada kelompok yang mendapatkan poin terbanyak

Peneliti memberikan apresiasi atas partisipasi semua siswa.

Kegiatan Penutup (10 Menit)

Peneliti dan siswa menyampaikan kesimpulan dan refleksi terhadap pembelajaran.

Peneliti memberikan umpan balik dan pesan moral dari pembelajaran.

Peneliti menutup pembelajaran dengan mengucapkan salam.

Donggala, Agustus 2024

Mengetahui,
Guru Mata Pelajaran
Bahasa Inggris

Mahasiswa

SUPRATMAN, S.Pd
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ANNISA
NIM. 20.1.16.0008

RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah : Ma. Alkhairaat Maleni Donggala
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : XI / Ganjil
Materi Pokok : Homophone
Alokasi Waktu : 80 Menit (Pertemuan ke 3)

Kompetensi Inti

KI 3 : Memahami dan menerapkan fakta, konsep, prosedur, dan pengetahuan metakognitif pada tingkat teknis sederhana dan ad hoc berdasarkan rasa ingin tahu tentang ilmu pengetahuan, teknologi, seni, budaya, dan wawasan kemanusiaan, kebangsaan, dan kebangsaan ke dalam fenomena dan peristiwa yang terlihat.

KI 4 : Menunjukkan keterampilan penalaran, pengolahan dan presentasi secara kreatif, produktif, kritis, mandiri, kolaboratif dan komunikatif dalam ranah konkrit dan abstrak berdasarkan pengetahuan yang dipelajari dari sudut pandang teoritis di sekolah dan sumber lain yang sejenis.

Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyatakan harapan, doa, dan ucapan selamat atas suatu kebahagiaan dan prestasi, serta menaggapinya, sesuai dengan konteks penggunaannya.	Menganalisis kalimat yang terkategori homophone yang meliputi fungsi sosial, struktur teks dan unsur kebahasaan.

<p>4.1 Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan menyatakan harapan, doa, dan ucapan selamat atas suatu kebahagiaan dan prestasi, dan menanggapi, engan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>Menyusun kata kata homophone menjadi satu kesatuan kalimat yang meliputi fungsi sosial, struktur teks, dan unsur kebahasaan.</p> <p>Membuat kalimat yang berhubungan dengan homophone yang meliputi fungsi sosial, struktur teks dan unsur kebahasaan.</p>
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Tujuan Pembelajaran :

- Mengidentifikasi dan memahami homophone dalam konteks kalimat.
- Menggunakan homophone secara benar dalam percakapan dan penulisan.

Alat dan bahan Pembelajaran :

Alat : spidol, papan tulis, laptop

Bahan : kata dengan homophone

Pendekatan dan Metode

Pendekatan : Scientific Approach

Metode : Homophone Game

Materi pokok dan Uraian Materi :

Homophone Words

gild	→	guild	 
gilt	→	guilt	
giro	→	gyro	
gnaw	→	nor	
gneiss	→	nice	
gorilla	→	guerilla	
grate	→	great	
greave	→	grieve	
greys	→	graze	
grisly	→	grizzly	
groan	→	grown	
guessed	→	guest	
hail	→	hale	
hair	→	hare	
hall	→	haul	
hangar	→	hanger	
hart	→	heart	
haw	→	hoar	
hay	→	hey	
heal	→	heel	

www.englishgrammarhere.com

Langkah Pembelajaran :

Kegiatan Pendahuluan (10 Menit)
<p>Peneliti membuka kegiatan pembelajaran dengan mengucapkan salam dan doa.</p> <p>Peneliti menanyakan kabar dan mengecek kehadiran siswa</p> <p>Peneliti menyampaikan tujuan pembelajaran yang ingin dicapai</p> <p>Peneliti memberikan apersepsi dan motivasi</p> <p>Peneliti menyampaikan lingkup materi, langkah pembelajaran, dan teknik penelitian.</p>
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terbanyak

Peneliti memberikan apresiasi atas partisipasi semua siswa.

Kegiatan Penutup (10 Menit)

Peneliti dan siswa menyampaikan kesimpulan dan refleksi terhadap pembelajaran.

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Donggala, Agustus 2024

Mengetahui,
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Pre-Test

Fill in the blank spaces by choosing the correct word!

1. I am not to drink soda. (**allowed / aloud**)
2. My bought me a new novel. (**ant / aunt**)
3. I was so hungry. I my entire dinner. (**eight / ate**)
4. I got a new bat and last week. (**bowl / ball**)
5. Winnie the Pooh is a friendly (**bare / bear**)
6. What do you want to when you grow up? (**be / bee**)
7. I was stung by a (**be / bee**)
8. Every week my parents go to the butcher's to buy some and they our neighbours there. (**meat, meet**)
9. My eldest brother is left-handed, he can't properly with his hand. (**right / write**)
10. We went by bus to the in Camden Town. The bus is not very expensive. (**fair, fare**)
11. Did you the little bird that sang? (**hear, here**)
12. They used to to Spain to buy shoes and clothes on it was easy to cross the river by boat. (**sail, sale**)
13. I like to sit on a stool made of (**would, wood**)
14. My eldest likes lying on the sand and he doesn't care about the rays. (**son, sun**)
15. teachers are always complaining about us. My father spent an talking to our class director. (**hour, our**)

Answer Key

1. Allowed
2. Aunt
3. Ate
4. Ball
5. Bear
6. Be
7. Bee
8. Meat, meet
9. Write
10. Fair, fare
11. Hear, here
12. Sail, sale
13. Would, wood
14. Son, sun
15. Our, hour

Assesment

Technique : students' answer completion sentence

Form : Completion sentence

Scoring Guidance

Each right answer is scored = 1

Score Maximum = 1

$$\text{Student's score} = \frac{\text{total right answer}}{15} \times 100$$

Post-Test

Fill in the blank spaces by choosing the correct word!

1. My mother read me a (tale / tail)
2. There are seven days in a (weak / week)
3. The bird to its nest in the tree. (flu / flew)
4. Out in forest, the ate some berries. (bare / bear)
5. I watched the beautiful eating in the meadow. (dear / deer)
6. Could you please pass a of the cake? (piece / peace)
7. My dad's favorite dinner is and potato. (stake / steak)
8. The little boy was looking the window and his ball to me.
(threw, through)
9. The shopkeeper will that to him, to put into his big clock. (cell, sell)
10. In summer, when the is high up in the sky, my likes to go for a swim. (son, sun)
11. His pet dog smells with his and that Andy has come. (nose, knows)
12.! See you after I candies from the store. (buy, bye)
13. Don't near that tree as it has a hive. (bee, be)
14. The transport in Portugal is cheaper than in Britain but that is not because both are members of the EU. (fair, fare)
15. I will on the side of this notebook. (write, right)

Answer Key

1. Tale
2. Week
3. Flew
4. Bear
5. Deer
6. Piece
7. Steak
8. Through, threw
9. Sell, cell
10. Sun, son
11. Nose, knows
12. Bye, buy
13. Be, bee
14. Fare, fair
15. Write, right

Assesment

Technique : students' answer completion sentence

Form : Completion sentence

Scoring Guidance

Each right answer is scored = 1

Score Maximum = 1

$$Student's\ score = \frac{total\ right\ answer}{15} \times 100$$

APPENDICES

Appendix 1 Lesson Plan Experimental Class

Rencana Pelaksanaan Pembelajaran

Sekolah : Ma. Alkhairaat Maleni Donggala
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : X / Ganjil
Materi Pokok : Homophone
Alokasi Waktu : 80 Menit (Pertemuan ke 1)

Kompetensi Inti

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- Alat : spidol, papan tulis, laptop
- Bahan : kata dengan homophone

Pendekatan dan Metode

- Pendekatan : Scientific Approach
- Metode : Homophone Game

Materi pokok dan Uraian Materi :

A Homophones can be tricky because they sound alike but have different meanings and often different spellings too. Mixing them up can lead to misunderstandings in writing and speech. For example, "to," "too," and "two" are homophones because they sound the same but have different meanings and spellings.

Sure, here are some examples of homophones along with sentences:

1. *There, Their, They're:*

- "I saw the cat over there."
- "Their house is painted blue."
- "They're going to the park."

2. *To, Too, Two:*

- "I'm going to the store."

- "I ate too much cake."
- "There are two apples on the table."

3. *Your, You're:*

- "Is this your book?"
- "You're going to love this movie!"

4. *Its, It's:*

- "The cat chased its tail."
- "It's raining outside."

5. *Here, Hear:*

- "Come here and sit down."
- "Can you hear the music playing?"

6. *Plain, Plane:*

- "The cake is plain, without any frosting."
- "We flew in a plane to get to our destination."

7. *Bare, Bear:*

- "The tree branches were bare in winter."
- "I saw a bear in the woods."

8. **Sale, Sail:*

- "There's a sale at the store."
- "They set sail across the ocean."

Homophones can definitely make writing and speaking a bit tricky, but paying attention to context and spelling can help avoid confusion!

The dialogue between a man with a woman related to the Homophone :

Man: "I can't believe they're letting their dog run loose in the park again."

Woman: "I know, it's really irresponsible. Their dog could cause trouble."

Man: "Exactly! And it's not fair to the other park-goers. Do you think they're aware of the problem?"

Woman: "I'm not sure. We could try talking to them about it. Would you like to go over there together?"

Man: "Sure, let's go. It's important to address these issues politely and respectfully."

Woman: "Definitely. We don't want to cause any unnecessary conflict."

Man: "Agreed. Hopefully, they'll understand and take responsibility for their pet."

Woman: "Let's hope so. And maybe they'll also realize that 'there,' 'their,' and 'they're' aren't interchangeable!"

Langkah Pembelajaran :

Kegiatan Pendahuluan (10 Menit)
<ul style="list-style-type: none">• Guru membuka kegiatan pembelajaran dengan mengucapkan salam dan doa.• Guru menanyakan kabar dan mengecek kehadiran siswa• Guru menyampaikan tujuan pembelajaran yang ingin dicapai• Guru memberikan apersepsi dan motivasi• Guru menyampaikan lingkup materi, langkah pembelajaran, dan teknik penelitian.
Kegiatan Inti (60 Menit)
<ul style="list-style-type: none">• Guru meminta para siswa untuk berhitung dan membuat kelompok atau group di dalam setiap kelompok / group sebanyak 4-5 org siswa• Melakukan pelaksanaan <i>pronounciatin pre-test</i> kepada siswa secara individual• Guru menyampaikan materi terkait Homophone dan guru menuliskan beberapa contoh terkait kalimat homophone• Guru meminta siswa untuk latihan mengucapkan kata homophone bersama-sama• Lalu guru menuliskan kalimat di setiap kelompok, setelah itu kalimat yang terpotong akan di lengkapi dengan kalimat homophone yang telah di tulis disaping kalimat tersebut• Lalu guru akan membuat game yaitu <i>Homophone game</i> yang dimana setiap group akan berlumba-lumba untuk mengisi kata yang terpotong dipapan tulis, setelah itu guru akan menilai setiap kelompok yang akan menjawab kalimat yang benar dan tepat akan diberi skor / nilai.
Kegiatan Penutup (10 Menit)
<ul style="list-style-type: none">• Guru dan siswa menyampaikan kesimpulan dan refleksi terhadap pembelajaran.• Guru memberikan umpan balik dan pesan moral dari pembelajaran.• Guur menutup pembelajaran dengan mengucapkan salam dan doa.

